

Programme Handbook

**Bachelor of Arts
in
Social Sciences**

Offered by



In affiliation with



Royal University of Bhutan

Effective July 2024

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This programme handbook should be read in conjunction with RTC Student Handbook.

Acknowledgements:

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Table of Contents

1 Programme Specification	3
1.1 Basic Information on the Programme	3
1.2 Aims and Learning Outcomes of the Programme	3
1.3 Career related Opportunities	4
1.4 Justification of the Level of Award and Title	4
1.5 Justification and Demand for the Programme	4
1.6 Programme Structure	5
1.7 Learning and Teaching Approach	9
1.8 Assessment Approach	12
1.9 Regulations	14
1.10 Programme Management, Quality Assurance and Enhancement	16
2 Module Descriptors	19
Module Code and Title: STC101 Introduction to Sociology	19
Module Code and Title: PST101 Introduction to Political Science	21
Module Code and Title: POS101 Political History of Bhutan	24
Module Code and Title: IPS101 IT and Basic Problem Solving	27
Module Code and Title: EAP101 Intermediate English for Academic Purposes	31
Module Code and Title: EES101 Environmental Sociology	34
Module Code and Title: PST103 Political Theory and Ideology	37
Module Code and Title: STS101 Introduction to Statistics	40
Module Code and Title: EAP102 Upper Intermediate English for Academic Purposes	46
Module Code and Title: SOC201 Medical Sociology	48
Module Code and Title: POS202 Foundations of International Relations	53
Module Code and Title: ASC303 Technology and Society	56
Module Code and Title: CEP201 Foundations of Social Work	61
Module Code and Title: GSE101 Analytical Skills	64
Module Code and Title: STC204 Social Psychology	69
Module Code and Title: SOC202 Sociology of Numbers	72
Module Code and Title: CEP202 Community Engagement Practicum	76
Module Code and Title: STY201 Social Dynamics of Data and Artificial Intelligence	78
སྤྱི་ཚན་གྱི་མིང་དང་སྤྱི་ཚན་ཨང DZG101 རྒྱ་ཁ་བརྒྱུ་སྤྱོད་ལེན།	82
Module Code and Title: STY302 World History of Science and Technology	86
Module Code and Title: SOC303 Gender and Society	94
Module Code and Title: EES302 Global Capitalism and the Anthropocene	97
Module Code and Title: EES303 Climate Change, Policy and Society	100
Module Title and Code: STY303 Science, Policy and Politics in Bhutan	103
Module Code and Title: UGR309 Social Science Research Practicum	106
Module Code and Title: CEP303 Internship	108
Module Code and Title: UGR401 Undergraduate Research Project	111
Module Code and Title: POS404 Comparative Politics	118
Module Code and Title: SOC404 Urban Sociology and Migration	121
Module Code and Title: EES404 Science, Society, and Environment in the Himalayas	124
Module Code and Title: STY404 Science and Technology Perspectives on Global Problems	128
Module Code and Title: SOC405 Seminars on Contemporary Bhutan Studies	131
Module Code and Title: POS403 South Asian Geopolitics	133

1 Programme Specification

1.1 Basic Information on the Programme

Name of the home base college of the programme:	Royal Thimphu College
Title of Award:	Bachelor of Arts in Social Sciences
Duration and mode of study:	Four years, full-time
Award granting body:	Royal University of Bhutan
Date of Initial Approval:	4-7 March 2024, 53 rd AB

1.2 Aims and Learning Outcomes of the Programme

1.2.1 Aims of the Programme

The BA in Social Sciences programme offers students a broad-based, interdisciplinary grounding in the social sciences. Students will acquire a solid background in theoretical, conceptual, analytical, and methodological debates and issues central to interconnected social scientific fields, and learn to critically apply relevant knowledge and skills to real-world issues in Bhutan, the wider region, and the world beyond. The programme nurtures question formation, critical thinking, independent learning, and problem-solving through its mixed-methods approach, encompassing theoretical and philosophical explorations, quantitative analysis, historical and comparative studies, ethnography and allied empirical methods, interviews, and engaging with big data. The programme's interdisciplinary concentration is arranged through four subject clusters, namely: politics and governance, sociology, environment and society, and science and technology studies. These four clusters are continuously brought into conversation with each other to holistically illuminate our social condition for both critical analyses and transformative action.

1.2.2 Learning Outcomes of the Programme

Graduates of this programme are expected to acquire a grounding within the fields of social sciences knowledge (subject-specific skills), and to gain competency in the following skill areas: critical thinking skills, application skills and transferable skills. Specific learning outcomes based on these four different skill sets are the foundation of this programme, along with appropriately aligned teaching, learning and assessment tools.

Subject Specific Skills (Knowledge & Understanding, KU):

- KU1 Annotate various schools of thought in contemplating interests and power balances in international and national politics.
- KU2 Discuss the social processes of society, social institutions, and social behaviour in both local and international communities.
- KU3 Apply interdisciplinary perspectives to holistically and innovatively address local and global issues.
- KU4 Investigate the various impacts of climate change and other environmental crises through social science methods and approaches.
- KU5 Evaluate the relationship between science, technology, and social change in Bhutan and beyond.

Critical Thinking Skills (CS):

- CS1 Analyse theories and methodologies to apply in complex social science issues and trends.
- CS2 Evaluate critically a wide range of concepts and philosophies, particularly those encompassing morals and ethics.
- CS3 Enhance analytical skills in critically evaluating scholarly writing in the field of social science in Bhutan and elsewhere.
- CS4 Critically interpret both qualitative and quantitative literature in Social Science contributing to effective decision-making and problem-solving in different areas.
- CS5 Address complex real-world challenges with a holistic and adaptable mindset.
- CS6 Adopt interdisciplinary knowledge and skills to critically evaluate contemporary issues in Bhutan and beyond.

Application skills (AS):

- AS1 Apply problem-solving skills related to social issues and cultivate ethical reasoning.
- AS2 Apply social science knowledge for diplomacy, negotiation, policy, and planning.
- AS3 Empathise with diverse perspectives through effective social engagement and team working skills.
- AS4 Apply key theories and concepts in the social sciences to contemporary issues in Bhutan.
- AS5 Contextualise global events in the Bhutan and regional context.
- AS6 Implement a variety of social science methods for both quantitative and qualitative study.
- AS7 Construct and employ evidence-based and logical arguments in real-world settings.
- AS8 Apply theories and methods of social work to community settings in Bhutan.

Transferable Skills (TS):

- TS1 Project qualities of reflective, independent, critical, and life-long learners.
- TS2 Present sensitivity and empathy in cross-cultural communications.
- TS3 Demonstrate networking abilities through effective communication, active listening, and negotiation.
- TS4 Execute time management and personal goal-setting skills.
- TS5 Display presentation, public speaking, and debating abilities.
- TS6 Articulate critical and effective reading skills for academic and scholarly literature.
- TS7 Implement relevant methodologies for data collection and analysis for research skills.
- TS8 Communicates social science knowledge and practice in a clear and professional style in written and oral formats.

1.3 Career related Opportunities

Social Sciences is an interdisciplinary field that offers graduates access to a wide range of post-graduate studies and career opportunities, both inside and outside the country. The programme's focus on analytical, critical thinking, research skills, interpersonal communication, communication, and writing abilities prepares them for many different careers, including in the government, civil society organisations, media, international organisations, and in corporate settings. The subject-specific content taught in four different clusters, complemented by the transferable skills will help prepare students in both academic pursuits as well as respond to market needs. Specifically, the graduates of social sciences will be able to find employment opportunities in the Bhutan Civil Services, Center for Bhutan Studies and other research centres and organisations (e.g. Tarayana foundation, RENEW, Bhutan Centre of Media and Democracy, Loden Foundation, Construction Association of Bhutan, National Library), private sectors and international organisations such as UNDP, UNICEF, UNFPA and others.

1.4 Justification of the Level of Award and Title

The BA in Social Sciences programme is a four-year Bachelor's degree programme due to its breadth and depth of the contents as well as the methodological knowledge that the various modules would cover. In particular, the final year independent research project which will be the culmination of the programme, requires students to demonstrate a level of understanding and skill that is typically the outcome of a full degree programme. In the course of the programme, higher levels of learning are incorporated: Analysing, Evaluating, and Creating are frequently expected in the upper semesters.

1.5 Justification and Demand for the Programme

RTC's school survey 2021 and 2022 found that students strongly prefer to have a four-year degree programme (86.36%), and that more than 60% preferred a multi-disciplinary combination of social science. The market analysis reveals a continuing demand for social sciences programmes, particularly with the phasing out of similar publicly-funded programmes from other institutions. The programme's community engagement and internship requirements will greatly help students connect social realities with the theories they study; the market survey showed that there is a very strong preference among school students to take up a programme that has internship options. 95.3% of high school students (School visit survey 2021) prefer to take up programmes with internships. Report for 2023 also alludes to the same.

Consultations with government, corporate, and civil society stakeholders affirm the demand for graduates with the skills developed through this programme. Six such organisations (Royal Civil

Service Commission, Ministry of Agriculture and Livestock, Druk Holdings & Investments (DHI), Bhutan Centre of Media and Democracy, Bhutan Telecom, Ministry of Infrastructure and Transport, Ministry of Energy and Natural Resources) echoed skills requirements. Additionally, consultative meetings with graduates from the earlier BA Political Science & Sociology Programme revealed the continuing relevance and interest in a degree in the social sciences, with most of them affirming the need for a broader, four-year degree programme in the Social Sciences. The success of graduates in various sectors also indicates the programme's relevance to employer needs - graduates of Political Science and Sociology who work in various organisations shared that research, communication, and teamwork skills in professional settings are the most sought-after for most organisations. The set of knowledge and skills expected by the market and developed by the students of the BA in Social Sciences programme will aid them in preparing for the job market. The School Survey of 2021 conducted by RTC reveals 47-69% of students prefer to pursue multi-disciplinary programmes in social sciences.

1.6 Programme Structure

Yr	Sem	Modules				
1	I	STC101 Introduction to Sociology <i>From Pol-Soc</i>	PST101 Introduction to Political Science <i>From Pol-Soc</i>	POS101 Political History of Bhutan [Bhutan Studies, Gen. Ed.]	IPS101 IT and Basic Problem Solving [IT Skills Gen. Ed] <i>From Env Mgt</i>	EAP101 Intermediate English for Academic Purposes [English comm. Gen. Ed.] <i>From English S</i>
	II	EES101 Environmental Sociology	PST103 Political Theory and Ideology <i>From Pol-Soc</i>	STS101 Introduction to Statistics [Numeracy Gen. Ed.] <i>From Env Mgt</i>	ETH405 Contemporary Buddhist Ethics [Ethics & Values Gen. Ed] <i>From BA Anthro</i>	EAP102 Upper-Intermediate English for Academic Purposes [English comm. Gen. Ed.] <i>From English S</i>
2	I	SOC201 Medical Sociology	POS202 Foundations of International Relations	ASC303 Technology and Society [Science / Technology perspective Gen. Ed.] <i>From BA Anthro</i>	CEP201 Foundations of Social Work	GSE101 Analytical Skills [Analytical Skills Gen. Ed.]
	II	STC204 Social Psychology <i>From Pol-Soc</i>	SOC202 Sociology of Numbers	CEP202 Community Engagement Practicum	STY201 Social Dynamics of Data and Artificial Intelligence	DZG101 ཇོང་ཁ་བརྒྱུད་རྒྱུ་ལེན། [Dzongkha comm. Gen. Ed.]
3	I	STY302 World History of Science and Technology	UGR308 Theories and Methods of Social Science Research	SOC303 Gender and Society	EES302 Global Capitalism and the Anthropocene	EES303 Climate Change, Policy, and Society
	II	[Business / Financial Literacy Gen. Ed. Elective]	STY303 Science, Policy and Politics in Bhutan	UGR309 Social Science Research Practicum	CEP303 Internship	

4	I	UGR401 Undergraduate Research Thesis (Part 1) and (Part 2)	POS404 Comparative Politics [Global affairs / civics. Gen. Ed.]	SOC404 Urban Sociology and Migration	EES404 Science, Society, and Environment in the Himalayas	[Open Gen. Ed. Elective]
	II		STY404 Science and Technology Perspectives on Global Problems	SOC405 Seminars on Contemporary Bhutan Studies [Bhutan Studies, Gen. Education]	POS403 South Asian Geopolitics	[Open Gen. Ed. Elective]

All modules shown are 12 credit modules, except CEP303 and UGR401, which are 24 credits, cumulating to 480 credits achieved over four years of full-time study. Each semester requires approximately 15-16 weeks of teaching-learning incorporating 40 hrs of student effort per week, and approximately 2 weeks of examinations.

The structure of the programme is so designed that in the first two semesters, students will be introduced to the four subfields that structure this broad programme in the Social Sciences, namely sociology, political science, science and technology in society, and the environment and society. Once students have successfully completed these modules, they will have acquired the knowledge and skills to be taught more conceptually/theoretically dense and complex subjects. Modules that are placed in the second, third and fourth year by and large require a solid understanding of key concepts, theories, and approaches in the social sciences. Contemporary issues and trends in Bhutan will require students to have an in-depth knowledge of both the discipline and the Bhutan context that can only come from several years of study.

Classification/breakdown of curriculum into broad component categories:

Category	Modules	% of curriculum
Sociology (SOC)	SOC201, SOC202, SOC303, SOC404, SOC405, (STC101, STC204 = borrowed from BA Political Science & Sociology). The borrowed modules from Pol-Soc have a different coding style, hence, different alpha codes.	7/40 = 17.5%
Political Science (POS)	POS101, POS202, POS403, POS404 (PST101, PST103=borrowed from BA Political Science & Sociology). Pol-Soc programme has followed a different coding style. Hence, the two borrowed modules here have different alpha code.	6/40 = 15%
Environment and Society (EES)	EES101, EES302, EES303, EES404	4/40 = 10%
Science, Technology, and Society (STY)	STY201, STY302, STY303, STY404,	4/40 = 10%
Research (UGR)	UGR308, UGR309, UGR401 (x2)	4/40 = 10%
Community Engagement and Placement (CEP)	CEP201, CEP202, CEP303 (x2)	4/40 = 10%
Core competencies and general education subjects	EAP101, EAP102, IPS101, DZG101, GSE101, STS101, ETH405, Other category-wise electives (X2) and Open Electives (X2)	11/40 = 27.5%
Total		40/40 = 100%

The programme structure is divided into seven categories, namely 'sociology', 'political science', 'environment and society', 'science, technology, and society', 'research', 'community engagement and internship' and 'core competencies and general education subjects.' Each of these categories has been assigned with a distinct cluster of module codes. Ten of the forty modules are defined as core competencies and general education subjects. The four subfields have broadly the same number of modules assigned to it, with two more for political science on account of the inclusion of two international relations modules. A common thread that runs through the programme structure is a focus on social science research (four modules), which provides students with transferable skills in conducting and analysing research. Four modules are also assigned to community engagement and internship, which involves both theory (the module social work), community engagement practicum, and an internship for 24 credits. Some of the modules, such as political theory and ideology & global capitalism and the Anthropocene are theory modules; many other modules, such as the sociology of health & urban sociology and migration, have at least one unit devoted to the Bhutan context.

General Education fixed modules or elective options by category

Note:

Required: The indicated module(s) are fixed by the programme structure and students must take these modules only.

Fulfilled: The programme structure with indicated core/major modules already includes modules that fulfil the given general education category. But other modules in the given category of General Education offered at the college the broader portfolio could still be opted from as an Open General Education Elective.

Elective: Students may select from among specified options to fulfil the given general education category. Students can opt for more than one module from the given category as an Open General Education Elective if desired.

a. English communication (24 credits)

Required: EAP101 Intermediate English for Academic Purposes, EAP102 Upper-intermediate English for Academic Purposes.

b. Dzongkha communication (12 credits)

Required: DZG101 རྩོམ་ཁ་བརྒྱུད་དོན་སྦྱོར་ལེན།

c. Enhanced Writing skills (12 credits)

Fulfilled by UGR308 & UGR309 Social Science Research.

d. Humanities perspective (12 credits)

Fulfilled by SOC303 Gender and Society or SOS102 Social Psychology.

e. IT Skills (12 credits)

Required: IPS101 IT and Basic Problem Solving. If students have demonstrated IT skills already fulfilling the learning outcomes of IPS101, students can opt for other IT modules currently under development, such as *Introductory Python* or *Digital Media*.

f. Science and Technology (12 credits)

Fulfilled by: ASC303 Technology and Society and STY302 World History of Science and Technology

g. Numeracy (12 credits)

Required: STS101 Introduction to Statistics (borrowed from BSc in Environmental Management).

h. Business/ Financial Literacy (12 credits)

Electives: FLT101 Financial Literacy (borrowed from BA in Developmental Economics); EDP101 Entrepreneurship, MGT101 Introduction to the Business Environment (borrowed from BBA/BCom).

i. Bhutan Studies (12 credits)

Fulfilled by: POS101 Political History of Bhutan.

j. Social & behavioural sciences (12 credits)

Fulfilled by any among a range of programme modules.

k. Analytical Skills (12 credits)

Required: GSE101 Analytical Skills.

l. Global Affairs/Civics (12 credits)

Fulfilled by EES302 Global Capitalism and the Anthropocene, POS202 Foundations of International Relations, POS403 South Asian Geopolitics, or POS404 Comparative Politics.

m. Ethics/ Values Orientation (12 credits)

Fulfilled by ETH405 Contemporary Buddhist Ethics

n. Open General Education Electives (24 credits)

Electives: Choice from among the aforementioned modules (not already taken by the student), plus additional options: LIT102 The Craft of the Short Story, LIT101 Folk Literature, LIT207 Contemporary Bhutanese Writings in English, LIT103 Introduction to Contemporary Poetry, ETH101 Introductory Ethics (borrowed from BA in English Studies); CMS101 Introduction to Communication Arts and Technology, PRD201 Public Speaking, CMS102 Photography and Visuals Lab (borrowed from BA in Mass Communication); DEV414 Human Development (borrowed from BA in Development Economics); ACT101 Financial Accounting (borrowed from BBA/BCom, for students with Class XII Maths); WHS101 Social Formations and Cultural Patterns of the World, AHS101 Growth and Spread of Buddhism in Asia (borrowed from BA in History and Dzongkha); PER102 རྒྱུག་ལམ།, PHY201 བག་ཡོད་དང་ཤེས་བཞིན་ཉམས་ལེན། (borrowed from BEd in Primary Dzongkha). AAS302 Ethnography of Bhutan (borrowed from BA in Anthropology). ATH405 Religion and Rituals (borrowed from BA in Anthropology), AID302 Anthropology of Identity (borrowed from BA in Anthropology).

To be developed: *Introduction to Peace and Conflict Studies, Introduction to World Religions and Belief Systems.*

Module descriptors for electives

For all modules indicated in the aforementioned list as Electives, the modules descriptors are to be referred from the respective definitive programme documents and corresponding programme handbooks of the home-base programmes of the modules, and are not reproduced herein. For RTC programmes, the full programme handbooks including the modules used as electives herein are available online; for elective modules borrowed from programmes at other colleges, the module descriptors are extracted and compiled, and also available online (<https://my.rtc.bt/academics/programme-handbooks>).

Guidelines for General Education Modules and Electives Selection (approved by the 65th PQC)

1. All slots in a programme structure indicated as 'elective' slots are subject to:
 - being fulfilled through validated modules actually offered by the College, as announced at least six months in advance (e.g., fixing by the end of one Spring semester what modules will be offered the following Spring semester);
 - verification by the programme committee as to what modules fulfil the requirement of the competency/breadth categories indicated, ensuring distinctness without overlap with other modules in the programme;
 - Student choice, depending on the above two points and the student meeting any prerequisite requirements.
2. The programme committee will maintain a pool of elective modules considered eligible for enrolment by the programme's students, updated every six months, and coordinate registration of student preferences for module selection six months in advance of the start of

the semester that the modules will be taken. The module pool may include some borrowed from the University's programmes at other colleges, which provide added value.

