



NATIONAL ENDOWMENT FOR THE
Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Summer Seminars and Institutes application guidelines at

<http://www.neh.gov/grants/education/summer-seminars-and-institutes>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials. The page limit for the narrative description is now **fifteen** double-spaced pages.

Project Title: Literatures, Religions, and Arts of the Himalayan Region
Institution: College of the Holy Cross
Project Director: Todd Lewis
Grant Program: Summer Seminars and Institutes

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 most 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 over one hundred, thirty teachers who attended the "Cultures and Religions of the Himalayan Region" Institutes in 2002, 2004, as well as the 2006, 2008, and 2011 redesigned Institutes, "**Literatures, Religions, and Arts of the Himalayan Region**" have repeatedly confirmed our initial assumptions. Over 35,175 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. After four years devoted to other scholarly projects, we seek to direct another Summer Institute, updated to reflect teacher needs and recent events in the Himalayan region.

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, both art history and studio art, world religions, modern politics, geography, environmental studies, frontier regions in comparative perspective (to name a few). Even those who intend to teach, for example, Himalayan literature, find that understanding the ecology of the Himalayas, or political history, creatively informs their future teaching. The title of our Institute accurately reflects its interdisciplinary content that responds to teacher suggestions from 2011 that we devote more time to political briefings, Islam, and 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 novelists who will lead discussions of their recent books. Enthusiasm for Indian films as teaching tools has also inspired our adding an additional sessions and screenings.

An appendix 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, 2006, 2008, and 2011 K-12 Summer Institutes has drawn us to repeat the theme of these programs again, with the modification of additional attention to art, literature, popular cinema, Christian and Islamic traditions in Asia. From their evaluations and comments, we know that previous participants have had consistently positive experiences on the Holy Cross campus and in our variety of

curricular presentations. 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 2015 based upon our experiences in the last summer institute for K-12 teachers we co-directed in 2011.

The effective educational experiences we arranged in earlier programs will be largely repeated, again with some additions based upon teacher comments. To accommodate these additions, we will pare back coverage on the Silk Route and environmental issues; based on past evaluations, we will add two curriculum implementation trainings, and begin earlier the especially valued web site design program of individual trainings by Holy Cross specialists.

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, and are now the homes of influential Muslim nationalist movements; 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*,” “The Little Buddha,” and “Zero Dark Thirty” have attracted millions of viewers; numerous entertainment stars from Hollywood and the rock music world have expressed their faith in Tibetan Buddhism; countless television shows and films 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 Afghans, Pakistanis, Kashmiris or Tibetans; Nepal has emerged as a source of concern as potentially a “failed state”; and the Dalai Lama, the leader of the Tibetan government-in-exile, has become the world’s most famous Buddhist face.

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 2015 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 adding a session on Christianity in Asia. Two former diplomats and area experts will present full sessions on Afghanistan and Pakistan based trips scheduled for the spring before the Institute. 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 will also use several newly published 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 field trips to the Museum of Fine Arts in Boston and the Rubin Museum of Tibetan Art in Manhattan, the latter an extraordinary national resource that contains the world's largest collections of Tibetan painting and has a growing outreach program for school teachers. We will also visit to the Karma-pa Gompa in Woodstock, New York, a monastery that inside its sanctuary is as close to those in Tibet as we can visit.

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 new resources (WWW sites; UTube, 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 6).

3.2. Content of the Project

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, Hindu, and Islamic 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, including a new session on Christianity in Asia, 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 directors and the visiting experts. We also plan to lighten the academic workload (as 2011 reviewers suggested) by adding more hands-on, "fun" programs such as kite flying, "hands-on" ritual events, and a concert of Himalayan folk music.

Professional Development for Participants. 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 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." Most of the 2011 teachers found that these workshops effectively translated their learning into useful programs for classroom adaptation; the wealth of curriculum materials purchased for past institutes are archived for use in 2015.