3. In conjunction, all PLs will coordinate on this process twice a year to verify: what the current module offerings are from their own programmes; what their own programmes are capably resourced to offer as service modules to other programmes; what maximum additional student numbers can be accommodated in select modules offered to their own students in the upcoming semesters.
4. The College shall endeavour to meet reasonable student demand for their preferred electives as capacity allows, e.g., offering multiple sections of more in-demand electives (min enrolment of 20, max section size of 40). The widest possible pool of elective offerings as confirmed by the programmes will be offered for preliminary selection by students, then narrowed down in a second round after eliminating offerings of the least popular options. Where not all students can be offered their first-choice electives, registration will be done on a merit basis.
5. Electives can and should be scheduled in common time slots across weekly programme timetables so that students from different programmes are enrolled into sections together, for a better mingling of perspectives. The College will facilitate this centrally by declaring certain scheduled hours (8 per week) to be used for cross-programme elective module offerings if any.
6. Open Elective slots: To fulfil these credits, students may choose any validated module being offered as an elective in programmes in the College, including from other defined General Education categories, subject to any aforementioned constraints and criteria. It is estimated and desirable that the portfolio of elective modules from across the various defined General Education categories and additional modules from the existing range of validated modules offered currently at the College, would generally be built by around 2-3 module offerings each from the different programmes at the College into the wider pool (and a select few from other programmes across the University that add value).

1.7 Learning and Teaching Approach

The learning and teaching approach will differ and progress each year. Student-centred teaching will be the primary approach in all four years. However, each year, there will be additional focal components that will be incorporated alongside the primary approach.

1. In the first year, the teaching approach adopted would be student-centered and teacher-led using teaching-learning methods that promote learning through close guidance from the tutors. In the first year, all modules will be intensive in terms of theory and concepts in order to build a strong foundational understanding of all four clusters.
2. In the second year, the students will be encouraged to be more independent in terms of their learning. Classroom teaching methods will encourage active engagement from the students. The activities provided in class will be student-centric with more group discussions, student presentations, and guest speakers. A gradual introduction to the research process and research methods will begin using readings and peer review assessments. Students will also be oriented on theories of social work in preparation for their community engagement work.
3. Community engagement work- Students will be required to identify and engage with a specific community/gewog/village for a period of one month. The engagement will be guided by the learning outcomes of the module. Assessment including a report of their engagement/observation/intervention will be submitted at the end of their community engagement period. This will be done so in their second year (semester 4).
4. From the third year on, the learning and teaching approach will progress towards student-led learning. Students will be encouraged to lead classroom discussions and also peer review (oral and written) assessments. This year, the individual research practice will begin, as will the internship. Students in their third year will be placed in various NGOs or communities for semester internships. Lecture classes will decrease as students will be engaged in the field and also have practical ways of learning. Students will be further engaged in social science research and its methodologies whereby they will also begin working toward their respective independent research studies.

Semester internship- Students will be placed with any one of the organisations in Thimphu. Students will be required to go for an internship two days a week. This will be done so during their third year (semester II).

5. The **final year** will be rigorous in terms of the application of student-centric and student-led learning approaches. To instil independent learning and thinking, students will be encouraged to take up case studies, project reports, and self-selected topics for assessments. There will be seminar-style classes and symposiums to present their work. Quality and depth will be the focus of the assessments, and thus each assessment will carry more weightage.

The following specific learning and teaching approaches and methodologies are reflected here based on the five teaching-learning approaches of 21st-century education- constructivist, collaborative, reflective, integrative, and inquiry-based.

Note: These approaches will overlap for some methods rather than working in isolation. The levels of approaches will get higher as the years progress (e.g.: The inquiry-based approach will be more condensed towards the final year compared with earlier semesters).

Constructivist approach

A constructivist approach implies that learners construct understanding. They do not simply mirror and reflect what they are told or what they read. Learners seek meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information” (in Bodner, 1986:4). This idea of a constructivist approach, could be seen as a way of building on learners' existing conceptions, the science of learning teaching. The teaching practices to achieve these are to:

- **Create a flexible and inclusive learning and teaching approach.** First, the level and type of information known about students can help in designing and planning lessons that are meaningful for all students (high, medium and average learning ability students) including foreign students. Second, communication regarding the tutor's expectation of how students should participate, desirable qualities of their work, reading list, deadlines, and so on. Clarifying expectations and using inclusive communication means such as verbal and text communication for rubrics. Third, making reading and teaching resources accessible and participation accessible to all. A key aspect of accessible and anticipatory practice is the provision of materials in advance, creating an environment of teacher-student interaction outside the classroom, for instance during breaks, office hours, VLE- forum, etc. Fourth, diversify what and how it is being taught. It has been a prominent practice to recognize and promote a variety of perspectives in different ways – for example, by showing different approaches to a question or alternative arguments, so that one single perspective does not dominate. This includes representing a range of contributors to the field, thus showing that voices from different cultures, genders, and backgrounds are presented and valued.
- A wide range of reading materials from a wide variety of sources (e.g., books, academic articles, popular media sources, policy papers, and official government reports) will be made available to students to allow them to have in-depth engagement with topics that are necessary for widening their knowledge. The College network infrastructure allows for the sharing of online resources within the College campus (also accessible via login off-campus).
- For all modules, research articles will be made available online. In some cases, these will be supplemented with compiled readings and tutor-generated materials specific to each module, and additional library books that cover subject-specific topics in greater depth.
- A range of ICT resources are available to support and improve teaching-learning. These include a continuously updated online results portal that students (and their families) can access at any time for information on individual progress, performance and attendance, Cloud storage (for the dissemination of information and reading materials) and the VLE. The VLE is an online platform that can be accessed on any device with internet capability (including a mobile phone). Tutors will use it to disseminate information and module materials. Additionally, it will be used as a way to continue to engage students on module concepts and

material through discussion forums, polls, and practice quizzes. Tutors will also use it to collect assignments, as it is fully integrated with plagiarism detection software).

- In order to promote students' involvement in learning, practical projects, presentations, debates, and discussions will constitute an essential component of the learning process.
- Independent study hours will also be considered as one of the means to promote student learning based on the constructivist approach.

Collaborative approach

According to Ghodsi (2011), collaboration is a way of living and interacting that requires individuals to be accountable for their actions, including their learning and respect for their peers' skills and contributions. This educational approach enhances learning by involving cognitive processing or integrating information and concepts, the ability to identify problem formats, and competence in handling tasks/problems. Students learn to justify their positions, restate ideas, and listen to various perspectives. The goal is to achieve a more comprehensive understanding of the subject as a group than they could as individuals.

- *Classroom*: Classroom teaching will focus on specific learning outcomes and the participation of students will be taken into account in order to achieve those outcomes. More emphasis will be on producing tangible outcomes for all the practice-based modules introduced to enhance skill-based learning. This will therefore require more in-class guided time to be spent on student-centric activities, rather than a purely teacher-centric approach. The average in-class instruction time for a 12-credit module is thus expected to be 4 hrs/week for 15 weeks. These contact hours will be used for lectures, discussions, guest speakers, debates, student presentations, demonstrations, tutorials, and in-class assessments such as class tests. All aforementioned approaches, including tutorials, require the attendance of the entire class together for the scheduled hours.
- *Flipped classroom*: Students will be provided with materials for the class beforehand via VLE and/or RTC cloud and then they will be asked questions or asked to initiate discussions in the classroom based on the materials. This can even provide enough time for the students to work on their assessments during the class. Student-led discussion: In order to promote students' involvement in learning, projects, independent research, presentations, and student-led discussions will constitute an essential component of the learning process.
- *Cooperative learning, Reciprocal teaching, and differentiating learning and instruction*: These instructional techniques are contemporary educational practices (Schunk, 2012) that will be used/ implemented in the classroom as per module-specific learning outcomes.
- Cooperative learning and teaching is achieved for example by structuring positive interdependence among students (small groups) to accomplish common learning goals under the guidance of the tutor. This practice is one of the essential components of achieving intended Learning Outcomes: core competencies, communication and soft skills, which are valuable in their future work life (Teacher Academy, 2020). Reciprocal teaching: Students will be asked to take the role of the teacher for specific readings. This method intends to help students transition from guided readers to independent readers. The task and strategies for this model are: summarise, question, predict, and clarify through guided cooperative learning (Bales, K. 2020, January 23).
- *Field learning*: Before the field learning, lectures will be provided to enhance collaborative learning from the field expert and the tutor's expertise. Students will also have the opportunity to go on several field trips to relevant sites such as museums, the Parliament, research centres, government offices, CSOs, etc. This will help students to experience field (visual) learning and also help them envision future career possibilities.
- *Community engagement*: Students will be involved in community engagement in their Year II, Semester II. This is particularly important for the social work modules.

- Place-based learning: Place-based learning engages students in their community, including their physical environment, local culture, history, or people.
- Peer assessment: Certain hours will be devoted by the respective module tutors for relevant assessment wherein students will be encouraged to engage in peer assessment, peer evaluation and self-reflection of their work.

Reflective approach

- Student-led discussion: In order to promote students' involvement in learning, projects, independent research, presentations, and student-led discussions will constitute an essential component of the learning process.
- Peer assessment: Similar to the collaborative approach, peer assessment will also be used for the teaching-learning approach for reflective purposes.

Integrative approach

- As mentioned in earlier sections, the programme will make extensive use of the RTC VLE (Virtual Learning Environment) and RTC Cloud which will also initiate an interactive online experience for both students and tutors.
- Again, as mentioned in earlier sections, the programme will use a wide range of reading materials from a wide variety of sources (e.g., books, academic articles, popular media sources, policy papers, and official government reports) which will be made available to students to allow them to have in-depth engagement with topics that are necessary for widening their knowledge.
- Guest lectures from tutors within or across the college departments will be invited as per their respective specialisation and area of expertise. This will provide students with an opportunity to interact with experts and also acquire in-depth knowledge as they navigate the programme.

Inquiry-based approach

- Research: Research competencies are an important component of this programme. Students will be explicitly introduced to the purpose and process of social science research from the very beginning of the programme. However, to start with, for the **first three** semesters, students will be learning about research methods and analysis mainly through reading and analysing existing literature. Students will also be expected to read and respond to social sciences writing and research from the beginning of the programme, as well as discuss the methodology exemplified in assigned articles. However, several modules will give students the opportunity to hone their research skills either through smaller individual or group research projects. From year 2 on, the emphasis is on conducting and presenting original independent research through interdisciplinary methods. In year 3, students will begin preparations for their year-long independent final research project.

To help students acquire skills that may be used beyond classroom settings, field-based learning will be an integral part of the learning and teaching approach both for the students and tutors. This will be done so through mandatory internship for students in the third year, where students will be attached to NGOs, governmental bodies, research centres, etc.

1.7.1 Placements/ Work-based Learning

The CEP303 Internship module places students in internships at various organizations during the semester, for which they get two full days per week to engage in their respective field placements. Details are provided in the module descriptor.

1.8 Assessment Approach

1. The assessments in this programme are divided into two broad categories: Continuous Assessment (CA) which happens throughout the main learning- teaching time of the semester,

and the Semester-End Exams (SE) for most modules. Details of assessments are provided in each module descriptor.

2. SE is intended to be a type of summative assessment. The exams will focus on comprehensively assessing all the modules' learning outcomes as best as possible. In some cases, the SE may not be able to adequately address certain learning outcomes, which should therefore be substantially addressed in a CA component (e.g., mid-to-long-term projects).
3. Most modules incorporate testing as part of CA, including typically a mid-semester (midterm) exam. These are intended to promote continuous learning and be formative in nature, allowing both students and tutors to monitor progress. A midterm examination is generally intended to be half a final examination in scope, depth, and duration.
4. The questions for the mid-semester and semester-end examinations will be framed considering the various levels of Bloom's Taxonomy. The level and forms of questions will gradually but consistently move towards higher orders of thinking as students progress to later stages of their degree.
5. The CA components will consist of a wide variety of assessments to encapsulate the four clusters of this programme. Moreover, due to the fast-growing nature of Artificial Intelligence (AI) in the field of education, the assessments will need to adopt a mixed approach, between traditional and less traditional formats, that productively adapts assessments to the presence of AI.
6. The CA component will include (but is not limited to) assessments in the form of concept notes, research papers, argumentative essays, panel discussions, policy memos, self-reflection and peer-review exercise, response papers, negotiation exercises, viva- voce, videos, vlogs, simulation, symposiums, role-play, documentary, and poster presentations. These forms of assessments will help the students develop problem-solving, evaluation and creative thinking skills. At lower-level modules, the assessment approach will put more emphasis on the semester-end examination since lower-level modules involve recalling important issues within the discipline. At the higher-level modules, the balance will tilt in favour of continuous assessments as follows:

Year	Competencies	Learning-Teaching Approach	Assessment Approach	Learning Outcomes
First	Comprehension, reading and articulation	In class reading exercise (teacher-led), class tests, presentation, in-class response paper	Examinations, class tests, in-class response paper, quizzes, presentations- individual and group, class participation	KU1, AS1, AS6, TS1, TS4, TS6, TS7
Second	Critical reading, critical analysis and reasoning	In class reading (partially led by teacher), teacher moderated classroom discussions, community-engagement	Community engagement work, reflections papers, vlogs, in-class exercises, class participation, documentary, self-reflection exercises, digital diary.	KU2, KU3, KU5, CS4, CS5, CS6, AS1, AS6, TS1, TS4, TS6, TS7
Third	Build critical and relevant arguments using the readings provided in the class and Essential Readings	Literature review, student-led readings and discussions, peer review, internship	Essays, viva, presentation- individual and group, book reviews, internship report, panel discussion, peer review	KU4, KU5, CS1, CS4, CS5, CS6, AS1, AS2, AS5, AS6, AS7, AS8, TS1, TS2, TS3, TS4, TS5, TS7, TS8,
Fourth	Create original writing, research	Case studies, research projects, thesis, seminars, symposiums, collaborative learning	Individual research (thesis), poster presentations, seminar proceedings, negotiations exercises, policy briefs, panel discussion	CS1, CS4, AS1, AS4, AS5, AS6, AS7, AS8, TS1, TS2, TS3, TS4, TS5, TS7, TS8

7. In order to encourage consistent, transparent and fair assessment as well as to provide students with clear and useful feedback, tutors are encouraged to develop and use rubrics for most assignments. The rubrics are also based on addressing various levels of Bloom's Taxonomy and

will showcase thinking from basic to higher levels. The breakdown of marks for each level will vary across different cohorts and modules. In the first year, students will be facing a transition phase during which they will be acclimated to the use of rubrics and Bloom's Taxonomy. Thus, the first set of rubrics will have a higher percentage of scores assigned to lower and mid-levels of thinking. As students progress through the programme, the pattern of rubrics will change as students will then be tested on higher levels of thinking.

8. The programme will also consist of field practical immersion module/s in the form of internships and community engagement. In such cases, tutors will coordinate with Civil Society Organizations (CSOs) or other relevant institutions that offer internships and community engagements. The assessment approach for these modules will be different as it will consist of hands-on learning, away from the college. Therefore, tutors will provide a handbook outlining specific expectations, guidelines, and criteria upon which students will be graded. The marks distribution for these modules will follow a 60/40 format in which 60% of the total marks will be assessed by the module tutor while 40% of the assessments will be conducted by the organisation (site supervisor) with which the student undertakes their internship based on rubrics provided to them.
9. In the first two years modules will include a section under the CA for class participation and preparedness. This component will help achieve the goals of collaborative and reflective learning, a key component of the learning and teaching approach for this programme, which aims to create an environment of student-led learning. The class participation component will be assessed in multiple ways, including group discussion, responding to questions posed by the tutor, asking relevant questions, and engaging in Virtual Learning Environment (VLE) discussion forums (if applicable). The prime focus will be on assessing the quality of participation. Class participation will be used as a formal mode of assessment for first and second-year students in order to help them inculcate the habit of class preparedness. Students will be provided with a detailed rubric explaining the manner of evaluation. For third- and final-year students, class preparedness and participation will be considered as an expected attribute.
10. Module tutors will utilise CA components as opportunities for giving feedback to students, and students will be encouraged to improve their work based on the feedback provided. Most written assignments will require students to write a draft, which will be evaluated by the tutor. The students will then incorporate the tutor's feedback to improve their final submission, which will account for a significant portion of the assignment's weightage. A similar sequence will also be utilised for other forms of assessments such as presentations and symposiums through preparatory meetings with the tutor.
11. Academic dishonesty should be addressed as per the provisions of section D4 of The Wheel of Academic Law. In particular, marks for plagiarised work should reflect the gravity and extent of the plagiarism involved. In cases of substantially plagiarised work where no adequate attempt has been made to acknowledge sources, the work should be awarded zero marks. All written assignments will be monitored for plagiarism through the College's Turnitin plagiarism detection service subscription.
12. Cross-grading by tutors is expected in cases where multiple tutors may be sharing a module or in cases of re-evaluation as per the request of the student.
13. Tutors in the programme will collectively review and moderate CA tasks of 20% and above, and the questions for the Midterm and Semester-End examinations.

1.9 Regulations

1.9.1 Entry Requirements

Students' Background:	Min. Entrance Requirements / Eligibility Criteria
Bhutanese Students	<ul style="list-style-type: none"> • BHSEC Class XII pass (or equivalent for Bhutanese studying outside Bhutan) • 50% aggregate average marks of best 4 subjects • 50% marks in English • Pass in Dzongkha*

Non-Bhutanese**	<ul style="list-style-type: none"> • 50% minimum aggregate average marks in best 4 subjects on ISCE/BHSEC, or equivalent secondary education certificate from home country • 50% marks in English
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* *Applicants who have not studied Dzongkha in class XII should have passed it in class X. A proficiency test in Dzongkha will determine the eligibility of Bhutanese applicants who have not studied Dzongkha in either class X or XII. The test shall be administered by the Registry, RUB. Marks secured in the proficiency test/class X will be scaled down to 40% and applied for merit ranking.*

Applicants without English scores in their class XII transcripts shall produce a certificate of International English Language Testing System (IELTS) with an overall band score of 5.5 or an equivalent test and score. Alternatively, Colleges may administer a proficiency test to assess English language competence. Marks secured in the proficiency test will be scaled down to 40% and applied for merit ranking.

** *Note: DZG101: Dzongkha Communication will be substituted with a module from a collection of approved alternative modules for foreign students.*

1.9.2 Assessment and Progression Requirements

The criteria for progression from one semester to the next and final award criteria are as per the guidelines given under section D1 in The Wheel of Academic Law, RUB (latest version available at <http://www.rub.edu.bt/>), subject to any amendment or revision was made by the Academic Board of the University. Briefly:

Students must pass all modules in a RUB programme in order to graduate with a degree. To progress to the next semester, students must not fail more than two modules in a semester (i.e., students must pass at least three modules in a semester), or they are considered semester failures, in which case they may repeat the failed semester, if they wish to, in the following year with the junior cohort. To pass a module, students must obtain a minimum mark of 50% overall and at least 40% in both the Continuous Assessment (CA) and Semester-End (SE) Examination components.

Any module failure must be cleared through reassessment or module repeat as set out in Section D1 of the Wheel of Academic Law of the RUB. A student may not register for more than two repeat modules in addition to the modules prescribed for the semester. An appropriate assessment will be tasked by the Programme Board of Examiners (PBoE) to the student upon failing a module, to be completed prior to the start of the next semester. Upon passing a failed module by reassessment, a student will be awarded a pass mark of 50%. A student may repeat a failed module any number of times within the normal registration period for completing an award, wherein he/she must meet all assessment requirements of the module, both CA and SE; the marks earned in a successful repeat are retained and not capped at 50%.

Overall marks (given as percentages) are aggregated in proportion to the module credit weight within a particular year. The final percentage mark over all four years of the programme is a weighted average of aggregate marks in each year in the ratio of 10:20:30:40 (1st year: 2nd year: 3rd year: 4th year).

The Programme Board of Examiners (PBoE) is responsible for the overall assessment of students, for making a decision on the progression of students at each stage of the programme, and for making a decision on the award to be granted to the students on completion of the programme (see below, section on "Programme Management").