The outcome of teacher participation in the Institute is "Curriculum Implementation Plans," a formula that has been developed in recent years by developed in recent years by staff at Brown University's Choices Program. Choices Professional Development Director Maureen Stephens, a national leader in teacher continuing education, 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 in the Choices collection.

As in past Institutes, the Holy Cross Education Department will award state-certified Continuing Education Hours Certificates (as they are called in Massachusetts). Teachers can also earn course credits through the Clark University COPACE program.

Institute Web Site and Web Page Development Training. 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 2014 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 K-12 world history teacher's publication, *Education About Asia*.

We also intend to utilize materials used by expert lecturers (handouts, visuals, videos) and publish them on the Institute web site for each presentation, expanding on this practice from the five earlier institutes. 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. A second edition should be published in time 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. 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.

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 Inner Asian and Altaic Studies Program. Fluent in classical and modern Tibetan, Nepali, and spoken Chinese, since 1980 he has worked in Nepal for five years and has traveled extensively in India, Tibet and China. A MacArthur Fellow, 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 Professional Development Director of the Choices Program at Brown University and a Research Associate at Brown's Watson Institute for International Studies. The Choices Program develops curriculum on international issues for high school teachers (www.choices.edu). For the second time in four years, the Choices Program won the Buchanan Prize, awarded by the Association for Asian Studies, for the best new K-14 curriculum on Asia.

Before joining the staff at Brown University, she was the director of the Teachers Center for Global Studies at Clark University, where she developed and administered hundreds of professional development programs for K-12 teachers. 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 serve on the Participant Selection Committee, 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.

As in past programs, we have invited the finest scholars in their fields who are also effective in bringing their expertise for the K-12 teacher participants.

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, 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 in past programs were the most highly rated based on her clear articulation of topics and an extraordinary selection of images.

Naomi Bishop has studied a Sherpa village in Helambu, Nepal, for over 30 years. A noted widely published anthropologist, she 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. A critically acclaimed film shot and directed by her filmmaker husband John Bishop will be shown in the Institute, and her accompanying monograph will be a core reading.

Peter Burleigh, recently Ambassador to India and now retired from the State Department, is one of his generation’s most distinguished diplomats, having been awarded the Distinguished Service Medal by President Bill Clinton. Burleigh in fact has continued to keep his ties to the Himalayan region, briefing ambassadors and visiting Nepal on special assignments for the Carter Center. Teachers will benefit from his current knowledge and his perspective as a shaper of government foreign policy.

Sienna Craig, an Associate Professor of Anthropology at Dartmouth, has been studying the northern Himalayan regions of Nepal since 1997. In addition to innovative and ground-breaking work on Tibetan medicine and veterinary practices among Tibetanized peoples, she has also written a book based upon her personal and research experiences, *Horses Like Lightning: A Story of Passage Through the Himalayas*. Her presentations on Tibetan medicine make vivid the traditions of healing and their practical applications of Buddhism for villagers.

Caner Dagli, Associate Professor of Religion at Holy Cross, is an expert of Islamic history, philosophy, and ritual. Dagli has been a lead scholar in a team that for the past three years has

produced the first modern critical commentary on the Qur'an, a multi-volume undertaking.

Drawing on his rich experiences living in countries across the Muslim world, and based on his highly successful record as a classroom instructor, Professor Dagli will provide new and compelling units to the Institute's curriculum.

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.

Paula Newburg, one of the leading authorities on the modern political developments in South Asia, and now distinguished professor at the University of Texas-Austin, will add her historical expertise to help participants understand recent developments in Kashmir, Pakistan, and Afghanistan. Her overview of this northwest Himalayan region's history, as well as her descriptions of the role of the United States there, were very well received by the teachers in all the earlier institutes.

Charles Ramble is the holder of the Bacot Chair of Tibetan History and Philology at the Sorbonne University, Paris. Before his election to this position in 2010, he was the first holder of the University Lecturership in Tibetan and Himalayan Studies at the University of Oxford, UK. His time at Oxford gave him the opportunity to develop undergraduate, Masters and Doctoral programmes of teaching on the basis of fifteen years spent in the Himalayas and Tibet as an anthropologist, historian and wildlife conservationist. In 2006 he was elected President of the International Association for Tibetan Studies. In addition to his normal university teaching, he

frequently visits schools, museums and adult education groups to talk about Tibetan civilisation to non-specialist audiences. A scholar ranked among the favorite guest lecturer presenters in all previous Institutes, Ramble will cover more popular Tibetan religious traditions and Tibetan Bon.