Programme	Year					
		2024	2025*	2026	2027	2028
New BA in Social Sciences (4 yr)	1 st yr	40	40	40	40	40
	2 nd yr	-	40	40	40	40
	3 rd yr	-	-	40	40	40
	4 th yr	-	-	-	40	40
Total		40	80	120	160	160

1.10

Programme Management, Quality Assurance and Enhancement

The roles of the Programme Leader (PL), the Programme Committee, the Head of the College, and the College Academic Committee are as defined in the Section F6 of the RUB Wheel of Academic Law and the Governance Manual. Briefly:

The **RTC Academic Committee (CAC)** is chaired by the Dean of Academic Affairs. Members of the committee include the President, Registrar (head of Student Affairs), the Associate Dean as a senior academic (Secretary), elected academic staff representative, elected student representative, a representative of other groups of staff, and an external member. The CAC is the overarching authority on all academic issues and ultimate guarantor of standards and quality at the college-wide level and for the University. All programme management committees and examiners report to the CAC. The CAC should be consulted at the beginning of each semester to approve minor changes to modules in the programme under guidelines specified by the University on allowable changes.

The programme is run by a **Programme Committee** responsible for the effective conduct, organisation, and development of the programme. The committee comprises all the tutors teaching in the programme as well as a **Programme Leader** who provides the academic and organisational leadership for the programme. These are indicated below under "Academic Staff". Representatives of other programmes teaching within the programme are also committee members. Additionally, the committee includes elected class representatives (CRs) of each section of students in the programme at all levels. Student involvement in the monitoring of the programme is thus done at this level as well as the level of the CAC. In addition, student-staff consultation is done regularly through meetings with CRs across all programmes with the Dean, as well as within the programme with the Programme Leader. In addition to addressing general programme-independent concerns, the consultations seek to incorporate constructive discussion of the programme, its demands on students, and possible improvements.

Module tutors submit their reflective module reports to the PL at the end of each semester. The PL, in consultation with the module tutors and with input from an **external examiner (EE)**, compiles an **annual programme monitoring report (APMR)** at the end of each academic year in the University's standard format, to be endorsed by the CAC and submitted to the University. The EE appointed by the University is invited each academic year to assess the programme operation by considering student performance, quality of teaching learning materials and assessments, resources, and quality of the staff. The report submitted by the EE forms a part of the APMR and is crucial for enhancement and quality assurance of the programme.

The authority for matters regarding assessment and progression is delegated to the **Programme Board of Examiners (PBoE)**. The board includes a Chair from outside the programme's management, the Programme Leader, each tutor teaching within the programme, and an external examiner on a regular basis as and when appointed by the Academic Board. Each semester's results are declared after endorsement of the PBoE. The PBoE is accountable to the CAC.

In line with section D8 of the Wheel of Academic Law, **Moderation of Assessments**, all assessments that constitute 20% or more of the total assessment marks for a module are reviewed and moderated.

Additional quality assurance mechanisms within the College:

- *Tutor performance management and enhancement* – Tutor performance is monitored regularly and evaluated at the end of each semester. Each semester, programme leaders sit in on and complete observations of tutor in-class performance (quality of the teaching), and out-of-class performance (quality of the conduct of general tutor duties, student advising). Where issues affecting learning- teaching are identified, these may trigger specific action plans for the concerned tutor to pursue to improve in targeted areas. Each tutor also completes a self-appraisal at the end of each semester, coupled to further feedback from the Programme Leader and Dean. In addition to general faculty meetings, the College's Centre for Innovative Teaching and Learning (CITL) holds sessions for all tutors, incorporating guest presentations, teaching development workshops, and peer strategy sharing. These are held approximately every two weeks within a semester. Recent topics included: Classroom management, student advising, facilitating guided study halls, diverse classrooms, using peer coaching and think-pair-share to enhance learning- teaching, critical thinking and creativity, coaching skills workshop for programme leaders, and professionalism in the classroom. Tutors new to teaching are asked to join additional teaching-learning workshops that work to enhance core teaching skills among its members through activities such as peer and supervisor observations (required at least twice per semester for new tutors, and once per semester for all tutors) and tutor training programmes.
- *Module coordination* – Any module for which multiple sections are taught has a module coordinator who organises and synchronises the learning- teaching for the module across sections. For assessments that involve testing (class tests, midterm and semester-end examinations), question papers are made jointly. Where possible, cross-grading techniques are also employed. In certain modules wherein the content is found to be modular (the order of teaching certain units can be switched around without affecting the logical flow of the syllabus), cross-teaching of specific units across sections is also employed to maintain maximum consistency.
- *Student information systems* – The curriculum, class schedules, and mode of assessments and marks thereon are made transparent and available to students and other stakeholders such as parents/guardians through a comprehensive Information Management System (gateway.rtc.bt).
- *Student Module Evaluation* –A system is in place in the College whereby each student evaluates each *module* taught and the tutor at the end of each semester to help programme leaders and tutors monitor the success and effectiveness of the delivery of the programme and make future improvements. As per the D3 of Wheel of Academic Law, the university-wide module evaluation form is used for this purpose and students' feedback are collected once every semester. Besides this, and once every semester, the Student Consultative Meeting is convened for the programme and this meeting is convened by the Dean, Academic Affairs and attended by the Programme Leader, and 2 student representatives from each cohort.
- *Student feedback* – A system is in place in the College whereby each student evaluates each *module* taught and the tutor at the end of each semester in order to help programme leaders and tutors monitor the success and effectiveness of the delivery of the programme and make future improvements. All tutors are encouraged to conduct their own feedback collection during the mid-semester as well.
- *Peer review* – The use of college-wide formal midterm examinations, with the same quality assurance mechanisms that go into semester-end examinations, helps ensure that continuous assessment in all programmes is on track and provides an opportunity for peer review and moderation at the halfway point in a semester. All question papers are peer-reviewed and moderated (involving the module coordinator and other tutors of a module, and at least two other reviewers). In addition to ensuring the overall quality of the question paper itself, this mid-semester event involves review of the progress of continuous assessment to date in each module. A similar peer-review and moderation is conducted for semester-end examination question papers.

- *Module repeats* – If a student has failed a module (but not the whole semester) and has also failed in the reassessment of that module, the student must meet all assessment requirements, essentially repeating the module as per section D1 of The Wheel of Academic Law. However, as he/she has already progressed (albeit with a prior module failure), attendance in lectures is not mandatory. At RTC, a standardised mechanism has been instituted for conducting module repeats. Students must formally register for the repeats at the beginning of any semester in which the failed module is being re-offered. A module repeat tutor will be assigned (usually the same tutor teaching the module in its regular offering in the current semester). A schedule of meetings will be set in which the tutor and repeat student(s) must meet a minimum of two hours per week. A work plan is also set in which the coverage of syllabus topics and assessments are organised. Assessments are to be on par with what students would have to do in the regular course of that module.
- *Student Advising* – All first-year students will have faculty advisors support and advice on their studies as well as personal aspects related to the college environment. Each tutor has five - ten students to guide. Additionally, weaker students in the second or third year who have un-cleared prior module failures will be paired with an advisor to guide and motivate them. The advisor and advisees meet in groups and individually throughout each semester as necessary.

2 Module Descriptors

Module Code and Title:	STC101 Introduction to Sociology
Programme:	BA in Political Science and Sociology (Borrowed)
Credit Value:	12
Module Tutor:	Supongbenla Longkumer

General Objective: This module introduces students to basic sociological concepts, theories, and institutions. It also explores the concept of sociological imagination and its role in understanding society, thereby allowing students to compare perspectives on Bhutanese and global contexts to understand the relationship between individuals and society.

Learning Outcomes: On completion of the module, students will be able to:

1. Discuss the meaning, nature, and scope of sociology (in the context of Bhutan and beyond).
2. Explain the concept of 'sociological imagination' in the study of sociology.
3. Critique the relevance of sociology in contemporary Bhutan.
4. Explore foundational concepts in the discipline of sociology.
5. Examine the various relationships between individuals, social institutions, and society.
6. Explain different sociological approaches in understanding Bhutanese and other societies.
7. Apply sociological perspectives to analyse current social issues and transformations within Bhutanese society and beyond.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Interactive lectures & discussions	3	60
	Flipped classes and class participation	1	
Independent study	Assignments	1	60
	VLE activities	1	
	Reading	1	
	Field study report	1	
Total			120

Assessment Approach:

A. Presentation (10%)

Each student is required to make an individual presentation of 5–7 minutes. Students will select a topic of their choice within the theme of theoretical approaches in sociology. This task aims to foster collaborative preparation while evaluating students individually on their communication, clarity, and ability to apply theory to social issues. Although prepared as a group, each student will be assessed individually. The following marking criteria will be used.

Marking Criteria	Marks
Explanation of a chosen sociological theory (clear and accurate explanation)	2
Application to real-life/Bhutanese context (relevant examples and appropriate linkage to society)	4
Structure and organisation (logical flow of ideas and well-prepared group PPT)	2
Speech delivery (clarity, pacing, and audibility of speech)	1
Audience engagement (eye contact and response to audience cues)	1
Total	10

B. Mid-Semester Examination (20%)

Students will take a written exam covering topics until unit II. The exam is designed to assess a range of cognitive skills, including knowledge recall, application, and analysis, ensuring that it caters to all levels of thinking. The duration of the examination will be two hours with a total mark of 50 which will be converted to 20%.

C. Field Trip Report (20%)

Individual students are required to write a reflective essay based on a field visit to a museum or cultural site. They must connect their observations from the field visit with sociological theories

and concepts discussed in class, demonstrating their ability to bridge theoretical knowledge with practical, real-world contexts. This assignment is designed to encourage students to critically engage with their environment through a sociological lens. It allows them to develop skills in observation, critical reflection, and theoretical application. The essay should be between 1000 and 1200 words. Students must submit their essays using Arial font, font size 11, and adhere to APA formatting standards. Submission of a draft assignment is mandatory, providing an opportunity for formative feedback and ensuring academic rigour. The final essay will be evaluated based on the following marking criteria:

Marking Criteria	Marks
Reflection and link to sociological concepts (clear integration of relevant theories and concepts)	6
Analytical depth and personal insights (critical thinking and original reflections)	5
Structure and logical flow of ideas (coherent organisation and smooth transitions)	4
Relevance and example clarity (appropriate and well-explained examples)	3
Language, grammar, APA formatting (clarity, accuracy, and proper citation style)	2
Total	20

D. Semester-End Examination (50%)

Students will take a written exam encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative and will comprise structured questions from all levels of Bloom's Taxonomy. Students will attempt objective, short-answer questions and long-answer questions with a total mark of 100 which will be converted to 50%. The duration of the examination will be three hours.

Overview of assessment approaches and weighting:

Areas of assignment	Quantity	Weighting (%)
A. Presentation	1	10
B. Mid-Semester Examination	1	20
D. Field Trip Report	1	20
E Semester-End Examination	1	50
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Foundations of Sociology

- 1.1. Basic concepts
 - 1.1.1. Origins of Sociology
 - 1.1.2. Nature of Sociology
 - 1.1.3. Scope of Sociology
 - 1.1.4. Aim of Sociology
- 1.2. Socialisation: the development of self
- 1.3. 'Sociological imagination,' definition, examples, applications
- 1.4. The social construction of reality
- 1.5. Social facts and sociological questions

Unit II: Theoretical Approaches

- 2.1. Basic concept of Sociological Theory
- 2.2. Need for social theories
- 2.3. Major theoretical approaches in sociology
 - 2.1.1. Social evolutionism: Stages of societies
 - 2.1.2. Functionalism: Interdependency of opposing factors
 - 2.1.3. Structuralism: Structure as part of the whole
 - 2.1.4. Conflict theory: Social inequality

Unit III: Individual, Institutions, Society

- 3.1. Agency versus structure
- 3.2. The individual in society
- 3.3. The role of social institutions in society
 - 3.3.1. family, education, economy, marriage, politics, religion, government
- 3.4. Social structure and social interactions
- 3.5. Social stratification and inequality
 - 3.5.1. class, gender, power, caste, ethnicity
- 3.6. Defining culture, values, norms, roles
- 3.7. Social control and deviance

Unit IV: Sociology of Bhutan

- 4.1. Social structure and Organisation
- 4.2. Key social institutions
- 4.3. Major social figures and ideas
- 4.4. Sociological perspectives on tradition and modernity
- 4.5. Social change and cultural transformations

Reading List

Essential Reading

- Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2021). *Introduction to Sociology* (12th ed.). Seagull.
- Johnson, D. P. (2008). *Contemporary sociological theory: An integrated multi-level approach*. Springer.
- Macionis, J. J. (2012). *Sociology* (8th ed.). Pearson.

Additional Reading

- Abraham, F. M. (2006). *Contemporary Sociology: An Introduction to Concepts and Theories*. Oxford University Press.
- Barth, F. (2018). Power and compliance in rural Bhutanese society. *Journal of Bhutan Studies*, 38, 46-64. <https://policycommons.net/artifacts/2286178/power-and-compliance-in-rural-bhutanese-society-fredrik-barth/3046266/>
- Haralambos, M., & Holborn, M. (2013). *Sociology: Themes and Perspectives* (8th ed.). HarperCollins.
- Phuntsho, K. (2013). *The History of Bhutan*. Random House India.
- Ritzer, G. (2011). *Sociological Theory* (8th ed.). McGraw-Hill.

Date: June 2025

Module Code and Title:	PST101 Introduction to Political Science
Programme:	B.A Political Science and Sociology (Borrowed)
Credit value:	12
Module:	Pratika

exploring its scope, key concepts, and approaches. Students will also develop a good understanding of key political concepts, institutions, and processes.

Learning Outcomes: On completion of the module, students will be able to:

- 1. Discuss the origins, historical development, and scope of political science.
- 2. Discuss the interdisciplinary nature of Political Science, integrating insights from related fields.
- 3. Examine different theoretical approaches to the study of political science.
- 4. Explain the foundational principles of state and sovereignty and their historical development.
- 5. Critically analyse the foundational concepts and debates in political science
- 6. Evaluate the relationship between government and society in different empirical contexts.
- 7. Distinguish the different political concepts based on their underlying values.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Interactive Lectures	3	60
	Flipped classes	1	
Independent study	Assignments	2	60
	Reading module-related books	2	
Total		8	120

Assessment Approach:**A. Class Tests (10%)**

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term. The written test will be conducted within the regular class duration. Each written test will be assessed out of 5%. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge students' level of understanding.

B. Written Assignment (15%)

Students will write an individual assignment focusing on a fundamental principle of political science, such as state, regime, sovereignty, ideology, and so on. Students will use credible sources such as academic journals, reputable news articles and books to relate the principle to the context of Bhutan. The assignment should be between 1200 to 1500 words and will contribute 15% to the continuous assessment (CA) mark. The assignment must be formatted using Arial font style with a font size of 11. Each student is required to submit one draft assignment, and this submission is mandatory. The assignment will be assessed using the following criteria:

Marking Criteria	Marks
Assignment draft (completeness of draft, incorporation of feedback, organisation of ideas)	3
Understanding of the principle (clarity of conceptual understanding, application of principles)	2
Depth of analysis (critical engagement, diverse perspectives, insightful analysis, connection to broader themes)	4
Credible sources (relevance, timeliness of sources)	2
Structure and clarity (logical organisation of ideas, clarity of argumentation)	2
Writing quality (Grammar and syntax, style and tone)	2
Total	15

C. Presentation/Gallery Walk (10%)

Students will choose one political concept or regime in a group and then present it either in a class presentation or a gallery walk (to be decided). They will make a 7- 10 minutes presentation with clear, systematically developed, detailed descriptions on the topic selected, expanding and supporting ideas with subsidiary points and relevant examples, and rounding off with an appropriate conclusion. In case of a presentation, they can present in the class with divided portions for each member. In case of a gallery walk, they can take turns to present the whole presentation individually. It will be assessed on the following marking criteria:

Marking Criteria	Marks
Content understanding (depth of knowledge, relevance, accuracy)	3
Organisation and structure (logical flow, clarity)	2
Engagement and delivery (audience interaction, vocal variety)	2
Analytical depth (critical thinking, connection to themes)	2
Conclusion and reflection	1
Total	10

D. Mid-Semester Examination (20%)

Students will take a written exam covering topics until unit II. The exam is designed to assess a range of cognitive skills, including knowledge recall, application, and analysis, ensuring that it caters to all levels of thinking. The duration of the examination will be two hours with a total mark of 50 which will be converted to 20%.

E. Class Participation and Preparedness (5%)

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before Mid-Semester Examination, and the remaining 2.5% post Mid-Semester Examination. The marking criteria for class participation and preparedness will be as follows:

Marking Criteria	Marks
Active participation (engagement, initiative, frequency)	1.5
Preparation for class (readiness, relevance)	1.5
Active listening (attention)	1
Contribution of relevant class discussion (insightfulness)	1
Total	5

F. Semester-End Examination (40%)

Students will take a written exam encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative and will comprise structured questions from all levels of Bloom's Taxonomy. Students will attempt objective, short-answer questions and long-answer questions with a total mark of 100 which will be converted to 40%. The duration of the examination will be three hours.

Overview of assessment approaches and weighting:

Areas of assignment	Quantity	Weighting (%)
A. Class Tests	2	10
B. Written Assignment	2	15
C. Presentation/Gallery Walk	1	10
D. Mid-Semester Examination	1	20
E. Class Participation and Preparedness	2	5
F. Semester-End Examination	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Understanding Political Science

- 1.1. Definition and scope of Political Science; the central questions that political science seeks to answer
 - 1.1.1. Meaning of 'politics'
 - 1.1.2. Politics versus 'the political'
 - 1.1.3. The domain of politics
- 1.2. Principles of political scientific thinking
- 1.3. Understanding political choice, behaviour, and goals
- 1.4. The Interdisciplinary nature of Political Science
- 1.5. Approaches to the study of politics: normative, empirical, behavioural, and institutional perspectives.

Unit II: Understanding Political Concepts

- 4.1 Power: Meaning, theories of power
- 4.2 Liberty: Negative liberty, positive freedom,
- 4.3 Equality: rationale and dimensions
- 4.4 Justice: Definition(s), Elements of justice, Procedural and Substantive justice, social justice
- 4.5 Rights and Duties: types of rights, human rights, Legal, moral and political obligation, natural duty vs. contractual obligation, limits of obligation.
- 4.6 Citizenship: Meaning, elements of citizenship

Unit III: The concept of the State

- 2.1 Definition of the state and the essential elements of the state.
- 2.2 State, Government, Nation, Nationality
- 2.3 The origin of the state: The social contract theory, The theory of divine origin, Legal Rational Theory of State.
- 2.4 The development of the modern state
- 2.5 Role of the state
- 2.6 Different forms of the state: Theocracy, Monarchy, Authoritarianism, and Democracy

Unit IV: The Sovereignty of the state

- 3.1 Meaning, Different uses of the word: titular sovereignty, legal sovereignty, Political sovereignty, Popular sovereignty, de jure and de facto sovereignty,
- 3.2 Characteristics of sovereignty
- 3.3 Theories of Sovereignty: Traditional, Pluralist, External and Internal sovereignty
- 3.4 Challenges to Sovereignty, Rethinking sovereignty

Reading List

Essential Reading

- Black, A. (2016). *A world history of ancient political thought: Its significance and consequences*. Oxford University Press.
- Gauba, O. P. (2009). *An introduction to political theory* (5th ed.). Macmillan.
- Heywood, A. (2013). *Politics* (4th ed.). Palgrave Foundations Series.
- Heywood, A. (2015). *Political theory: An introduction* (4th ed.). Springer.
- Roskin, M. G., Cord, R. L., Medeiros, J. A., & Jones, W. S. (2017). *Political science: An introduction* (14th ed.). Pearson Education.

Additional Reading

- Branch, J., & Stockbrugger, J. (2023). *State, territoriality, and sovereignty*. In The Oxford handbook of history and international relations (p. 173). Oxford University Press.
- De Munck, J. (2022). *Three political regimes, three responses to the COVID-19 crisis*. In *Social movements and politics during COVID-19* (pp. 26-33). Bristol University Press.
- Farr, J. (1988). *The history of political science*. *American Journal of Political Science*, 32(4), 1175-1195. <https://doi.org/10.2307/2111365>
- Gauba, O. P. (2008). *An introduction to political theory* (4th ed.). Macmillan India Press.
- Gaus, G. F., & Kukathas, C. (Eds.). (2004). *Handbook of political theory*. Sage Publications Ltd.
- Gettell, R. G. (1913). Nature and Scope of Present Political Theory. *Proceedings of the American Political Science Association*, 10, 47. <https://doi.org/10.2307/3038416>
- James, H. G. (1920). *The meaning and scope of political science*. *The Southwestern Political Science Quarterly*, 1(1), 3-16.
- Michaud, K. E., Carlisle, J. E., & Smith, E. R. (2009). *The relationship between cultural values and political ideology, and the role of political knowledge*. *Political Psychology*, 30(1), 27-42. <https://doi.org/10.1111/j.1467-9221.2008.00663.x>
- Przeworski, A. (2019). *A conceptual history of political regimes: Democracy, dictatorship, and authoritarianism*. In *New authoritarianism: Challenges to democracy in the 21st century* (pp. 17-36).
- Sama-Lang, I. F., & Patrick, A. A. (2022). States' sovereignty and the enforcement of core labour rights of migrant workers: An avoidable contradiction in some selected member states of the ILO and UN. *American Journal of Research in Humanities and Social Sciences*, 1, 33-46.

Date: June 2025

Module Code and Title:	POS101 Political History of Bhutan
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Rabilal Dhakal

General Objective: This module provides students with a foundational understanding of Bhutan's political trajectory from the 8th century CE to the present day. The module critically engages the historical underpinning of ideas of a state and its formation. Bhutanese politics will be examined from a historical perspective, spanning theocracy, monarchy, and democracy. Adopting a historical purview, the module assesses some of the main political, social, and religious institutions and their role in shaping state and society in Bhutan. The module critically examines the development of Bhutan as the unified and independent state. It further explores the foundations and workings of democracy, the formation of the party system, and the relationship of politics to broader transformations in society.

Learning Outcomes – On completion of the module, students will be able to:

1. Discuss the role of religion in Bhutanese politics and processes in both a historical and contemporary context
2. Examine the foundation of Monarchy and Bhutan's status as a unified and independent state
3. Interpret the development of Bhutan as a modern nation state
4. Assess the treaties between Bhutan, British India, and postcolonial India
5. Locate the present position of Bhutan with regional geopolitical structures and patterns
6. Analyse the introduction of democracy in Bhutan
7. Assess the main actors, events, and historical processes of state-making and nation-building in Bhutan
8. Explore the achievements and drawbacks in Bhutan's political history.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total Credit hours
Contact	Lecture	3	60
	Class Discussions	1	
Independent Study	Reading, revision, reflection, assigned homework	4	60
Total			120

Assessment Approach:

A. Reflection Papers: 15%

Students will write two Individual in-class reflection papers (7.5% each) based on study materials provided by the tutor. They are expected to reflect on the materials and offer their perspectives on key historical events and processes in the political history of Bhutan. The reflection paper will be marked on:

- 2 Organisation
- 2 Content
- 3.5 Analysis and reflection

B. Class Tests: 20%

Students will undertake a class test twice during the semester; one before mid-term and one after mid-term (10% each). The written tests will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

C. Class participation and preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

D. Midterm Examination: 20%

Students will take a written exam of 1.5 hour duration covering topics up to the mid-point of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of Assignments	Quantity	Weighting (%)
A. Reflection papers	2	15
B. Class Tests	2	20
C. Class participation and preparedness	2	5
C. Midterm Examination	1	20
D. Semester-End Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Ancient and Medieval Bhutan

- 1.1. Feudalism, foreign intruders, fiefdoms and multiple nomenclatures of Bhutan
- 1.2. The Clan and Lineage based theocratic system in Bhutan – Lam KhaNga, Phajo Drugom and Pema Lingpa
- 1.3. The statehood of Bhutan; Role of Zhabdrung, Drukpa identity, Tibetan Invasions
- 1.4. Establishment of Desi system and its challenges
- 1.5. Challenges of nation-building in the 17th century, foreign policy in the 17th century
- 1.6. Sherub Wangchuk and codification of laws
- 1.7. The role of reincarnation in Bhutan's political history

Unit II: Transition to Monarchy

- 2.1. British India and Bhutan: Political relations with British India, Political missions and Duar wars
- 2.2. The rise of Jigme Namgyel and political consolidation
- 2.3. End of civil conflicts and institution of hereditary monarchy: Ugyen Dorji and British expedition, political identity, challenges of the new system

Unit III: Political Developments in the 20th Century

- 3.1. Political reforms in the 20th century: welfare state, planning in Bhutan
- 3.2. Citizenship Acts, institution of three arms of the government, Foreign Policy in the 20th century
- 3.3. Membership to the international organisations,
- 3.4. Bhutan-India Treaty of 1949
- 3.5. Decentralisation and devolution

Unit IV: Bhutan at Present

- 4.1. Transition from absolute monarchy to democracy. Drafting of the Constitution and enactment, guided democracy
- 4.2. Role of Monarchy in transition.
- 4.3. Bilateral and multilateral relations in the 21st century
- 4.4. Friendship Treaty 2007 and its political impact

Reading List:

Essential Reading

Aris, M. (2005). *The Raven Crown: The Origins of Buddhist Monarchy in Bhutan*. Serindia Publications.

Aris, M. (1979). *Bhutan: The Early History of A Himalayan Kingdom*. Aris & Philips.

Phuntsho, K. (2013). *The History of Bhutan*. Vintage Books.

Ura, K. (2010). *Leadership of the Wise: Kings of Bhutan*. Centre for Bhutan Studies

Additional Reading

Ardussi, J. (2004). Formation of the State of Bhutan in the 17th Century and its Tibetan Antecedents. *Journal of Bhutan Studies*. 10(1), 10-32.

Berthold, J. (2005). *Bhutan: Land of the Thunder Dragon*. Wisdom Publications.

Chhibber, B. (2004). *Regional Security and Regional Cooperation: A Comparative Study of ASEAN and SAARC*. New Century Publications

Denman, B. D., & Namgyel, S. (2008). Convergence of monastic and modern education. *International Review of Education*, 475–491

Dorji, K. & Lhendhup, K. (2022). Challenges faced by political parties in Bhutan's Election: Perspectives from the Political Party Representatives. *Bhutan Journal of Management*. 2(2), 12-36.

Galay, K. (2004). International Politics of Bhutan. *Journal of Bhutan Studies*. 11(2), 90-108.

Mathou, T. (2001). BHUTAN in 2000 Challenges Ahead. *Asian Survey*, 41(1), 131-137

Date: May 2024

Module Code and Title:	IPS101 IT and Basic Problem Solving
Programme:	BSc in Environmental Management (borrowed)
Credit:	12
Module Tutor:	Suchibrota Dutta

General objective: This module aims to develop a working facility with Office productivity tools (e.g., Microsoft Word, Excel, PowerPoint) including online tools such as Google suite and Google docs. The module will also develop skill in basic structuring of problems, applying common sense logic and reasoning to problem solving, using appropriate tools to solve problems, and presenting findings in a clear and concise manner.

Learning outcomes – On completion of the module, students will be able to:

1. Create typed documents using word processing software with proper formatting, style, spacing, pagination
2. Create slide presentations that include text, graphics, and transitions applying good design practices
3. Effectively present information through slideshows
4. Organise tabular data in spreadsheet software
5. Generate basic charts (line graphs, bar graphs, pie charts, scatter plots) appropriate for different kinds of data in spreadsheet software
6. Find data relevant to a problem
7. Assess the quality and reliability of data
8. Structure common mathematical problems
9. Solve common mathematical problems on spreadsheet software using formulas.
10. Approximate quantitative answers
11. Judge reasonableness for computed answers
12. Structure more complex problems, including asking the relevant questions, gathering appropriate data, analysing that data, and presenting findings.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Combined lecture and lab sessions	4	60
	Practical assignments and practice	3	60

Independent study	Reading and review of class materials	1	
Total			120

Assessment Approach:

A. Written class test (theory): 10%

Students will take a written class test of 50 min duration covering approximately 2 weeks of subject matter on basic aspects of computer usage and internet usage for accessing information.

- 3% Introduction to computers (types of computers, types of digital communications, input and output devices, memory and storage, etc.)
- 4% Introduction to Windows (Launching software; Navigating, managing, and creating files and folders, shortcut keys), and basic internet concepts
- 3% Basic online tools - Google sheets, google docs, google drive, etc.

B. Practical class tests: 40%

Students will undertake 4 x 1 hr in-class practical tests incorporating small elements of Units I-III (e.g., data searches, re-write letter, short Excel problems, presenting findings), each worth 10% and focusing on different tools (1 test with Word, 2 tests with Excel, 1 test with Powerpoint).

C. Practical assignments: 20%

Students will do 1 word processing (10%) and 1 spreadsheet (10%) assignment achieving interrelated tasks throughout Units I-III.

Written report using Word (500 words) – 10%

- 1% Cover Page
- 2% Content: Reliability, effectiveness, and accuracy of the content
- 6% Document guidelines incorporation: Instructions for completing the assignment are followed along with incorporating all required elements, such as formatting, style, spacing, etc.
- 1% Conclusion and References

Preparation of a calculation spreadsheet using Excel – 10%

- 1% Data Entry
- 5% Identifying and solving the problem using appropriate formulas. Summarising the data and exploring more complex data with Pivot Tables/charts, etc.
- 3% Using functions for decision-making and validating data, and visually presenting the output
- 1% Organisation/ Formatting

D. Midterm examination: 15%

Students will take a written exam of 1.5-hr duration covering topics up to the mid-point of the semester. The exam will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended essay questions.

E. Project: 15%

Each student will identify a more complex problem he/she wants to analyse, and then follow a standard workflow: Identify the issues to be addressed; Structure questions to highlight these issues and draw conclusions; Determine the process and limitations for obtaining survey answers (if relevant); Compile data while ensuring accuracy; Structure the data analysis in Excel; Interpret quantitative results and draw conclusions; Assess the reliability and limitations of results.

Students will then prepare a written report in Word/Google docs (400-600 words) incorporating spreadsheet tables and charts, and presentation of 10 min duration using Powerpoint or Google slides (~10 slides).

- 6% Documentation Format
- Cover Page and Introduction – 1%

Problem analysis – 2%

Structure of document and formatting – 3%

4% Presentation

Slides include text, graphics, and transitions applying good design practices - 2%

Effective delivery of content – 2%

5% Spreadsheet work

Solution – An appropriate response to a challenge or a problem - 2%

Computation and Execution – Aspects of the student's solution are accurate without logical errors – 2%

Techniques – Students select a variety of appropriate techniques and tools to analyze and generalize the problem, using formulas, graphs, data validation, grouping, etc. - 1%

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written class test (theory)	1	10
B. Practical class tests	4	40
C. Practical assignments	2	20
D. Midterm examination	1	15
E. Final project	1	15
Total Continuous Assessment (CA)		100

Pre-requisites: None

Subject matter:

Unit I: Basics of IT for communication and information

- 1.1. Computer basics: types of computers, types of digital communications, input and output devices, memory and storage
- 1.2. Introduction to the Windows operating system environment: launching software; navigating, managing, and creating files and folders, common shortcut keys
- 1.3. Computer tools for written communications
 - 1.3.1. Basics of word processing (Word and Google docs)
 - 1.3.2. Basics of Internet
 - 1.3.3. File folders; search
 - 1.3.4. Basics of using online tools and applications for productivity, e.g., Google suite (using e-mail, storing files, google docs)
- 1.4. Finding and assessing information: Internet search (e.g., Google); Sifting through /assessing quality of information; quality of the source; Categories of information/issues with each
 - 1.4.1. Facts: Reliability of the source; cross checking different sources
 - 1.4.2. Data: Varies with the question being asked; different perspectives
 - 1.4.3. Opinion: No single answer; varies with source and perspective; different uses in different contexts
- 1.5. Presenting findings
 - 1.5.1. Written reports using Word or Google docs (introduction, key issues, analysis, conclusions, actions)
 - 1.5.2. Presentation using Powerpoint or similar online tools: Powerpoint basics (clear concise slides; text indicating major points only, effective use of graphics)

Unit II: Organising data and solving problems using spreadsheets

- 1.6. Introduction to Excel: types of basic problems that can be solved
 - 1.6.1. Calculation of a specific answer to a narrow problem (e.g., average and weighted averages, Min/Max, Count, Present value, IRR)
 - 1.6.2. Statistical overview of a dataset
- 1.7. Basic workflow for problem solving: Identifying different types of problems; setting up problem/data on Excel; Assessing the correctness of results

- 1.7.1. Sample types of problems that can be solved with basic math of general relevance
 - 1.7.1.1. Budgeting and basic finance (money and consumer math): Account balances, savings and loan repayment calculations based on simple interest; estimating returns on investment, doubling time
 - 1.7.1.2. Percentages: % increases, decreases, commissions, discounts
 - 1.7.1.3. Weighted averages, e.g., marks calculation
 - 1.7.1.4. Quantitative trends over time
 - 1.7.1.5. Basic probability
- 2.3 Assessing the correctness of the answer (i.e., comparing quick estimations with calculated answers as a way of finding mistakes and approximating answers)
 - 2.3.1 Basic “reasonableness”: identifying answers which are clearly out of the possible range of answers
 - 2.3.2 Doing rough calculations to get approximate answers
 - 2.3.3 Relating calculated values to the type of possible answers (e.g., for an average, checking that the answer is within the range of numbers in the data).

Unit III: More complex problem-solving

- 1.8. Introduction to structuring a complex problem, asking the right questions, analysing the data, drawing conclusions. Examples in various subject areas:
 - 1.8.1. Business: Market/Customer data regarding demand for competing products
 - 1.8.2. Economics: Price vs. Demand
 - 1.8.3. Environment: Correlation of an environmental hazard with a health issue
 - 1.8.4. Social sciences: Types of people for/against a particular issue

List of practical work:

1. Basics of computing in the digital age:
 - i. Brief demonstration of key elements of desktop computers; Navigating the Windows operating system environment
 - ii. Browsing the internet; use of internet office productivity tools and e-mail
2. Word Processing:
 - i. Document/File Formatting: Table of Content, Table of Figure, Page No., Cover Page, Referencing/Citation, and Table of reference
 - ii. Mail Merge: Create letters for multiple recipients with the same content of file
 - iii. Organogram: using Smart art feature
3. Spreadsheets:
 - i. Simple Bill Creation: Fill series, introduction of formula, currency conversation, and graph/chart
 - ii. Salary calculation and payslip generation (using mail merge): concept of allowances and deduction, individual TA and Leave calculation
 - iii. Result/Mark sheet (using mail merge) Preparation: total marks, % of marks, weightage wise calculation, Pass/Fail determination by If formula, conditional formatting to highlight data
 - iv. Attendance Calculation: introduction of count, counta, countif formula, calculate attend class, missed class, % of attendance and Allowed/ Debarred by using IF formula
 - v. Count/Sum product: sumif/sumifs countif/countifs
 - vi. Data Validation: Restrict user to enter wrong data.
 - vii. Lookup, Vlookup, Hlookup
 - viii. Pivot Table, Pivot Chart, Slicer, Filter
 - ix. Consolidated data from different sheet and file
4. Presentation software:
 - i. Basics of placing elements on slides.
 - ii. Explore some creative and less standard ways of creating an interactive presentation.

- iii. Slide transition, Text Animation
- iv. Action Button, Smart art, Custom animation, Handout
- v. Slide masters

Reading List:

Essential Reading

Frye, C. (2014). *Microsoft Excel 2013 Step by Step*. Microsoft Press.
 Training resources on Microsoft Office, available at <http://office.microsoft.com/en-us/training/>
 Training resources on Google G Suite, available at <https://gsuite.google.com/training/>

Additional Reading

Swinford, E., Melton, B., & Dodge, M. (2013). *Microsoft Office Professional 2013 step by step*. Sebastopol, CA: Microsoft Press.
 Weverka, P. (2013). *Microsoft Office 2013: All-in-one for dummies*. Wiley India.

Date: January 2021

Module Code and Title: EAP101 Intermediate English for Academic Purposes

Programme: BA in English Studies (Borrowed)

Credit Value: 12

Module Tutor: Mohan Rai (Coordinator), Dilisha Subba,

General objective: EAP101 is the first part of a two-semester series that aims to develop abilities in reading, writing, listening, and speaking in an academic context to support students' learning through their degree studies. The module addresses basic language skills and builds on them to fit the academic context.

Learning outcomes – On completion of the module, students will be able to:

1. Identify grammatical features in context
2. Describe appropriate practices and standards in the academic context
3. Use appropriate grammatical structures to express academic ideas
4. Extract information from complex academic lectures, presentations, and discussions using various listening strategies
5. Extract information from academic readings using reading strategies such as skimming, scanning, and in-depth reading
6. Compose a well-structured and coherent academic essay following appropriate conventions and styles
7. Use the current APA referencing style for common sources
8. Present academic content and ideas to an audience in formal and informal settings
9. Use academic vocabulary in written and spoken settings

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures and discussions	2	60
	Exercises, workshops, practice	2	
Independent study	Writing assignments, VLE discussions	4	60
	Reading and review of class materials		
Total			120

Assessment Approach:

A. Listening test (15%)

In a single sitting, 3 audio recordings of 3, 5, and 7 minutes respectively, will be played to the students. The 3 recordings may be of conversations, short lectures, or other appropriate

material, and will be of increasing difficulty and complexity. Students will answer questions on a question paper simultaneously as they listen to the audio. The audio will not be replayed. The questions may be of multiple choice or short answer type, and will rely solely on information provided in the audio. Students will be given time in between sets of questions to check their answers and prepare for the next set.

B. Reading test (15%)

In a single sitting, students will read three passages of increasing difficulty and complexity. Each passage will be followed by a set of objective-type, short answer questions, or long answer questions on the respective passages, which will assess students' comprehension, critical thinking skills, grammar, and paraphrasing/summarising skills.

C. Grammar Test (10%)

The test will check students' fundamental understanding of grammar rules and their ability to apply them in context. It will cover topics such as sentence structure, verb tenses, subject-verb agreement, punctuation, and common grammatical errors. The test will provide enough context within the questions to avoid ambiguity, and to emphasize functional usage.

D. Presentation (30%)

Each student will make a 5-7 minute presentation on a subject of their interest with relevant examples. The presentations will be assessed based on the following criteria:

Content: 20 marks

Use of academic standards: 30 marks

Use of visual aids: 15 marks

Language and delivery: 35 marks

E. Academic essay (30%)

Students will write a 600–750-word academic essay. The essay will follow basic academic standards discussed in the module and use current APA referencing for the source types taught. The assignment will be written in two drafts: the first draft will be worth 10%; and the final draft will be worth 20%, including 5% for improvement.

Both drafts will be evaluated using the following criteria:

Content: 20 marks

Critical thinking: 20 marks

Use of academic standards: 30 marks

Language and grammar: 30 marks

Improvement on feedback will be evaluated using the following rubric:

Marginal improvement: 0 – 49 marks

Satisfactory improvement: 50 – 59 marks

Significant and appropriate improvement: 60 – 74 marks

Significant improvement beyond feedback given: 75 – 100 marks

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Listening test	1	15%
B. Reading test	1	15%
C. Grammar Test	1	10%
D. Presentation	1	30%
E. Academic essay	1	30%
Total Continuous Assessment (CA)		100%

Prerequisites: None

Subject matter:

(The subject matter will be taught within the context of standard usage scenarios and examples from relevant texts. The skills, although divided amongst the different units, will not be taught in isolation. The EAP teaching team will maintain a Course Pack which is an Essential Reading Compilation of readings and practice materials, which they will revise and update regularly as per need. The Course Pack used for the semester should be endorsed by the Programme Management Committee.)