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 the author of many articles and several books. He will share his insights on women in the region through his landmark case study on the life and times of a remarkable female Tibetan ascetic, *Himalayan Hermitess*.

Mathew Schmalz, Associate Professor of Religion 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 began giving in 2011 that has aided teachers in using modern popular films to teach about India and Hinduism.

Cristine Scherrer-Schaub is one of the leading scholars of Mahayana Buddhism in the world, having completed both field studies and textual translations of central documents in Sanskrit and

Tibetan. Professor Scherrer-Schaub is a prominent leader of academic Buddhist studies in Europe, serving on numerous editorial boards and professional societies. She has also garnered teaching awards at Ecole Pratique des Hautes Etudes, Sorbonne, Paris, where she has taught since 1999.

Sara Shneiderman received her PhD in Anthropology from Cornell University (2009) and is currently an Assistant Professor of Anthropology and South Asian Studies at Yale University. She works in the Himalayan regions of Nepal, India and China (especially the Tibetan Autonomous Region). Her research addresses the relationships between political discourse, ritual practice, cultural performance and cross-border migration in producing contemporary ethnic identities.

Narayan Kaji Shrestha is a distinguished activist who has devoted his life to empower the poorest groups in Asia. After earning his Ph.D. in International Education at Michigan State, he returned to Nepal to found two NGO-s: WATCH (“Women Acting Together for Change”) and RECOFTC (“Regional Community Forestry Training Centre”). In recognition for his work as one of main architects of the community forestry movement in Nepal, Shrestha was honored in 2012 with the international Wangari Maathai Award in cooperative humanitarian work. In past institutes and in 2014, Dr. Shrestha will help his audience imagine rural Himalayan societies from the perspective of the poor, challenging teachers to inspire their students in activism.

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 lecturing to non-specialist audiences.

Yudru Tsomo earned her Ph.D. at Harvard University, and is now Assistant Professor of Literature at the University of Wisconsin-Whitewater. She was born in Kham, eastern Tibet, and worked as an English interpreter in Beijing for many years. Her areas of expertise are Tibetan literature and history, with a particular focus on the various roles women have played in the region's formative historical events.

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 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** consisting of themselves, the Curriculum Consultant (Ms. Stephens), and two professors from the Holy Cross Asian Studies faculty to review applications.

3.4 Institutional Context

Having conducted [up to 2011] five NEH Institute for K-12 Teachers at Holy Cross, the directors have mastered the intricacies of managing the program, the success of which is attested to in the reviews of past participants. We and college staff are familiar with the logistical details of summer residential life on the Holy Cross campus – apartment lodging, meal plans, library, computer lab training, meeting and resource rooms, bursar’s office accounting systems, single ID card room/account system, etc. – we now know how to handle these matters efficiently and for the positive experience of our participant colleagues.

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 in the country. 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. Holy Cross faculty are widely respected in their academic specialties. Many have national reputations for their research and

publications, creative performances, recordings, and exhibitions. Almost all of the nearly 300 full- and part-time faculty members hold doctoral degrees from some of the finest universities here and abroad. They conduct research supported by grants from foundations, government agencies, and private sources. 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. Both the first year program Montserrat 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.

Library

Total volumes in the Holy Cross Libraries are more than 627,000, with 1,508 print and 3,052 electronic periodical subscriptions. Professor Lewis has added over 1,700 volumes on Tibet and Himalayas since 1990. The full collection now is excellent, numbering over 2,600 volumes on the Institute theme; making the collection on the Institute subject matter comparable to research university libraries. On related themes, the Hinduism and Buddhism collection numbers 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 3,850,000 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 18,000 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 College again looks forward to being the site of this, the fifth NEH Institute for K-12 Teachers to be co-directed by Professor Lewis. 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 eight 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, 2006, 2008, and 2011 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 reserved for NEH teachers will be in the Figge Hall Apartments, with kitchen areas and a panoramic view of downtown Worcester. With the rooms made up upon arrival and linens changed every three days, rooms with private baths are \$46 per person / per night.

Kimball Hall and Hogan Campus Center serve upscale cafeteria and café 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. To address transportation needs, Holy Cross will schedule and offer ad hoc van transportation to Institute participants.

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, Portland (ME), Albany, 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 website for the 2015 Institute will be added 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, and post videos of selected institute presentations as well.

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 *Himalaya: The Research Bulletin of the Nepal and Himalayan Studies Association* and *Education about Asia* published by the Asian Studies Association, and on the full range of listservs (AP teachers in world history, geography, art, literature) utilized by K-12 Teachers. It will also be publicized by announcements across the networks of South and East Asian K-12 outreach centers at major research universities and through the Asia Society web site.

As in 2011, Holy Cross Educational Technology director Mary Morrisard-Larkin will work with 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 state-of-the-art web teaching facilities of Scalia Lab in Dinand Library and a new podcast studio in the Multimedia Lab. Holy Cross is committed to sustaining the long-term existence of the Institute web site up; as in the past, staff in the Educational Technology Department assist teachers who wish to update their curriculum implementation plans and web sites in the years following its completion.

Appendix 5.1: Schedule of Lectures, Workshops, and Readings

N.E.H. Institute: Cultures and Religions of the Himalayan Region

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).
John Esposito, Darrell Fasching, and Todd Lewis, *World Religions Today*, 4th ed.
(New York: Oxford University Press, 2010).
Robert E. Fisher, *The Art of Tibet* (London: Thames and Hudson, 1997).
Melvyn Goldstein, *The Snow Lion and the Dragon* (Berkeley: University 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* (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 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, 2010)
Patrul Rimpoche, *Words of My Perfect Teacher*. (Walnut Creek: Altamira Press, 1998).
Samrat Upadhyay, *Arresting God in Kathmandu*. NY: Houghton Mifflin, 2001
David Zurick, et al, *Illustrated Atlas of the Himalaya*. (Univ. of Kentucky Press, 2006).
☐ Institute Reader [on Electronic Reserves]

WEEK 1 of the Institute, July 5th-11th

Sunday July 5 th	<u>Afternoon check-in for participants</u>
Monday 6 th	<u>Morning Program: Prof. Lewis and Van der Kuijp</u> 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 <u>Required Readings:</u> Zurick, <i>Illustrated Atlas of the Himalaya</i> , 1-66 Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i> , 5-40, Part II ☐ Peter Molnar and Paul Tapponnier, "The Collision between India and Eurasia," <i>Scientific American</i> 236 (4), 1977, 30-41. <u>Further Reading:</u> Martin Brauen, <i>Dreamworld Tibet: Western Illusions</i> (Weatherhill, 2004). Peter Bishop, <i>The Myth of Shangri-La</i> (Berkeley: Univ. of California Press, 1989) <u>Afternoon Program: Expert Presentation, Profs. Lewis and Van der Kuijp</u> Central Place & Trade Theory; Culture Regions: Kashmir, Nepal, Tibet <u>Required Readings:</u> Zurick, <i>Illustrated Atlas of the Himalaya</i> , 67-98 Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i> , Part III
Evening 5-7 PM	Welcoming New England Clambake Dinner Hosted by Holy Cross President and Dean, North Side of Hogan Center
Tuesday 7 th	<u>Morning Program: Expert Presentation, Prof. Van der Kuijp</u> Languages and Writing Systems of the Himalayan Region Tea Making Workshop: Nepali Milk Tea and Tibetan Butter Tea <u>Required Readings:</u> Lewis and Riccardi, <i>The Himalayas: A Syllabus ...</i> , Part III ☐ G. "Cultures and Peoples of the Himalayas," <i>Asian Survey</i> 1963: 289-30" <u>Afternoon Program</u> Curriculum Workshops with Maureen Stephens: "Institute Teacher Implementation Plans" "Geography of the Himalayan Region"
Wednesday 8 th	<u>Morning Program: Expert Presentation, Prof. Lewis</u> Hinduism: Overview of Core Doctrines and Practices <u>Required Reading:</u> Lewis and Riccardi, <i>The Himalayas: A Syllabus...</i> , 41-43 <u>Further Readings:</u> Diana Eck, <i>Darshan: Seeing the Divine in India</i> , 2 nd ed.