UNIT I Grammar in context

- 1.1. Sentence construction: simple and compound sentences on academic topics
- 1.2. Subject-verb agreement
- 1.3. Complex sentences
- 1.4. Tenses review: identifying and using correct tenses in different situations
- 1.5. Prepositions and prepositional phrases
- 1.6. Articles

UNIT II Academic Language

- 2.1. Difference between general and academic English
- 2.2. Dos and don'ts of Academic English
- 2.3. Developing an academic vocabulary
- 2.4. Academic integrity and plagiarism

UNIT III Listening

- 3.1. Introduction to Academic Listening
- 3.2. Note-taking: outlining, mind-mapping, organising notes
- 3.3. Listening for gist and detail
- 3.4. Active listening

UNIT IV Reading

- 4.1. Introduction to Academic Reading
- 4.2. Types of academic materials
- 4.3. Reading skills: skimming, scanning, close reading
- 4.4. Paraphrasing and summarising

UNIT V Writing

- 5.1. Understanding essay questions: instruction words and content words; BUG method.
- 5.2. Essay structure
- 5.3. Building paragraphs
- 5.4. Writing process: pre-writing, writing, revising
- 5.5. Basic APA referencing: referencing books, journals, and websites
- 5.6. Paper layout and format

UNIT VI Speaking

- 6.1. Asking and answering questions
- 6.2. Giving opinions
- 6.3. Pronunciation
- 6.4. Presentation skills
- 6.5. Signposting language

Reading List:

Essential Reading (*An essential reading compilation of the shorter reading materials will be made available to students*).

Thaine, C. & McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B1+ (Upper Intermediate) student's book*. Cambridge University Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Wallwork, A. (2013). *English for academic research: Grammar, usage and style*. Springer.

Wallwork, A. (2022). *Giving an academic presentation in English*. Springer.

Date: April 2024

Module Code and Title:	EES101 Environmental Sociology
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Jelle J. P. Wouters

General Objective: This module provides an introductory survey to the various sociological approaches to understanding the relationship between humans and their environment in social, cultural, economic, political, and religious terms. The module will delineate the field of environmental sociology and critically appraise its main theoretical and conceptual foundations and approaches. It adopts a comparative approach to explore the social, cultural, and structural factors that impact the relationship between humans and the environment at different levels of analysis (individual, community, institutional, and societal). Emphasis is laid upon political ecology questions regarding environmental ownership, access, degradation, and (in) justice. From a broad theoretical and conceptual base, the module will survey the relationship between society and environment in the Bhutan context.

Learning Outcomes – On completion of the module, students will be able to:

1. Examine the development and evolution of environmental sociology
2. Assess the relationship between human societies and their environments through understandings of human ecology, culture, and adaptation
3. Construct the spiritual linkages between society, culture, and landscapes
4. Critically analyse how people culturally conceptualise, manipulate, transform, and humanise their natural environments over time
5. Explain the relationship between culture, religion, and the natural environment in Bhutan
6. Evaluate different policies and other responses to environmental change
7. Critique contemporary political ecology debates
8. Evaluate policies and practices concerning environmental governance and sustainable development
9. Develop capacity to think about the environment in terms of more-than-human encounters and entanglements.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total Credit Hours
Contact	Lecture	3	60
	Class exercises and discussions	1	
Independent Study	Reading, revision, and written assignments	4	60
Total			120

Assessment Approach:

A. Critical Essay: 20%

Students are required to individually write a critical essay about the society-nature divide, as it is conceptualised in the modernization process. Students will trace particular aspects of the history of this presumed divide, identify central debates, and critically interrogate the (ir)relevance of this debate in the way the environment is conceptualised in Bhutan. The essay will be 800-1200 words in length.

- 5 Proposal (topic, structure, references)
- 10 Quality of content and analysis (includes fulfilling all the expected criteria for content, use of relevant and adequate support for all claims made, quality and relevance of selected examples, ties analysis to relevant module concepts)
- 2 Language

- 2 Organisation
- 1 References

B. Response Essay: 15%

Students will be given a question that will ask them to individually engage with one of the core issues of the module, for example, one of the key debates. Students will be given a week's time to write a response on the same. They are expected to answer the questions by referring not only to class notes but also to relevant academic texts and articles. A successful essay would approach the question from a number of theoretical perspectives, include relevant empirical examples, and dwell on the latest developments in the field. The essay will be 600-800 words in length. The essay will be marked based on the following criteria:

- 7 Quality of response: relevance to question asked
- 3 Thoughtfulness and accuracy of response
- 2 Language & Organization
- 3 References

C. Class Participation and Preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

D. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments		Quantity	Weighting
A.	Critical essay	1	20
B.	Response essay	1	15
C.	Class Participation and Preparedness	2	5
D.	Midterm Examination	1	20
E.	Semester-end Examination	1	40
Total			100

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Environmental Sociology

- 1.1. Origins of Environmental Sociology
- 1.2. The scope of Environmental Sociology
- 1.3. Foundational theories in Environmental Sociology
 - 1.3.1. Malthusian perspectives
 - 1.3.2. Ecological Modernization
 - 1.3.3. Treadmill of Production
 - 1.3.4. Metabolic Rift Theory
 - 1.3.5. Deep Ecology
- 1.4. Environmental Realism vs. Social Constructionism

Unit II: Environment and Society

- 2.1. Co-constructionism: society and nature bridge and divide.
- 2.2. The relationships between ecology, social structure, and cosmology
- 2.3. Environment and culture:
 - 2.3.1. Human and cultural ecology

- 2.3.2. Cultural materialism
- 2.3.3. Ethnoecology
- 2.3.4. Indigenous and traditional ecological knowledge
- 2.4. Environment and gender
 - 2.4.1. Gender inequality and natural resources
 - 2.4.2. Eco-feminism
 - 2.4.3. Queer ecology

Unit III: Political Ecology

- 3.1. Scope and relevance of political ecology – origins, approaches, critiques
- 3.2. Tragedy of the commons: commodification and privatization of nature
 - 3.2.1. Development discourse and the politics of land
 - 3.2.2. Biodiversity and the politics of conservation: debates on the roles of state and community in environmental protection
 - 3.2.3. Resource extraction: coal, soil, mining, and waste
- 3.3. Strands of political ecology:
 - 3.3.1. Plantation Ecologies
 - 3.3.2. Urban political ecology (water, waste, garbage, and toxicity)
 - 3.3.3. Feminist political ecology
 - 3.3.4. Indigenous political ecology
- 3.4. Agriculture, Supply Chains, and Food security

Unit IV: Environment and Society in Bhutan

- 4.1. Environmental laws, regulations, norms, and civil society engagement
- 4.2. The relationship between religion and the environment: sacred landscapes, geomancy, deity citadels
- 4.3. Human, plant, and animal interactions
- 4.4. Waterscapes in Bhutan
- 4.5. Indigenous Knowledge Systems
- 4.6. Environmental criminology and justice.
- 4.7. Anthropogenic impacts on the Bhutan environment

Reading List:

Essential Reading

- Bird-David, N. (1990). *The giving environment: Another perspective on the economic system of gatherer-hunters*. University of Chicago Press.
- Hannigan, J. (2006). *Environmental sociology: A social constructionist perspective*. (2 ed.). Routledge.
- King, L. and D. McCarthy-Aurifeille (2019). *Environmental Sociology: From Analysis to Action*. Rowman & Littlefield

Additional Reading

- Barua, M. (2014) "Volatile ecologies: towards a material politics of human–animal relations", *Environment and Planning A*, 46: 1462 – 1478.
- Goodman, M.K. (2004) "Reading fair trade: political ecological imaginary and the moral economy of fair trade foods", *Political Geography*, 23: 891-915.
- Harris, M. (1966). The cultural ecology of India's sacred cattle. *Current Anthropology*, 7(1), 51-66.
- Karlsson, B. (2022). "The Imperial Weight of Tea: On the Politics of Plants, Plantations, and Science." *Geoforum*, 130: 105-114.
- Moore, S.A. (2011) "Garbage matters: Concepts in new geographies of waste", *Progress in Human Geography*, 36(6), 780–799.
- National Environment Commission. (1994). Conservation in Bhutan. RGOB.
- National Environment Commission. (1998). The Middle Path: National environmental strategy for Bhutan. RGOB.
- National Environment Commission. (2002). Bhutan the Road from Rio: National assessment of Agenda 21 in Bhutan. RGOB.

- Sheridan, M. (2016) Boundary Plants, The Social Production of Space, and Vegetative Agency in Agrarian Societies. *Environment and Society*, 7: 29–49.
<https://doi.org/10.3167/ares.2016.070103>.
- Sutton, M.Q., & Anderson, E.N. (2009). *Introduction to cultural ecology*. Altamira Press.
- Wangchuk, T. (2010). Change in the land use system in Bhutan: Ecology, history, culture, and power. *Journal for Bhutan Studies*, 2(1), 1-31.
- Warren, K. J., Warren, K., & Erkal, N. (Eds.). (1997). *Ecofeminism: Women, culture, nature*. Indiana University Press.

Date: May 2024

Module Code and Title:	PST103 Political Theory and Ideology
Programme:	B.A Political Science and Sociology (Borrowed)
Credit value:	12
Module tutor:	Pratika (coordinator) and Lakhan Bir

General Objective: This module provides students with a foundational understanding of political theory and ideology, focusing on key concepts like justice, liberty, equality, and democracy. Through this module, students will explore major political ideologies such as liberalism, conservatism, Marxism, and others, while also addressing contemporary debates on feminism, multiculturalism, and global justice.

Learning Outcomes: On completion of the module, students will be able to:

1. Define the scope and significance of political concepts and theories.
2. Identify the difference between political philosophy, thought, theory, and ideology.
3. Explain foundational concepts in political theory and ideology.
4. Contrast political ideologies and their key principles.
5. Analyse the political significance of various ideologies on governance and society.
6. Apply key political concepts, theories and ideologies to real-world scenarios with practical political issues.
7. Explore the intersection of gender, environmentalism, and multiculturalism with political theory in explaining the contemporary debates.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Interactive Lectures	3	60
	Discussion and question-answer sessions	1	
Independent Study	Reading an essential reading book and maintaining a reading report	1	60
	Revision of the lesson	1	
	Written assignments	1	
	Peer collaborative learning	1	
Total			120

Assessment Approach

A. Class tests (15%)

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term. The written test will be conducted within the regular class duration. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge students' level of understanding.

B. Critical Essay (15%)

Students are expected to collaboratively write a critical essay on political concepts and contemporary debates, relating these topics to current scenarios both within the country and internationally. Pairs will be assigned randomly by the module tutor. The assignment will be submitted in two drafts: an initial draft and a final draft. The initial draft should consist of 700 to 1,000 words, while the final draft should be between 1,200 and 1,500 words.

Marking criteria	Marks
Draft submission (4%);	
1. Content and clarity (relevant concepts, well-developed ideas)	2
2. Contributions (collaboration, individual contribution)	2
Final Submission (11%);	
1. Content and depth (analysis, relevancy, examples and evidence)	4
2. Critical thinking (critical engagement, original insights, logical reasoning, reflection)	4
3. Structure and coherence (well organised, clear flow of ideas)	2
4. Citations and References (adherence to the latest APA guidelines)	1
Total	15

C. Video presentation (15%)

Students will form groups of 4-5 members to select one political concept or ideology and create a 5-minute video presentation on the chosen topic. The video should serve as a concise crash module summarising the selected political concept or ideology. This can be then presented in the class.

Marking Criteria	Marks
Content and relevance (accurate information, relevance, examples)	3
Depth of analysis (understanding concept, insightful analysis, connection to contemporary political issues or debates)	3
Clarity and Organisation (well-organise, flow of ideas)	2
Presentation skills (delivery and pace, voice clarity)	2
Team collaboration (teamwork, cohesive group effort)	2
Technical quality (clear audio and video)	2
Time management (5 minutes time limit)	1
Total	15

D. Mid-Semester Examination (15%)

Students will take a written exam covering topics until unit II. The exam is designed to assess a range of cognitive skills, including knowledge recall, application, and analysis, ensuring that it caters to all levels of thinking. The duration of the examination will be two hours with a total mark of 50 which will be converted to 15%.

E. Semester-End Examination (40%)

Students will take a written exam encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative and will comprise structured questions from all levels of Bloom's Taxonomy. Students will attempt objective, short-answer questions and long-answer questions with a total mark of 100 which will be converted to 40%. The duration of the examination will be three hours.

Overview of assessment approaches and weighting:

Areas of assignment	Quantity	Weighting (%)
A. Class test	2	15
B. Critical Essay	1	15
C. Video Presentation	1	15
D. Mid-Semester Examination	1	15
E. Semester-End Examination	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Political Theory and Ideology

- 1.1. Definition, origin, and scope of political theory and ideology
- 1.2. Social and political significance of ideology
- 1.3. Factors influencing the clash of ideologies

1.4. The difference between political philosophy, thought, and theory

Unit II: Key Concepts in Political Theory

- 2.1 Citizenship: rights and duties
- 2.2 Justice: Theories and Perspectives
- 2.3 Liberty and Freedom: Classical and contemporary notions, and debates on positive and negative liberty
- 2.4 Equality: Conceptualisations and challenges
- 2.5 Democracy: Definition, various models, and contemporary challenges.
- 2.6 Civil Society: Definition and its role in political theory and practice.
- 2.7 Gender: The intersection of gender and political theory and feminist perspectives.

Unit III: Political Ideologies

- 3.1 Liberalism: core concepts and theoretical foundations
- 3.2 Conservatism: core concepts and theoretical foundations
- 3.3 Marxism and Socialism: core concepts and theoretical foundations
- 3.4 Anarchism: core concepts and theoretical foundations
- 3.5 Fascism: core concepts and theoretical foundations
- 3.6 Green political thought: core concepts and theoretical foundations
- 3.7 Populism: core concepts and theoretical foundations
- 3.8 Religious fundamentalism: core concepts and theoretical foundations

Unit IV: Contemporary Debates in Political Theories and Ideologies

- 4.1 Feminism: core concepts and ideological basis or theoretical foundations
- 4.2 Politics and indigeneity: core concepts and ideological basis or theoretical foundations
- 4.3 Multiculturalism and identity politics: core concepts and ideological basis or theoretical foundations
- 4.4 Environmentalism and sustainability: core concepts and ideological basis or theoretical foundations
- 4.5 Global justice and human rights: core concepts and ideological basis or theoretical foundations
- 4.6 Postmodernism and critical theory: core concepts and theoretical foundations

Reading List

Essential Reading

Heywood, A. (2023). *Political theory: An introduction (5th ed.)*. Palgrave Macmillan.
Hoffman, J., & Graham, P. (2015). *Introduction to political theory (3rd ed.)*. Routledge.

Additional Reading

Alamgir, M. (1975). *Poverty, inequality and social welfare: Measurement, evidence and policies*. The Bangladesh Development Studies, 3(2), 153-180.
Bauböck, R. (2006). *Citizenship and migration: concepts and controversies*, Bauböck, Rainer, ed, 2006, Migration and Citizenship: Legal Status, Rights and Political Participation.
Bell, D. (2014). *What is liberalism?*. Political theory, 42(6), 682-715.
Corbett, R. J. (2011). *Political Theory within Political Science*. PS: Political Science & Politics, 44(3), 565-570.
Grant, R. W. (2002). *Political theory, political science, and politics*. Political Theory, 30(4), 577-595.
Gurjar, L. R. (2007). *Trends of Contemporary Political Theory*. The Indian Journal of Political Science, 827-834.
Hudson, M. J. (2014). *Placing Asia in the anthropocene: Histories, vulnerabilities, responses*. The Journal of Asian Studies, 73(4), 941-962.
Kumar, M. (2014). *Revisiting political theory and political systems oriental and occidental*. The Indian Journal of Political Science, 9-16.
Pabayo, R., Kawachi, I., & Muennig, P. (2015). *Political party affiliation, political ideology and mortality*. J Epidemiol Community Health, 69(5), 423-431.
Philp, M. (2012). *Realism without illusions*. Political Theory, 40(5), 629-649

Date: June 2025

Module Code and Title: STS101 Introduction to Statistics
Programme: BSc in Environmental Management (borrowed)
Credit: 12
Module Tutor(s): Leishipem Khamrang (Coordinator), Kinley Dorji

General Objective: This module aims to provide students with the basic statistical concepts and its relevance to environmental studies. Practical learning using empirical data and the real-world data is a major emphasis of the module. The module will thus not only expose students to the availability and the uses of quantitative information related to environmental issues but also help them better learn the current state of the environment.

Learning Outcomes – On completion of the module, students will be able to:

1. Demonstrate the relevance of statistics in environmental studies.
2. Define essential statistical concepts and terms
3. Choose appropriate statistical tests and techniques for analysis of data
4. Organize and present quantitative data using appropriate statistical techniques
5. Apply statistical techniques for analysing data using spreadsheet and statistical software
6. Test hypotheses using appropriate statistical tests and techniques and draw correct inferences
7. Interpret the outputs of statistical analysis, in numerical terms and through graphs
8. Analyse environmental related data such as rainfall, temperature and water quality.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total Credit Hours
Contact	Lectures	3	75
	Practical work in computer Lab	2	
Independent Study	Written assignments	1	45
	Review of class exercise	2	
Total			120

Assessment Approach:

A. Class test (Practical): 15%

Students will undertake two class tests (lab tests) – one before the midterm (7.5%) and one after the midterm (7.5%). These lab tests will cover proficiency of using statistical software for generation of outputs, interpretation of the outputs – contingency tables and graphs.

B. Written assignment (Analysis of statistical report): 10%

To assess statistical proficiency, students will individually analyse different statistical reports such as, Bhutan Living Standards Survey, Labour Force Survey, GNH Survey report, Poverty Analysis Report, Bhutan (PAR) etc. They will discuss the statistical tools and techniques employed in the reports and make inferences based on the results presented in the reports. The report analysis will be 500-600 words in length. The report analysis will be evaluated on:

- 3 Exposition on the techniques, tools and methods employed in the reports
- 5 Interpretation: accuracy, completeness and robustness
- 2 Language, flow and articulation

C. Written assignment (application of statistical techniques): 20%

Students will individually submit a project on quantitative data analysis using primary data or secondary data. Students will decide a topic and identify suitable statistical tools and technique(s) for the data analysis. The project will be 750-1000 words in length. This assignment consists of two parts: presentation (10%) and project report (10%). Students should design an interactive/multimedia powerpoint presentation which they will present for the duration of 10 minutes.

D. Presentation

- 4 Content analysis and discussion (accuracy, completeness, argument and justification)
- 4 Delivery (Language, flow, presentation skills and visual aids)
- 2 Time management and concluding remarks

E. Project report

- 4 Accuracy and completeness
- 4 Quality of analysis: contents analysis and discussion of the findings
- 2% Mechanics (Language, organization and referencing)

F. Midterm Examination: 15%

Students will take a written exam of 1.5-hr duration covering topics up to the mid-point of the semester. The exam will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended essay questions.