Afternoon Program: Library Orientation & Films on Hinduism with Discussion
“Village of the Himalayas: Pilgrimage to Deoprayag”; “Wages of Action”

Thursday
9th

Morning Program: Expert Presentation, Prof. Lewis
Buddhism: Overview of the Buddha's Life, Basic Doctrines, and Practices

Required Readings:

Patrul Rimpoche, *Words of My Perfect Teacher*, 1-132.

Todd Lewis, "Buddhism," from *World Religions Today*, 4th ed. (Oxford, 2010).

Afternoon Program: Expert Presentation, Prof. Nirmal Tuladhar
Kites over the Himalayas: Literature and Practice Social Science Baha, Nepal

Friday
10th

Morning Program: Expert Instruction, Mary Morrisard-Larkin
Plenary Web Page Creation and Design Workshop

Afternoon Program: Expert Presentation, Prof. Lewis
Buddhist Literature: The Life 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*.

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

6:30-10:30 PM Program: Film/Discussion with Prof. Mat Schmalz, Holy Cross
Indian Feature Film: "Lagaan"

WEEK 2 of the Institute, July 13th-17th

Monday
13th

Morning Program: Expert Presentation, Prof. Caner Dagli
Islam Overview I: Muhammad, Central Doctrines, Early History

Required Reading:

John Esposito, “Islam” from *World Religions Today*, 4th ed. (Oxford, 2010).

Afternoon Program: Expert Presentation, Prof. Lewis
Mahayana Buddhism; The Himalayas in the Buddhist Imagination

Required Readings:

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

☐ Mark Blum, “Mahayana Buddhism” *Buddhism: The Illustrated Guide* 221-235.

☐ Gregory Schopen, “Mahayana” *The Encyclopedia of Buddhism*, 492-499.

Further Readings:

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

Tuesday
14th

Morning: Expert Presentation, Prof. Michael Witzel, Harvard University
Ancient Kashmir & Nepal: History of the Himalayan 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. Dagli
Islam Overview II: Ritual Practices and Muslim Traditions of South Asia
Required Reading:
John Esposito, "Islam" from *World Religions Today*, 4th ed. (Oxford, 2010).

Wednesday
15th Morning Program: Expert Presentation, Prof. Lewis
Ancient Tibet: Cultural and Political History up to 1100 CE; Bön
Required Readings:
Matthew Kapstein, *The Tibetans*, 27-83

Afternoon: Asia galleries, Worcester Art Museum Profs. Lewis/Van der Kuijp
Workshop: Using Art to Teach Religion

Evening Program: Curriculum Workshop with Maureen Stephens
"Curriculum and Resources for Teaching about the Silk Route"

Thursday
16th 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

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

Early Evening Program: Bus Trip to Boston: Museum of Fine Arts
Guided tour by Curator of Himalayan collection
Group Dinner at Nepali Restaurant

Friday
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*
_____. et al. *The Struggle for Modern Tibet: The Autobiography of Tashi Tsering*

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.)

Afternoon Program: 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).

Further Readings:

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

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* (Boston: Shambhala, 1999).

WEEK 3 of the Institute, July 20st--July 24th

Monday 20th **Excursion to the Rubin Museum for Tibetan Art and Karmapa Monastery**
Museum Program hosted by Curators and Educators of the Museums
Departure from the College at 6:45 AM; return by 9 PM
[Popular Tibetan and Nepali Movies to be shown en route]

Tuesday 21st Morning: Expert Presentation, Lauren Hartley, Columbia University
Modern Tibetan Literature in Translation

Required Readings:

☐ Luran 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: Tibetology Pub House, 1998.