G. Semester-End Examination: 40%

Students will take a written exam of 2.5-hr duration encompassing all the subject matter covered in the semester. This assessment is comprehensive and summative in nature, and will comprise structured questions like MCQ, fill-in-the-blanks, matching, definition, as well as open-ended essay questions.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
Class test (Practical)	2	15
Written assignment (analysis of statistics report)	1	10
Written assignment (application of statistical techniques)	1	20
Midterm Exam	1	15
Total Continuous Assessment (CA)		60
Semester-End Examination (SE)		40

Pre-requisites: None

Subject Matter:

Unit I: Introduction to using statistics

- 1.1. The research process; making observations, generating theories and testing them
- 1.2. Introduction to data collection and analysis
 - 1.2.1. Populations and samples
 - 1.2.2. What to measure: variables, measurement error, validity and reliability
 - 1.2.3. How to measure: correlational research methods, experimental research methods, randomization

Unit II: Basics of SPSS

- 1.3. Overview of the SPSS environment
- 1.4. Data editor
- 1.5. Variable view

- 1.6. Syntax window, outputs
- 1.7. File management

Unit III: Exploring data with graphs

- 1.8. Art of presenting data properly and reading graphs accurately
- 1.9. Chart making in SPSS
- 1.10. Types of charts, their uses and suitability for different purposes (column and bar graphs, histograms, boxplots, line charts, scatterplots)

Unit IV: Descriptive Statistics

- 1.11. Measures of central tendency and dispersion
 - 1.11.1. Mean, median, mode, quartile, deciles and percentiles
 - 1.11.2. Range and coefficient of range
 - 1.11.3. Mean deviation, variance, standard deviation and coefficient of variance
- 1.12. Analysing data: frequency distribution (types, centre, dispersion)

Unit V. Inferential statistics: Correlation

- 1.13. Karl Pearson's Correlation Co-efficient
- 1.14. Spearman's Rank Correlation
- 1.15. Kendall's Rank Correlation
- 1.16. Testing the significance of correlation coefficient
- 1.17. Fitting statistical model

Unit VI: Inferential statistics: Tests of hypotheses

- 1.18. Basics concept of hypothesis
- 1.19. Critical regions, critical values, p-values and decision rule
- 1.20. Confidence intervals
- 1.21. Using statistical models to test research questions
 - 1.21.1. Test statistics
 - 1.21.2. Null hypothesis and alternative hypothesis
 - 1.21.3. One- and two-tailed tests
 - 1.21.4. Types I and type II errors
 - 1.21.5. Effect size
 - 1.21.6. Statistical power
- 1.22. Applications of t-test
- 1.23. Applications of chi-squared test

List of practical work:

- a. Data presentation – group and ungrouped data, frequency tables
- b. Analysis of weather variable data and vegetation data (tree height, DBH, Biomass)
- c. Correlation exercises (correlation coefficient and t-test) using data related to social infrastructure and level of living, access to irrigation and agriculture production, application of fertilizers and agriculture production
- d. Measures of central tendency and dispersion exercises using socio-economic data, such as, literacy rate, urbanization, households' access to safe drinking water, happiness index, labour force participation rate etc.
- e. Hypothesis testing exercises: t-test and chi-squared test

Reading List

Essential Reading

- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.) New Delhi, India: Sage Publications.
- Gupta, S.C. (2018). *Fundamentals of statistics* (7th ed.). Mumbai, India: Himalaya Publishing House.
- Manly, B.F.J. (2009). *Statistics for environmental science and management*. London, England: Chapman & Hall.

Additional Reading

- Kothari, C. R. & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Age International Publishers.
- Rumsey, D.J. (2011). *Statistics for dummies* (2nd ed.). Hoboken, NJ: Wiley Publishing.
- Rumsey, D.J. (2009). *Statistics II for dummies*. Wiley Publishing.
- Twonend, J. (2002). *Practical statistics for environmental and biological scientists*. John Wiley and Sons.
- Urdan, T.C. (2017). *Statistics in plain English* (4th ed.). Lawrence Erlbaum Associates, Inc.

Date: November, 2023

Module Code and Title: ETH405 Contemporary Buddhist Ethics
Programme: BA in Anthropology (borrowed)
Credit: 12
Module Tutor: Dolma Choden Roder (Coordinator), Anden Drolet

General Objective: This module will provide a broad introduction to Buddhist ethics with a particular focus on ethical values and concepts that are significant in the local Bhutanese context. In addition to an academic or analytical understanding, students will also engage in the Buddhist practices of contemplation, reflection and meditation which are key to the Buddhist approach to morality. This will provide them with an opportunity for self-exploration and personal growth. This is a reading-intensive module and will comprise seminar-style meetings, discussions and in-class reflection/contemplation exercises.

Learning outcomes – On completion of this module, students will be able to:

1. Evaluate the main ideas of various Buddhist thinkers, teachers and scholars
2. Examine the historical foundation of Buddhism and Buddhist ethics
3. Identify historical and textual sources for Buddhist ethics
4. Articulate key Buddhism ethical concepts
5. Examine key Buddhist values
6. Compare shared Buddhist values to historically and culturally diverse interpretations of Buddhist values
7. Attempt key Buddhist practices such as contemplation and meditation
8. Write reflectively on Buddhist ethics
9. Apply Buddhist thought to their own lives and experiences
10. Discuss key contemporary ethical issues significant to the Bhutanese context.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Practice	1	
Independent study	Written assignments	1	60
	Reading and review of class materials	3	
Total			120

The approach described as “practice” will be time given in class for students to be lead (by their tutor or guest lecturers/teachers) in key Buddhist practices such as particular meditation techniques (for example the loving-kindness meditation which is intended to help build compassion) or contemplation on key concepts or teachings directly related Buddhist ethics. Having repeated sessions will allow students to both become more skilled at the practice and allow them to see how these key ethical practices can become part of their daily lives. Additionally, the experience they gain through practice will be the foundation of their reflection journals

Assessment Approach:

A. Reflection Essay: 40%

Over the course of the semester, students will write 2 reflective essays, each worth 20%. Students will be given a reflective prompt asking them to respond to a key issue or text raised in the module as selected by the tutor. In particular it should allow students to demonstrate what they have learnt about Buddhist ethics and Buddhist values as well demonstrating their ability to engage with these concepts or texts. Each essay is expected to be 1250 -1500 words in length.

- 3 Proposal (completeness, thoughtfulness, relevance to prompt)
- 10 Quality of reflection (evidence of thoughtfulness, originality and level of engagement with text or concept)
- 4 Accuracy and relevance of observations and arguments
- 3 Language, organization and referencing

B. Reflection Journal: 30%

Over the course of the semester, students will keep a journal to record their feelings and thoughts detailed both what they learn in lectures and readings as well as their experience of participating in Buddhist practices. Students will be expected to write at least one entry after each in-class practice session. Tutors will offer prompts and instructions as well as set expectations for the number and length of journal entries.

- 8 Completeness (in relation to expectation on the number of entries and the content of the prompts)
- 15 Quality of reflection (evidence of thoughtfulness, originality and level of engagement with the text, concept or experience)
- 4 Accuracy and relevance of observations
- 3 Language and organization

C. Lead a class discussion: 20%

During the semester, students will be responsible for working with one or two partners to lead two class discussions about a relevant reading or text (each discussion they lead will be worth 10% of their final mark). The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion, students will be responsible for (1) summarising the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) facilitating a clear and helpful discussion that will help the class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, and clarify any doubts or questions they have about the reading.

- 2 Pre-discussion meeting (attendance and preparedness)
- 2 Quality and accuracy of summary (focus should be on arguments)
- 3 Thoughtfulness and effectiveness of discussion questions
- 2 Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)
- 1 Teamwork (including meaningfulness of each member's participation)

D. Class participation and preparedness: 10%

Students will be expected to participate substantially in class discussions, with contributions reflecting excellent preparation for topics under discussion. 5% of class participation and preparedness will be assessed before midterm and the remaining 5% post-midterm.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Reflection Essay	2	40%
B. Reflection Journal	Ongoing	30%
C. Lead class discussion	2	20%
D. Class participation and preparedness	Ongoing	10%
Total Continuous Assessment (CA)		100%

Pre-requisites: None

Subject Matter:

Unit I: Foundational Understanding of Buddhism and Buddhist Ethics

- 1.1. A review of the context and history of Buddhism
- 1.2. Historical and political factors that shaped Buddhist ethics
- 1.3. An introduction to the global diversity of Buddhist practices and beliefs
- 1.4. Defining a Buddhist worldview – shared values and understandings

Unit II: Sources for Buddhist Ethics

- 2.1. Classical Buddhist Ethics: key terms, key texts and key scholars
- 2.2. Mahayana Buddhist Ethics: key terms, key texts and key scholars
- 2.3. Vajrayana Buddhist Ethics: key terms, key texts and key scholars
- 2.4. Theravada Buddhist Ethics: key terms, key texts and key scholars
- 2.5. Buddhist Ethics in the Bhutanese context: key terms, key texts and key scholars

Unit III: Key terms and concepts in Buddhist ethics

- 3.1. Karma- the law of cause and effect – definition, application and implications
- 3.2. Four Noble Truths – definition, application and implications
- 3.3. The Three Vows– definition, application and implications
- 3.4. Action – definition, application and implications

Unit IV: Key Buddhist Values

- 4.1. Monastic Values – key terms and implications
- 4.2. Lay Values – key terms and implications
- 4.3. Compassion and loving-kindness – definition, application and implications
- 4.4. Social Ethics– definition, application and implications

Unit V: Buddhist Ethics in practice

- 5.1. Mind-training and meditation – types, techniques and process
- 5.2. Contemplation and reflection – types, techniques and process
- 5.3. Receiving teachings and associated obligations – types and implications

Unit VI: Contemporary moral issues

- 6.1. Animal slaughter and vegetarianism
- 6.2. Climate Change

Reading List

Essential Reading

- Harvey, P. (2000). *An introduction to Buddhist ethics: Foundations, values and issues*. Cambridge University Press.
- Keown, D. (2005). *Buddhist ethics: A very short introduction*. OUP Oxford.
- Kongtrul, J. (2003). *The Treasury of Knowledge: Book Five: Buddhist Ethics* (Vol. 3). Shambhala Publications.
- Rahula, W. (1994) *What the Buddha Taught* Grove Press

Additional Reading

- Choden, P. (2019) *Becoming Bodhisattvas: A Guidebook for Compassionate Action* Shambhala
- Gyalpo, P. W. (2015) *Perfect Conduct: Ascertaining the Three Vows*. Simon and Schuster
- Mipham, J. (2017). *The Just King: The Tibetan Buddhist Classic on Leading an Ethical Life*. Jose Cabezon (translator). Snow Lion Press.
- Temprano, V. G. (2013). Defining engaged Buddhism: Traditionists, modernists, and scholastic power. *Buddhist studies review*, 30(2), 261-274. <https://doi.org/10.1558/bsrv.v30i2.261>
- Wright, D. S. (2005). Critical questions towards a naturalized concept of karma in Buddhism. *Journal of Buddhist Ethics*, 12, 78-9.

Module Code and Title: EAP102 Upper Intermediate English for Academic Purposes
Programme: BA in English Studies (borrowed)
Credit Value: 12
Module Tutor: Mohan Rai (Coordinator), Dilisha Subba,

General objective: EAP102 is the second part of a two-semester series that aims to develop abilities in reading, writing, and speaking in an academic context to support students' learning through their degree studies. The module builds from the basics established in EAP101 and immerses the students fully in academic materials and tasks.

Learning outcomes – On completion of the module, students will be able to:

1. Describe the purpose of different sections of academic articles
2. Interpret a variety of academic texts
3. State opinions on academic materials
4. Produce research essays that synthesize information from a variety of sources
5. Use refined grammatical structures in academic writing
6. Use the current APA referencing style for all types of academic sources
7. Express cogent ideas appropriately in group and individual settings
8. Speak fluently and coherently in academic settings
9. Use contextually appropriate vocabulary in written and spoken settings

Learning and Teaching Approach:

Type	Approach	Hours per week	Total Credit Hours
Contact	Lectures and discussions	2	60
	Exercises, workshops, practice	2	
Independent Study	Writing assignments, VLE discussions	4	60
	Reading and review of class material		
Total			120

Assessment Approach:

A. Reading Test (15%)

In a single sitting, students will read three passages of increasing difficulty and complexity. Each passage will be followed by a set of objective-type, short answer questions, or long answer questions on the respective passages, which will assess students' comprehension, critical thinking skills, grammar, and paraphrasing/summarising skills.

B. Charts and figures Class Test (15%)

In a single sitting, students will be given 2 charts or figures of increasing difficulty and complexity. Students will summarise the information in the charts by selecting and reporting the main features and making comparisons where relevant. Students will be graded according to the following criteria:

Content - 30

Organisation and structure - 20

Lexical resource - 20

Language and Grammar - 30

C. Interview (20%)

Students will sit for an interview to assess their speaking and communication skills. Each student will be given a period of 5-6 minutes to answer a set of questions prepared by the tutor. Students

will initially be asked general questions about themselves and their interests in the first part. This part will last approximately 3 minutes. In the second part, students will be given a prompt on which they will speak for 1-2 minutes. They will have 1 minute to prepare before they speak on the prompt.

Students will be graded according to the following criteria:

Fluency and coherence - 30 marks

Relevance - 10 marks

Lexical resource and word choice - 30 marks

Use of grammar - 30 marks

D. Fishbowl discussion (15%)

Students will be divided into groups of 6-7. Each group will be assigned one topic before their discussion and given 5 minutes for preparation. Students within each group will then be expected to take an individual stand on the topic and hold an impromptu discussion amongst themselves for 20-30 minutes. The tutor will observe the discussion and assess the students individually. The discussion will be assessed on the following criteria:

Relevance: 10 marks

Arguments and analysis: 20 marks

Comportment within the group: 35 marks

Language and speaking skills: 35 marks

E. Research Essay (35%)

The student will write a 700-850-word research essay on topics assigned by the tutor. The essay will follow academic standards discussed in the module and use APA referencing. The assignment will be written in two drafts: the first draft will be worth 15%; and the final draft will be worth 20%, including 5% for improvement.

Both drafts will be evaluated using the following criteria:

Content: 15 marks

Critical thinking: 15 marks

Use of academic standards: 40 marks

Language and grammar: 30 marks

Improvement on feedback will be evaluated using the following rubric:

Marginal improvement: 0 – 49 marks

Satisfactory improvement: 50 – 59 marks

Significant and appropriate improvement: 60 – 74 marks

Significant improvement beyond feedback given: 75 – 100 marks

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Reading Test	1	15%
B. Charts and figures Class Test	1	15%
C. Interview	1	20%
D. Fishbowl discussion	1	15%
E. Research Essay	1	35%
Total Continuous Assessment (CA)		100%

Prerequisites: None

Subject matter:

(The subject matter will be taught within the context of standard usage scenarios and examples from relevant texts. The skills, although divided amongst the different units, will not be taught in isolation. The EAP teaching team will maintain a Course Pack which is an Essential Reading Compilation of readings and practice materials, which they will revise and update regularly as per need. The Course Pack used for the semester should be endorsed by the Programme Management Committee)

UNIT I Academic Reading

- 1.1. Text features and organisational elements
- 1.2. Components of an academic article
- 2.3. Interpreting and critically analysing academic texts
- 2.4. Reading skills: predicting, summarising, making text-to-text, text-to-world, and text-to-self connections
- 2.5. Summarising data in charts and figures

UNIT II Academic Writing

- 2.1. Features of Academic Writing
- 2.2. Using reporting verbs
- 2.3. Using linking words and transitional phrases
- 2.4. Paraphrasing and quoting sources
- 2.5. Intermediate APA referencing
- 2.6. Referring to figures and tables
- 2.7. Presenting contrasting information

UNIT III Grammar for Academic Writing

- 3.1. Word families and collocations
- 3.2. Drafting and building arguments
- 3.3. Noun phrases, verb phrases and prepositional phrases
- 3.4. Comparing and contrasting
- 3.5. Hedging expressions
- 3.6. Building contextual vocabularies

UNIT IV Academic Speaking

- 4.1. Discussing ideas with colleagues
- 4.2. Agreeing and disagreeing
- 4.3. Reaching a consensus
- 4.4. Outlining ideas and expressing opinions
- 4.5. Planning for oral tasks
- 4.6. Intonation and enunciation
- 4.7. Answering questions

Reading List:

Essential Reading (*An essential reading compilation of the shorter reading materials will be made available to students*).

Thaine, C. & McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B1+ (Upper Intermediate) student's book*. Cambridge University Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Wallwork, A. (2013). *English for academic research: Grammar, usage and style*. Springer.

Wallwork, A. (2022). *Giving an academic presentation in English*. Springer.

Date: April 2024

Module Code and Title:	SOC201 Medical Sociology
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Chencho Dorji

General Objectives: This module examines sociological influences on health practices and systems globally, exploring factors like beliefs, norms, and social structures. It analyses how power dynamics, cultural values, and globalisation shape healthcare accessibility and perceptions, fostering

understanding of health inequalities and avenues for constructive change. This module will delve into case studies from Bhutan and beyond to provide insight into the complex relationship between society and health.

Learning Outcomes – On completion of the module, students will be able to:

1. Define key concepts in the sociology of health
2. Apply diverse sociological theories to interpret the relationship between society and health
3. Evaluate the scope and significance of sociological perspectives of health
4. Demonstrate cross-cultural understandings and perspectives related to health and medicine
5. Analyse the role of social institutions in health practices and policies
6. Discuss the sociological theories of health and illness
7. Assess sociological perspective of health in Bhutan
8. Examine the convergence and divergence of traditional and modern health practice in Bhutan.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Class exercise	1	
Independent study	Assignments	1	60
	Reading, revision, and VLE related exercises	3	
Total			120

Assessment Approach:

A. Field trip report: 10%

Students will individually write a report on a field trip made to a relevant health-related site. The report is expected to be both descriptive (for example, describing the site, the people at the site, etc.) and reflective (showing that students are attempting to make thoughtful and sincere observations) and must demonstrate the application of relevant key module concepts such as belief and illness, ritual and health, health care service, etc. Reports are expected to be 500 – 800 words in length.

- 2 Draft
- 5 Quality of analysis
- 1 Organisation
- 1 Language
- 1 Referencing

B. Open-Book Test: 5%

Students will undertake one in-class test during the semester. The written test will be an open book test conducted for a duration of 40-50 min and cover 2-4 weeks of material.

C. Visual Documentation of Illness Narrative: 15%

Individual students should first establish clear ethical guidelines and obtain informed consent from participants. They should then select a visually compelling method (such as photography, videography, or drawing) to capture key elements of the illness narrative. This may include depicting physical symptoms, emotional experiences, treatment processes, and social contexts. During fieldwork, students should maintain sensitivity and respect for participants' privacy and dignity. They should also document their observations accurately and reflect critically on their own biases and perspectives. Finally, students should ensure the confidentiality and anonymity of participants when presenting or sharing the visual documentation. The visual documentation is expected to be 3-5 minutes long.

- 4 Draft
- 8 Quality of content (details, reflection, arguments)
- 1 Organisation
- 1 Language
- 1 Referencing

D. Class participation and preparedness: 5%

Students are expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

E. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

F. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Field Trip Report	1	10
B. Open Book Test	1	10
C. Visual Documentation of Illness Narrative	1	15
D. Class participation and preparedness	2	5
E. Midterm Examination	1	20
F. Semester-End Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Sociology of Health

- 1.1. Sociological understanding of health
- 1.2. Distinctions between professional and popular ideas of illness and disease
- 1.3. Social construction of health and illness
- 1.4. Theoretical perspectives on health and illness (modern scientific theory, functionalism, conflict theory, symbolic interactionism)
- 1.5. Experiencing illness: Factors and Consequences
- 1.6. Mental health and society
 - 1.6.1. Societal responses to mental illness
 - 1.6.2. Social stratification and mental health
 - 1.6.3. Understanding suicide: Types of Suicide

Unit II: Cross-Cultural perceptions and practices of health and illness

- 2.1. Relationship between culture, perceptions and practices of health and illness
- 2.2. Medical pluralism: traditional and modern knowledge systems and health practices
- 2.3. Biomedical model of health
- 2.4. Ayurvedic tradition in India: Practices and Implications
- 2.5. Unani system of health and medicine
- 2.6. Classics of Chinese traditional medicine: Yin and Yang
- 2.7. Kampo in Japan: Practice and implications

- 2.8. Greek tradition of four humours in health
- 2.9. Selected indigenous traditions of health and healing

Unit III: Contemporary issues and trends in health and disease

- 3.1. Causes of global health disparities
- 3.2. Big Pharma and the commercialization of health and disease
- 3.3. Social epidemiology
 - 3.3.1. Social conditions as fundamental causes of health inequalities
 - 3.3.2. Pathologies of power: health and human rights
 - 3.3.3. Sex, gender, sexuality and health inequalities
 - 3.3.4. Social-cultural determinants of health
- 3.4. Health and Technology
 - 3.4.1. Impact of technology on healthcare systems
 - 3.4.2. Telemedicine and its sociological implications
 - 3.4.3. Ethical considerations in health technology
- 3.5. Case studies-Health Crises and Pandemics
 - 3.5.1. Sociological analysis of health crises
 - 3.5.2. Social responses to pandemics and implications
 - 3.5.3. Government and public health policies during crises

Unit IV: Sociology of Health in Bhutan

- 4.1. Trends and health issues in Bhutan
- 4.2. Determinants of Health
 - 4.2.1. Environment, exposure, and diet
 - 4.2.2. Bhutanese traditional concepts of health and illness
 - 4.2.3. Belief/*Namtog* as determinant of health and illness
 - 4.2.3. Policies and social institutions
- 4.3. The relationship between landscape, deity and health
- 4.4. Religious perspective of health and illness in Bhutan
- 4.5. Health care system and access to healthcare services in Bhutan
- 4.6. *Menche Rimdro/Sowa Rigpa* (Shamanism, divination, rituals and local medicinal traditions)
- 4.7. Traditional medicine and healing practice-case studies

Reading List

Essential Reading

- Farmer, P. (2004). *Pathologies of power: Health, human rights and the new war on the poor*. University of California Press.
- Lhamo, N. & Nebel, S. (2011). Perceptions and attitudes of Bhutanese people on Sowa Rigpa: Traditional Bhutanese medicine: A preliminary study from Thimphu. *Journal of Ethnobiology and Ethnomedicine*, 7(1). <https://doi.org/10.1186/1746-4269-7-3>
- White, K. (2002). *An Introduction to the Sociology of Health and Illness*. SAGE Publications Inc.