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

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

Afternoon Program: Expert Presentations, Dr. Yudru Tsomo, Lawrence University and Prof. Sara Shneiderman, Yale University

Traditions and Change in Modern Women of Tibet and the Himalayas

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*

- Wednesday 22nd Morning Program: Expert Presentation, Prof. Charles Ramble Oxford University
Practices of Tibetan Buddhism; Traditions of the Tibetan Frontier Peoples
Required Readings:
 “The People of Mustang and their History,” from Charles Ramble, *The Navel of the Demoness: Tibetan Buddhism and Civil Religion in Highland Nepal*. (NY: Oxford Univ. Press, 2008)
Further Readings:
 David Holmberg, *Order in Paradox: Myth, Ritual, and Exchange among Nepal’s Tamang* (Ithaca: Cornell University Press, 1989).
- Afternoon Program: Expert Presentation, Naomi Bishop, Univ. of California
Buddhism among Tibeto-Burman Peoples Video: "Himalayan Herders"
Required Readings:
 Naomi H. Bishop, *Himalayan Herders*. (NY: Harcourt Brace, 1998)
- Thursday 23rd Morning: Expert Presentation, Dr. Anne de Sales, Centre National de la
Shamanism in the Himalayas Recherché Scientifique
Required Readings:
 Mumford, Stan Royal. *Himalayan Dialogue: Tibetan Lamas and Gurung Shamans in Nepal*. Madison: University of Wisconsin Press, 1989, chapters 3-7
 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, Sienna Craig, Dartmouth University
Tibetan Buddhism in Practice: Medicine and Healing
Core Readings:
 Matthew Kapstein, *The Tibetans*, 244-268
 Meyer, Fernand, 1995. "Theory and Practice in Tibetan Medicine" in *Oriental Medicine: An Illustrated Guide to the Asian Arts of Healing*, 109-141
- Friday 24th Morning Program: Expert Presentation, Prof. Lewis
Buddhism and Hinduism in the Kathmandu Valley
Required Readings:
 Todd Lewis, *Popular Buddhist Texts from Nepal: Narratives and Rituals...*
- Afternoon Program: Expert Presentation, Naresh Bajracarya, Tribhuvan Univ.
Newar Buddhist Mahayana Ritualism and the Mandala
Required Reading:
 Naresh Bajracarya, “The *Guru-mandala-Arcana*”
 John Locke, “The *Uposatha Vrata* of Amoghapasa in Nepal,” *L’Ethnographie* 83 (100-101), 159-189.
- 6-8 PM: Evening Program with Prof. Lewis and Prof. Bajracarya:
Workshop on Making Nepalese Feast Foods
A Newar Feast and Prof. Lewis' Films on Kathmandu Valley Religion

WEEK 4 of the Institute, July 27th- July 31st

Monday
July 27th Morning Program: Expert Presentation, Prof. Samrat Upadhyay, Indiana University
Nepali Literature: Its Emergence in the Modern Era

Required Reading:

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

Afternoon Program: FREE

Tuesday
July 28th Morning: Expert Presentation Expert Presentation by Mat Schmaltz, Holy Cross
Christian Missionaries in Asian and the Himalayas

Required Readings:

☐ selections from Trent Pomplun, *Jesuit on the Roof of the World: Ippolito Desideri's Mission to Tibet*. NY: Oxford University Press, 2009

Afternoon Program I: Expert Presentation, Peter Burleigh, University of Miami
Nepal and the Indian Himalayas in Transition

Required Readings: *Both are available at:* www.icg.org

“Nepal: from People Power to Peace?” (Asia Report # 115, 10 May 2006)

Afternoon Program II Paula Newburg, Georgetown University

Political Developments in the NW Himalayas: Pakistan and Afghanistan

Required Readings:

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

Wednesday
July 29th Morning: Expert Presentation Prof. David Smith, University of Minnesota
Contemporary Human Ecology: Tigers and Humans

Required Readings:

Zurick, *Illustrated Atlas of the Himalaya*, 9-98

Afternoon Program I: Expert Presentation by Dr. Narayan Kaji Shrestha
Community Forestry, Women's Empowerment, Contemporary Movements

Required Readings:

Zurick, *Illustrated Atlas of the Himalaya*, 99-142

☐ Kaji Shrestha, “Community Forestry in Crisis: Where do we go from here?”