Additional Reading

- Dorji, T., & Melgaard, B. (2012). Medical history of Bhutan: Chronicle of health and disease from Bon times to today. Centre for Research Initiatives.
- Edmonds, A. (2007). Even the poor have a right to be beautiful: Cosmetic surgery in neoliberal Brazil. *Journal of the Royal Anthropological Institution*, 13(2), 363-381.
<https://doi.org/10.1111/j.1467-9655.2007.00427.x>
- Kleinman, A. (1988). *Personal and social meaning of illness*. In *The illness narratives: Suffering, healing and the human condition* (pp. 31-55). Basic Books.
- Nirola, D. K., Durham, J. C., & Kraus, K. L. (2015). Balancing traditional beliefs and medical science: Mental health care in Bhutan. *Bhutan health journal*, 1(1), 66-69.
<https://doi.org/10.47811/bhj.10>
- Wangchuk, P., Wangchuk, D., & Aagaard-Hansen, J. (2007). Traditional Bhutanese Medicine (GSo-BA RIG-PA): An Integrated Part of the Formal Health Care Services. *The South East Asian Journal of Tropical Medicine and Public Health*, 38(1).

- Wangchuk, P., Pyne, S. G., & Keller, P. A. (2013). An assessment of the Bhutanese traditional medicine for its ethnopharmacology, ethnobotany and ethnoquality: Textual understanding and the current practices. Faculty of Science, Medicine and Health - Papers: part A, 861.
- Wangchuk, P., & Tobgay, T. (2015). Contributions of medicinal plants to the Gross National Happiness and Biodiscovery in Bhutan. *Journal of Ethnobiology and Ethnomedicine*, 11, 48. <https://doi.org/10.1186/s13002-015-0035-1>
- Winkelman, M. J. (2009). *Shamanism and the origins of spirituality and ritual healing*. Equinox Publishing Ltd. Arizona State University.
- Yangchen, S., Tobgay, T., & Melgaard, B. (2016). Bhutanese health and the health care system: Past, present, and future. *Druk Journal*, 4(3).

Date: May 2024

Module Code and Title: POS202 Foundations of International Relations
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Saurav Chaliha

General Objective: This module offers a comprehensive introduction to the field of international relations (IR) and predominant ideas in the domain of world politics. It delves into fundamental concepts and theories intrinsic to the discipline of international relations. The module spotlights the significant challenges confronted by nation-states in the 21st century, placing a strong emphasis on issues tied to terrorism, power dynamics, war and peace, identities and ideologies, and the facets of justice and human rights. Through this module, students will be equipped to analyse international politics and global occurrences from a theoretically grounded perspective.

Learning Outcomes – On completion of the module, students will be able to:

1. Demonstrate knowledge of the major theories and approaches in the discipline of international relations
2. Interpret the growth and evolution of the international order
3. Apply various theories and approaches to the real-world scenario such as modern day terrorism and war
4. Recognize the major fundamental themes in international relations
5. Analyse the relevance of theories in the context of actors in Asia, Africa and the Middle East
6. Describe the role and significance of global institutions in the international order
7. Examine the impact of terrorism on regional and international geopolitics
8. Identify the significance and universality of human rights.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Class exercise	1	
Independent study	Assignments	1	60
	Reading, revision	3	
Total			120

Assessment Approach

A. Argumentative Essay: 15%

Students are required to write an individual, argumentative essay on the origin and evolution of the international order. The essay should be written between 1000-1200 words in length and will carry 15% of the overall grade. The assessment criteria for the argumentative essay are as follows:

- 5 General explanation of the topic and surrounding issues
- 5 Critical arguments
- 1 Conclusion
- 2 Language and organisation
- 2 References

B. Presentation: 10%

Students will present in groups any theory (classical or contemporary) of international Relations and showcase its application in a real-world scenario. This assessment must be conducted after the completion of Unit III. The presentations will help develop analytical and argumentation skills. The first three components will be assessed on an individual basis. Each group will present for a duration of 12-15 minutes, groups will consist of 4-5 members (3 minutes for each member) and each group should design an interactive/multimedia powerpoint presentation.

- 3 Quality of content and argument
- 3 Quality of application to the real-world scenario
- 2 Language, organisation and quality of presentation
- 2 Team work

C. Class tests: 15% (7.5% for each test)

Students will undertake a class test twice during the semester; once before mid-term (Unit I and II) and once after mid-term (Unit III and IV). The written test will be conducted within the regular class duration. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge students' level of understanding.

D. Midterm Examination: 15%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

E. Class Participation and preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

F. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Argumentative Essay	1	15
B. Presentation	1	10
C. Class test	2	15
D. Class participation and preparedness	2	5
E. Mid-semester exam	1	15
F. Semester-end exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: International Relations and Historical Context

- 1.1. International Relations as a discipline
- 1.2. Meaning and significance of International Relations
- 1.3. Origins, traditions, and evolution
- 1.4. International history of the twentieth century
- 1.5. Post-Cold War Era
 - 1.5.1. Rise of liberal democracy and free market
 - 1.5.2. Challenges faced by newly formed nation states
 - 1.5.3. The Yugoslav Wars

Unit II: Classical Theories of International Relations

- 2.1. International Relations Theories
 - 2.1.1. The necessity of theory
 - 2.1.2. Ontology and epistemology in international relations theory
 - 2.1.3. Diversity in International Relations theories
- 2.2. Realism
 - 2.2.1. The classical approach and international anarchy
 - 2.2.2. Neo-realism
 - 2.2.3. Synthesising theory and practice of realism
- 2.3. Liberalism
 - 2.3.1. Liberal democracy and neoliberal institutionalism
 - 2.3.2. Critique of liberalism

- 2.4. Marxism
 - 2.4.1. World Systems Theory, Critical Theory and Gramscianism
 - 2.4.2. New Marxism

Unit III: Contemporary Theories of International Relations

- 2.1. Constructivism
 - 2.1.1. Identity and international institutions
 - 2.1.2. Understanding of changes in the international system
- 2.2. Post structuralism
 - 2.2.1. Deconstructing state sovereignty
 - 2.2.2. Identity and foreign policy
- 2.3. Postcolonial approaches
 - 2.3.1. Origin and key concepts
 - 2.3.2. Decolonization
 - 2.3.3. Alternative approaches to mainstream issues
- 2.4. Feminism- goals and agenda in international relations

Unit IV: International challenges in the 21st century

- 4.1. Global order in the 21st century
 - 4.1.1. The US order under challenge
 - 4.1.2. The rise of the Global South
 - 4.1.3. Rising states and globalisation of world politics
 - 4.1.4. Conflicts between nation states
- 4.2. Terrorism
 - 4.2.1. Definition and central concepts
 - 4.2.2. Typologies
 - 4.2.3. Strategies
 - 4.3. Global Political Economy- modernisation and inequality in development
- 4.4. Human Rights and Humanitarianism
 - 4.4.1. Meaning and development of human rights
 - 4.4.2. Human Rights instruments of the UN
 - 4.4.3. Humanitarianism and the Responsibility to Protect (R2P)
 - 4.4.4. Challenges to human rights

Reading List

Essential Reading

- Devetak, R., Burke, A., & George, J. (Eds.). (2017). *An Introduction to International Relations* (3rd edition). Cambridge University Press.
- Jackson, R. H., Sørensen, G., & Moller, J. (2021). *Introduction to International Relations: Theories and Approaches* (8th edition). Oxford University Press.
- Owens, P., Baylis, J., & Smith, S. (2020). *Globalization of World Politics* (8th edition). Oxford University Press.

Additional Reading

- Brown, C. (2017). Political Thought, International Relations Theory and International Political Theory: An Interpretation. *International Relations*, 31(3), 227–240.
- Cooper, A. F. (2018). “Rising” States and Global Reach: Measuring “Globality” among BRICS/MIKTA Countries. *Global Summitry*, 4(1), 64–80.
- Criado, H. (2015). What Makes Terrorism Salient? Terrorist Strategies, Political Competition, and Public Opinion. *Terrorism and Political Violence*, 29(2), 197–214.
- Dunne, T., Kurki, M., & Smith, S. (Eds.). (2020). *International Relations Theories: Discipline and Diversity* (5th edition). Cambridge University Press.
- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2022). *World Politics: Interests, Interactions, Institutions* (5th edition). W.W. Norton & Company.
- Guinn, D. E. (2016). Human Rights as Peacemaker: An Integrative Theory of International Human Rights. *Human Rights Quarterly*, 38(3), 754–786.

- Kayaoglu, T. (2010). Westphalian Eurocentrism in International Relations Theory. *International Studies Review*, 12(2), 193–217.
- Levander, C., & Mignolo, W. (2011). Introduction: The Global South and World Dis/Order. *The Global South*, 5(1), 1–11.
- Serrano, M. (2010). Implementing the Responsibility to Protect: The Power of R2P Talk. *Global Responsibility to Protect*, 2(1), 167–177.
- United Nations. (1948). *Universal Declaration of Human Rights*. United Nations.

Date: May 2024

Module Code and Title: **ASC303 Technology and Society**
Programme: BA in Anthropology (borrowed)
Credit: 12
Module Tutor: Jelle J.P. Wouters

General Objective: This module applies anthropological approaches, methods, and theories to the critical study of technology and science. It draws attention to the way in which science and its application can best be understood by paying attention to the political, cultural and economic contexts in which science is produced and used. It also offers an anthropological lens to evaluate the rapid rise of new technologies as well as the concomitant anxieties and questions. The module will also engage with key debates and contemporary trends within science and technology.

Learning outcomes – On completion of this module, students will be able to:

1. Define and illustrate technology and science using an anthropological perspective
2. Articulate the human history of technology using key archaeological insights
3. Critically evaluate scientific claims and the production of scientific knowledge
4. Discuss ethical issues related to technology and science using an anthropological lens
5. Identify the relationship between science, technology and culture
6. Critically evaluate the ways in which new technologies are adopted and adapted in different cultural contexts
7. Link the connections and ruptures between technology, society and politics
8. Evaluate the opportunities and risks new technology offers the discipline of anthropology
9. Critically evaluate media representations of science and technology as well as the impact of these representations.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Tutorials	1	
Independent study	Assignments	1	60
	Reading, revision, and VLE related exercises	3	
Total			120

Assessment Approach:

A. Familiar Technology Essay: 15%

In this paper students will select on technology that is widely used and accepted and using an anthropological perspective they will work to make this familiar technology strange. They will do this in part by tracing the history of this technology and its development and how it came to be taken for granted as part of ordinary life. The goal is to highlight the ways in which technology becomes normalised even in the face of reluctance or even distrust. The essay will be 1000 – 1,250 words in length.

2 Proposal (topic, possible references, originality)

- 10 Quality of content and analysis (includes fulfilling all the expected criteria for content, use of relevant and adequate support for all claims made, quality & relevance of selected examples, ties analysis to relevant module concepts)
- 1 Language
- 1 Organisation
- 1 References

B. Application Essay: 20%

Students are required to choose a science or technology issue that they see is relevant to the Bhutanese context and show what new insight an anthropological approach can bring to this issue. The essay will be 1250-1500 words in length.

- 2 Proposal outlining the selected topic, possible references and proposed argument
- 3 Draft
- 6 Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, ties analysis to relevant module concepts)
- 4 Quality of application to Bhutanese context
- 3 Language, Organization & References
- 2 Improvement (with particular attention to how well they responded to and used feedback)

C. Preparedness: Reading notes: 5%

As this is a reading-intensive module, students will be expected to keep reading notes that will be evaluated as a form of preparedness.

- 5 Thoroughness of annotations in printed reading materials and supplementary notes

D. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Familiar Technology Essay	1	15
B. Application Essay	1	20
C. Preparedness: reading notes	Ongoing	5
D. Midterm Examination	1	20
Total Continuous Assessment (CA)		60
Semester-End Examination (SE)		40

Pre-requisites: None

Subject Matter:

Unit I: Science and scientific knowledge

- 1.1. Definitions of Science, technology and scientific knowledge
- 1.2. The history of human development and use of technology
- 1.3. Introduction to the discipline of science and technology studies
- 1.4. Critical approaches to the production of scientific knowledge
- 1.5. Anthropological approaches to science
- 1.6. Anthropological approaches to technology
- 1.7. A critical approach to narratives around technology and science

Unit II: The context of science and technology

- 2.1. Science as culturally embedded
 - 2.1.1. Epistemology and ontology of science
- 2.2. Tracing histories of technology adaptation
- 2.3. Politics and science
- 2.4. Policy and science
- 2.5. Economics and science
- 2.6. Ethical concerns and questions of value

Unit III: Technology and remaking the human body

- 3.1. Cyborgs and the post-human
- 3.2. Medical technology
 - 3.2.1. organ trade
 - 3.2.2. prosthetics
- 3.3. New Genetic Technologies
 - 3.3.1. Human Genome Project
 - 3.3.2. Ancestry and blood quantum

Unit IV: Security and Surveillance

- 4.1. War and military technology
 - 4.1.1. Internet
 - 4.1.2. Predictive statistics
 - 4.1.3. Nuclear power
- 4.2. Biological warfare
- 4.3. Technologies of surveillance
- 4.4. Personal data and sale of privacy

Unit V: Ethnographies of New Technologies

- 5.1. New Media
- 5.2. Virtual Ethnography
 - 5.2.1. Methods
 - 5.2.2. Ethics
- 5.3. The anthropology of infrastructure
- 5.4. Artificial Intelligence and Block chain (Crypto currency)
- 5.5. Automation
 - 5.5.1. Impact on economy and production

Unit VI: Media representation of science and technology

- 6.1. Misrepresentations of Forensic Anthropology
- 6.2. Media representation of new technology
- 6.3. Future imaginaries: post-apocalyptic vs utopic

Reading List

Essential Reading

- Barker, G (2006) "Approaches to the origin of agriculture" Excerpt from *The agricultural revolution in prehistory: why did foragers become farmers?* Oxford University Press
- Halpern, O. (2015). *Beautiful data: A history of vision and reason since 1945*. Duke University Press.
- Haraway, D. (2020). Situated knowledges: The science question in feminism and the privilege of partial perspective. In *Feminist theory reader* (pp. 303-310). Routledge
- Hegmon, M. (1998). Technology, style, and social practices: archaeological approaches. *The archaeology of social boundaries*, 264-279.
- Horgan. (2012). "What Thomas Kuhn Really Thought about Scientific 'Truth'," *Scientific American*,

- Latour, B., & Woolgar, S. (1986). "The 'Anthropology' of Science." Excerpt from *Laboratory Life: The Construction of Scientific Facts*. Princeton University Press, pp. 27-33.
- Pink, S., Raats, K., Lindgren, T., Osz, K., & Fors, V. (2022). An Interventional Design Anthropology of Emerging Technologies: Working Through an Interdisciplinary Field. In *The Palgrave Handbook of the Anthropology of Technology* (pp. 183-200). Palgrave Macmillan.

Additional Reading

- Balasescu, A. (2020). Machine anthropology or will robots talk about us behind our back?. *Journal of Future Robot Life*, 1(1), 3-7. <https://doi.org/10.3233/fri-200004>
- Bell, G. (2021). Talking to AI: an anthropological encounter with artificial intelligence. *The SAGE handbook of cultural anthropology*, 442-57.
- Bilandzic, H., & Sukalla, F. (2019). The role of fictional film exposure and narrative engagement for personal norms, guilt and intentions to protect the climate. *Environmental Communication*, 13(8), 1069-1086. <https://doi.org/10.1080/17524032.2019.1575259>
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Date: March 2023

Module Code and Title: CEP201 Foundations of Social Work
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Supongbenla Longkumer

General Objective: The module is designed to familiarise students with social work both as an academic discipline and a practice-based profession. Central to the module is the exploration of social work theories, which serve to deepen students' understanding of the root causes of social issues both within local contexts and more extensive societal frameworks. Through this module, students will be equipped with the knowledge necessary to cultivate a comprehensive and nuanced grasp of intersections, thereby enriching their perspectives and fortifying informed social work practices. Given the emphasis on community — a vital domain of GNH — the module aims to provide students with insights into community-centric approaches.

Learning Outcomes – On completion of the module, students will be able to:

1. Explain the concept, philosophy and historical development of social work
2. Outline emerging trends and current social issues within the local context and provide informed reviews of them
3. Synthesise the intersection of class, disability, age, and gender in relation to welfare and social security
4. Demonstrate competent engagement with government and private agencies through knowledge and skills. Engage with individuals, organisations, and communities in accordance with the social work code of ethics
5. Apply theory and methods to engage with various social groups and issues in the society in Bhutan (and beyond)
6. Locate contextual and region-specific interventions informed by social work theories and practices
7. Identify the various stakeholders in social work practices.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	3	60
	Class exercises and discussions	1	
Independent Study	Reading, revision, VLE related exercises and written assignments	4	60
Total			120

Assessment Approach:

A. Field Trip Report: 15%

Students are required to individually write a report of the field trip made to a social organization selected by the tutor. They have to report on the rationale, objectives, aims, current projects, and challenges of the said organisation. The report will be 800-1000 words in length and include their understanding and reflections of the field trip. The field trip will be in Thimphu. The field report will be evaluated on the following:

- 7 Knowledge of the organization (history, objective and goals, current projects etc of the organization)
- 6 Reflection (connecting theory with field reality, experiences, originality, feelings)
- 2 Organization and language

B. Panel discussions: 15%

Students will be formed into small groups (3-4) or pairs for a panel discussion on the various social work methods and approaches. This assessment will enable students to demonstrate and discuss their knowledge on the various approaches and methods of social work. The panel discussion (40 minutes) will engage students in diverse perspectives and train them to share their learnings on a topic provided by the tutor.

- 3 Introductory session (using interactive PPT)
- 5 Analysis of methodology and methods (group mark)
- 5 Delivery (individual grading)
- 2 PowerPoint presentation (group mark)

C. Class test: 10%

Students will undertake a class test before the mid-term. The written test will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of course material, primarily the theories. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge students' level of understanding.

D. Midterm Examination: 15%

Students will take a written exam of 1.5 hours duration covering topics up to the midpoint of the semester.