Afternoon Program II: Presentation by Keiko Yamanaka, Univ. of California
Global Warriors to Global Workers: Nepalese Labor Migrations

Required Readings:

☐ Keiko Yamanaka, “Nepalese Labour Migration to Japan”

☐ Keiko Yamanaka, “Transnational Activities for Local Survival”

Evening Program: Evening Program: Curriculum Workshop Maureen Stephens
Teaching Sustainable Development in the Himalayas

Thursday
July 30th

Morning and Afternoon:
Presentations of Teacher Implementation Plans

Evening Program: Farewell Dinner
Workshop on Making Tibetan Foods

Friday
August 1

Check-out from Campus Apartments

Appendix 5.2 The Institute's Syllabus and its Contributions to Public School Curricular Programs

1. Do public schools really teach about religion?

Every high school offers a course in AP History, and has required curricular programs in Ancient Civilizations and World History. Teachers covering these subjects must cover world religions. To use the case of Massachusetts, the 2012 Education Reform Bill requires the teaching of world religions in Grade 7 and provides the option for reviewing this subject in Grade 10. Because of the sensitivity around teaching world religions, teachers have few sources of accurate, balanced information designed for the public school classroom to draw from, and even fewer places for professional development on this topic.

2. Advanced Placement SAT test in World History

It has been reported that a new SAT Advanced Placement is under development in this field. Teachers offering this course will benefit from the Institute's curriculum.

3. National Curriculum Standards

The Institute's syllabus fits the National Geography Standards and the National Council for Social Studies Standards as follows:

WEEK #1:

National Council for Social Studies Standards (NCSS):

- #1-Culture and Cultural Diversity;
- #3-People, Places and Environment

National Geography Standards (NGS):

- #2-How to Use Mental Maps; #4- Physical and Human Characteristics of Place;
- #6-How Culture and Experience Influence People's Perception of Place and Regions;
- #7- Physical Processes that Shape the Patterns of the Earth's Surface;
- #10- Characteristics, Distribution and Complexity of Earth's Cultural Mosaics

WEEK #2:

NCSS Standards

- #2-Time, Continuity and Change

NGS Standards:

- #6-Culture and Experience Influence People's Perception of Place and Regions;
- #9-Characteristics, Distribution and Migration of Human Populations on the Earth's Surface
- #11-Patterns and Networks of Economic Interdependence on Earth's Surface
- #12-The Processes, Patterns and Functions of Human Settlements

WEEK #3

NCSS Standards:

#1-Culture and Cultural Diversity

#5-Individuals, Groups and Institutions

#6-Culture and Experience Influence People's Perception of Place and Regions

NGS Standards:

#5-People Create Regions to Interpret Earth's Complexity

#6-Culture and Experience Influence People's perception of Place and Regions

#10-Characteristics, Distribution and Complexity of Earth's Cultural Mosaics

WEEK #4

NCSS Standards:

#1-Culture and Cultural Diversity

#5-Individuals, Groups and Institutions

#8-Science, Technology and Society

#9-Global Connections

NGS Standards:

#5-People Create Regions to Interpret Earth's Complexity

#6-Culture and Experience Influence People's perception of Place and Regions

#10-Characteristics, Distribution and Complexity of Earth's Cultural Mosaics

#8-The characteristics and spatial distributions of ecosystems on earth's surface

#14- How human actions modify the physical environment

#15- How physical systems affect human systems

#16-Changes that occur in the meaning, use, distribution and importance of resources.