E. Class Participation and preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

F. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Field Trip report	1	15
B. Panel Discussion	1	15
C. Class test	1	10
D. Midterm Examination	1	15
E. Class Participation and preparedness	2	5
F. Semester-End Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Understanding Social Work

- 1.1 Introduction to key concept and Ideas
- 1.2 History of Social Work
 - 1.2.1 Social Work in America
 - 1.2.2 Social work in Europe
 - 1.2.3 Social work in Asia Pacific
 - 1.2.4 Social work in Africa and Middle East
- 1.3 Social Work Theories
 - 1.3.1 Systems theory
 - 1.3.2 Social learning theory
 - 1.3.3 Psychosocial development theory
 - 1.3.4 Rational choice theory

Unit II: Doing Social Work

- 2.1 Relationship between social welfare and social work
- 2.2 Legal, policy, procedural, and organizational context
- 2.3 Roles, tools, and Expectations of a Social Worker
- 2.4 Values and Ethics: Issues and Dilemmas
 - 2.4.1 Learnings from The National Association of Social Workers (NASW) Code of Ethics
- 2.5 Understanding primary methods: historical development

- 2.5.1 Social Casework- concept and settings
- 2.5.2 Social Group Work- concept and settings
- 2.5.3 Community Organisation- concept and settings
- 2.5.4 Administration and Research
- 2.6 Problem solving approaches and tools
 - 2.6.1 Active listening and empathy
 - 2.6.2 Assessing a client's overall state
 - 2.6.3 Collaborating with the client to achieve set goals
 - 2.6.4 Identifying capabilities and building resources
 - 2.6.5 Making tailored interventions for clients needs
 - 2.6.6 Assessing social programs and providing feedbacks

Unit III: Social Groups and Social Services

- 3.1 Social Work interventions with social groups: concept and practices
- 3.2 Social Services and Welfare Practices
 - 3.2.1 Working with People with Disabilities
 - 3.2.2 Elderly Care and Children
 - 3.2.3 Substance Abuse and Youth
 - 3.2.4 Understanding stigma and discrimination- case study of HIV / AIDS
- 3.3 Community Development
 - 3.3.1 Understanding communities: a profile of rural and urban communities.
 - 3.3.2 Contemporary Issues and Trends

Unit IV: Social Work in Bhutan

- 4.1 Origins and history of social work in Bhutan
- 4.2 Doing social work in Bhutan
 - 4.2.1 Buddhism and social work
 - 4.2.2 Bodhichitta mind and social work
 - 4.2.3 Community health and well-being
- 4.3 Role of Stakeholder
 - 4.3.1 Role of Religion
 - 4.3.2 Role of Government
 - 4.3.3 Role of Corporate Sector
 - 4.3.4 Role of Civil Society
- 4.4 Case studies
 - 4.4.1 Case Study of Tarayana Foundation
 - 4.4.2 Case Study of Respect Educate Nurture and Empower Women (RENEW)
 - 4.4.3 Case Study of any other relevant organisation

Reading List

Essential Reading

- Faherty, V. E. (2006). *Social welfare before Elizabethan Poor Laws: The early Christian tradition, AD 33-313. Journal of Sociology & Social Welfare, 33(2), 107-122.*
- Hare, I. (2004). *Defining Social Work for the 21st Century: The International Federation of Social Workers' Revised Definition of Social Work. International Social Work, 47, 407-424.*
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches.* The Guilford Press.
- Tusasiirwe, S. (2023), *Disrupting colonisation in the social work classroom: using the Obunti/ Ubuntu framework to decolonise the curriculum*, Social Work Education, Routledge

Additional Reading

- Doma, D. (2022). Social Work: Meaning, History and Context from a Bhutanese Perspective. *Educational Innovation and Practice, 4(1), 1–11.* Retrieved from <https://eip.sce.edu.bt/index.php/eip/article/view/36>

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Date: May 2024

Module Code and Title:	GSE101 Analytical Skills
Programme:	University-wide module
Credit:	12
Module Tutor(s):	Deepika Chhetri (Coordinator), Sonam Peldon

General Objective

The module aims to develop students' critical and analytical thinking skills. It covers a range of appropriate tools and models for problem-solving and decision-making.

Learning outcomes

On completion of the module, students will be able to:

1. Discuss the concepts of skills
2. Explain thinking paradigms and types of thinking
3. Apply the reflective thinking process in everyday life
4. Make use of analytical thinking tools for problem-solving and decision-making
5. Discuss different models of critical thinking
6. Apply critical thinking models for logical reasoning
7. Elucidate creativity and barriers to creative thinking
8. Generate creative solutions by using appropriate methods
9. Describe problem-solving process
10. Apply appropriate questioning techniques for problem solving
11. Evaluate issues to develop alternative solutions
12. Apply decision-making tools for selecting the best alternative solution
13. Develop reflective writing for meaningful academic learning

Learning and Teaching Approaches

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	15
	Panel Discussions	1	15
	Role Play/Debate	1	15
	Presentations	1	15
Independent study	Independent/self-study; Written Assignments; Library visit	4	60
Total		8	120

Assessment approach

A. Reflective Journal Writing: (20%)

Reflective journal writing as one of the assessment approaches, demands students to record their learning experiences encountered during the completion of various assessments outlined in the module. For this, *each student is required to maintain a comprehensive journal entry* for each of the completed assessments. The journal entry must include an overview of the

assessment, tools, techniques, and strategies (learned from the module content) used in completing each assessment. The reflective journal must critically evaluate students' strengths, challenges, and areas for improvement. Further, students are required to analyse the application and effectiveness of learned concepts in the real-world scenarios. Each journal entry must be between 500-800 words.

The key to reflective writing is to be analytical rather than descriptive. Always ask why rather than just describing what happened during the course of assessments.

The assignment will be assessed based on the following criteria:

2 marks	Models of reflective writing (What? So what? Now what? / Gibbs' Model etc.)
2 marks	Language and grammar (<i>Pronoun, tenses, expressions</i>)
6 marks	Depth of reflection and application of key concepts (analysing key unit concepts and theories.)
5 marks	Learning and development (integration of theory and practice)
4 marks	Action and implication for future learning (conscious and thorough understanding of the learning and well-reasoned suggestion)
1 marks	Proper Referencing (<i>Use of relevant references and citations as per the latest APA edition</i>)

B. Class Participation: (10%)

Students will be given opportunities to participate and interact through class activities such as pair-share, role play, debate, and discussion of the content topics. The class participation shall take place during the scheduled contact hours. The class participation will be assessed throughout. For measuring quality, participation will be classified as 'Good' or 'Excellent' based on the participants' participation. Students asking questions, and or initiating discussion of the topic will be labelled 'Good' (scores 3 marks), and students presenting the topic/opinions of relevance with confidence will be recorded as 'Excellent' (scores 5 marks). The aggregated score will be converted to 7 Marks. Class attendance will also form part of class participation.

The class participation will be assessed based on the following criteria:

7 marks	Quality of participation (<i>Consistency; relevancy of contribution and engagement; query; collaboration</i>)
3 marks	Class Attendance (<i>frequency; presence; engagement</i>)

C. Case Analysis and Presentation: (30%)

Students will solve one case study (containing 10 to 20 pages) in a group. The case may be related to any field of knowledge such as engineering, climate change, biotechnology, sustainable development, procurement, production, marketing, strategic management, human resources and current economic and social development. The group will read the case thoroughly, analyse and write a report containing 1500-2000 words. The case analysis report will be presented to the class. The report and presentation shall be assessed out of 20 and 10 marks respectively.

Written Report:

The written report will be assessed based on the following criteria;

3 marks	Identification of the problem (<i>Accuracy and Adequacy of identification of issue(s)</i>)
5 marks	Analysis of the case/issue (<i>Quality; appropriateness; criticality and usage of tools</i>)
4 marks	Creative solutions to the issue/problem (<i>rationality, relevance & adequacy</i>)
5 marks	Recommendation (<i>acceptability, rationality and adequacy</i>)
2 marks	Format/Structure (<i>Layout and standard</i>)
2 marks	Referencing (<i>Use of relevant references; In-text and end-text as per the latest APA edition</i>)

Presentation:

All members shall do a presentation of 5-7 minutes and will be assessed based on the following criteria:

- 1 mark Visual appeal (*use of audio and visual materials*)
 - 2 marks Group cohesion (*cooperation; teamwork; and inclusivity of participation*)
 - 3 marks Content (assess individually)
 - 2 marks Presentation mechanics (*eye contact; body Language; audibility*)
 - 2 marks Q & A (*Frequency and quality of clarification*)
- Note:** Except 'visual appeal and group cohesion' criteria, the rest will be assessed individually

D. Panel Discussion: 20%

A group of students will be required to discuss a topical issue such as climate change, green procurement, disruptive innovation, and big data moderated by a peer. The relevant topic may be assigned by the module tutor. The Panel discussion will be assessed based on the following criteria:

- 5 marks Preparedness on the topic (*Confidence and readiness*)
- 7 marks Relevancy & evidence-based argument (*Appropriateness and adequacy of evidence*)
- 3 marks Language proficiency (*Articulation, vocabulary and grammar*)
- 5 marks Coherence and logical flow of ideas (*transitions/connections, logical sequencing of points*)

Note: Each group shall be allocated a minimum of 30 minutes for the presentation; each speaker shall speak about 5-7 minutes

E. Debate: 20%

Students in a group of four or five will debate on a given topic against another group. This activity is intended to demonstrate argumentative skills applying analytical and critical thinking. The debate will be assessed through the following criteria:

- 5 marks Language Proficiency (*Articulation; vocabulary, and grammar mechanics*)
- 8 marks Content (*Adequacy and relevance of the points, and evidences*)
- 5 marks Argumentative Skills (*logical thinking, and reasoning/counter argument*)
- 2 marks Physical Disposition (*Body language and debate etiquette*)

Overview of the assessment approaches and weighting

Areas of Assignment	Quantity	Weighting
A. Reflective Journal Writing	1	20%
B. Class Participation	NA	10%
C. Case Analysis & Presentation	1	30%
D. Panel Discussion	1	20%
E. Debate	1	20%
TOTAL		100%

Pre-requisite: None

Subject matter

UNIT I: Introduction to the 21st Century Skills

- 1.1 Definition and meaning of skills
- 1.2 Key skills in the 21st century
- 1.3 Technical and Soft skills
- 1.4 The importance of Skills Development

- 1.5 Transferable skills
- 1.6 Importance of Knowledge, Skills and Abilities (KSAs)
- 1.7 Lifelong Learning and Continuous Development (upskill, reskill etc.)

UNIT II: Thinking Process & Reflection

- 2.1 Thinking Process & Reflection
- 2.2 Metacognition and thinking about thinking
- 2.3 Thinking Paradigms
 - 2.3.1 *Lateral and Vertical thinking*
 - 2.3.2 *The Herrmann's Whole Brain Model*
 - 2.3.3 *Kahneman's System 1 and System 2 Thinking*
 - 2.3.4 *Analytical Vs Critical Thinking*
- 2.4 Understanding other types of Thinking:
 - 2.4.1 *Creative Thinking*
 - 2.4.2 *Logical Thinking*
 - 2.4.3 *Scientific Thinking*
 - 2.4.4 *Statistical Thinking*
 - 2.4.5 *Systems Thinking*
 - 2.4.6 *Visual Thinking*
 - 2.4.7 *Ethical Thinking*

UNIT III: Analytical thinking skills

- 3.1 Concept of Analytical Thinking Skills
 - 3.1.1 *Definition of analytical thinking*
 - 3.1.2 *Analytical Thinking competencies*
 - 3.1.3 *Analytical Thinking Process*
 - 3.1.4 *Benefits of Analytical Thinking*
- 3.2 Tools and Techniques for Analytical Skills
 - 3.2.1 *Brainstorming*
 - 3.2.2 *Mind Maps*
 - 3.2.3 *Benchmarking*
 - 3.2.4 *SWOT Analysis*
 - 3.2.5 *Fishbone Analysis*
 - 3.2.6 *BCG Matrix*
 - 3.2.7 *Gap Analysis*
 - 3.2.8 *Pareto Principle/chart (80-20 Rule)*
- 3.3 Application of Analytical Thinking

UNIT IV: Critical and Creative Thinking

- 4.1 Critical Thinking
 - 4.1.1 What is Critical thinking
 - 4.1.2 What is NOT Critical thinking
 - 4.1.3 *Arguments and the argument patterns*
 - 4.1.4 *Reasoning*
 - 4.1.4.1 *Inductive reasoning*
 - 4.1.4.2 *Deductive reasoning*
 - 4.1.5 *Validity and Strength in Arguments*
 - 4.1.6 *Critical Thinking Dimensions and Disposition*
 - 4.1.7 *Critical Thinking Steps*
 - 4.1.8 *Models of Critical Thinking*
 - 4.1.8.1 *The RED Model*
 - 4.1.8.2 *Toulmin Model*
 - 4.1.8.3 *Facione Model*

4.1.8.4 Bloom's Taxonomy

4.1.9 The Logical Fallacies

4.2 Creativity

4.2.1 Definition of creativity

4.2.2 Creative Thinking – Self-Assessment

4.2.3 Characteristics of a creative person

4.2.4 Barriers to creativity and overcoming the barriers

4.2.5 Ways to enhance creative thinking (e.g. brainstorming)

4.2.6 Methods of creativity

UNIT V: Problem-solving process

5.1 Definition and the importance of the problem-solving process

5.2 Understanding problem analysis

5.3 Conventional problem-solving process

5.3.1 Present the problems

5.3.2 Ask solutions

5.3.3 Shoot down ideas

5.3.4 Make consensus

5.4 Creative problem-solving process

5.4.1 Problem definition

5.4.2 Problem analysis

5.4.3 Generating possible solutions

5.4.4 Analysing the solution

5.4.5 Selecting the best solution

5.4.6 Implementing the best solution

5.4.7 Planning the next course of action

5.5 Tools/techniques for problem solving

5.5.1 Whys Methods

5.5.2 Six Sigma

5.5.3 PDCA (Plan-Do-Check-Act)

5.5.4 Brainstorming process and rules

5.5.5 Ishikawa Diagram (Fishbone Analysis)

5.5.6 Mind mapping

5.5.7 Questioning techniques

5.5.7.1 Open-ended questions

5.5.7.2 Socratic questioning

5.5.7.3 Funnel questions

5.5.7.4 "5 Whys" analysis

5.5.7.5 Probing questions

5.5.7.6 "What," "How," and "Why" questions

5.5.7.7 Leading/Reflective questions

UNIT VI: Decision-making process

6.1 Introduction to Decision-making process

6.2 Eight Elements of Great Decision

6.3 Decision-Making Models

6.3.1 Economic Rationality Model

6.3.2 Simon's Bounded rationality model

6.3.3 Vroom-Yetton Model

6.3.4 Intuitive decision making

6.3.5 Recognition-Primed Decision Making

6.4 Techniques and Methods of Decision-Making

- 6.4.1 Six Thinking Hats
- 6.4.2 SWOT Analysis
- 6.4.3 Decision Tree analysis/what-if analysis
- 6.4.4 Pareto chart
- 6.4.5 Logical Framework Analysis

Reading List

Essential Reading

Bono, E. D. (2000). *Six Thinking Hats* (2nd ed.). Penguin.

Michalko, M. (2006). *Thinkertoys: A handbook of creative-thinking techniques* (2nd ed.). Ten Speed Press.

Puccio, G. J., Mance, M., & Switalski, L. B. (2017). *Creativity Rising Creative Thinking and Creative Problem Solving in the 21st Century*. ICSC Press, International Center for Creativity.

Treffinger, D. J. (2006). *Creative Problem Solving: An introduction* (4th ed.). Prufrock.

Additional Reading

Bono, E. D. (2008). *Creativity workout: 62 exercises to unlock your most creative ideas*. Ulysses Press.

Bono, E. D. (2009). *Lateral Thinking*. Penguin.

<https://ia802901.us.archive.org/10/items/teachyourchildhowtothink.byedwarddebono/Lateral%20Thinking%20A%20Textbook%20of%20Creativity%20by%20Edward%20de%20Bono%281990%29.pdf>

Bono, E. D. (2005). *Thinking course (Revised Edition)*. Bernes and Nobel

Chopra, R. (n.d.). *Logical Critical Analytical Reasoning*. Galgoba Publications Pvt. Ltd.

Eiffert, S. D. (1999). *Cross-train your brain: a mental fitness program for maximising creativity and achieving success*. Amacom Books.

Harari, Y. N. (2018). *21 lessons for the 21st century*. Random House.

Kahneman, D. (2015). *Thinking fast and slow*. Farrar, Straus and Giroux.

<https://ia600603.us.archive.org/10/items/DanielKahnemanThinkingFastAndSlow/Daniel%20Kahneman-Thinking%2C%20Fast%20and%20Slow%20%20.pdf>

Scott, J. W. (2016). *Critical Thinking: Proven strategies for improving your decision-making skills, retaining information longer and analysing situations with simple logic* Logical thinking and critical thinking skills. New Familiar Publishing.

Updated: January 10, 2025

Module Code and Title:	STC204 Social Psychology
Programme:	BA in Political Science and Sociology (borrowed)
Credit Value:	12
Module Tutor:	Zajano Z Yanthan

General Objective: This module introduces students to key concepts in social psychology. It will explore how our thinking (social cognition), shapes social behaviours and relationships. It will also allow students to apply social psychology principles to practical contexts, focusing on sustainable living, well-being and happiness.

Learning Outcomes: On the completion of the module, students will be able to;

1. Explain the core concepts and scope of social psychology.
2. Describe how social thinking and cognition influence individual behaviour.
3. Apply relevant theories to understand conformity, obedience, and group dynamics.
4. Examine how attitudes are formed and changed through persuasion and social influence.
5. Analyse factors affecting or guiding prosocial behaviour, aggression, and prejudice.
6. Evaluate the impact of social norms on sustainable behaviours and public wellbeing.
7. Apply social psychological knowledge to Bhutanese social issues.

8. Reflect on the interplay between personal values and broader social structures.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Interactive lectures	3	60
	Class discussion	1	
Independent study	Assignments	1	60
	VLE activities	1	
	Reading and revision	2	
Total	8		120

Assessment Approach:

A. Individual Role Play Analysis (25%)

Students will engage in a structured classroom role-play based on a landmark social psychology study (e.g., Milgram's obedience experiment, Asch's conformity study, or a groupthink scenario). This experiential learning activity aims to immerse students in real-life dynamics of social influence, authority, and group behaviour.

Following the activity, each student will submit a 1000 to 1200 words reflective analysis that integrates their personal experiences with relevant psychological theories and concepts discussed in the module. The analysis should include emotional and behavioural observations during the role-play, critical application of theories (such as conformity, obedience, peer pressure), and insights about social behaviour in real or Bhutanese contexts. This task fosters deep learning by bridging lived experience with theoretical understanding, and supports development in critical thinking, empathy, and academic writing. The following marking criteria will be used.

Role-Play Performance	Active participation and engagement in the simulation (shows understanding of the scenario, contributes meaningfully to the group process)	5
	Demonstrates behaviours consistent with the theme (e.g., conformity, obedience, peer pressure)	5
Reflective Analysis	Application of relevant theories (e.g., Milgram, Asch, groupthink) with accuracy and depth	5
	Insightful reflection on personal role, emotional response, and group behaviour	5
	Coherence, logical structure, and academic tone	3
	APA 7 referencing, grammar, and presentation	2
Total		25

B. Influencer Breakdown Assignment (15%)

Individual students will select a Bhutanese or international influencer such as a TikTok creator, local activist, monk, social media personality, or politician and analyse how they shape public opinion and behaviour within 1000 to 1200 words. The analysis should focus on the persuasive techniques used by the influencer, such as framing, social proof, authority, or emotional appeals, and must incorporate relevant psychological theories, such as the Elaboration Likelihood Model, compliance principles, or media framing. This task helps students understand the psychological mechanisms behind influence and persuasion, encourages critical media literacy, and equips them to become more discerning consumers and creators of media. It also reinforces the relevance of social psychology beyond the classroom, demonstrating how academic theories apply to real-world, everyday experiences in Bhutan and beyond. The following marking criteria will be used.

Marking Criteria	Marks
Clear explanation of chosen influencer and relevant psychological theory	4

Marking Criteria	Marks
Depth of analysis and realistic interpretation of influence strategies	5
Use of culturally relevant and relatable examples	3
Organisation, APA referencing, and clarity of writing	3
Total	15

C. Class Test (10%)

The class test will be conducted based on Units I-III. The test will include cumulative content from the syllabus, aiming to assess students' overall understanding of the subject.

D. Video Case Study (10%)

Individual students will create a short video or narrated photo story that illustrates a real-life example of a social psychology concept in the Bhutanese context. Possible topics include helping behaviour during a tshechu, conformity in school settings, social norms in public spaces, or attitude change among youth. The project must include a brief 250-300 word written explanation linking the chosen example to relevant psychological theory (e.g., conformity, altruism, group behaviour). This assessment helps students apply psychological concepts to familiar settings and everyday experiences in Bhutan. It also develops skills in storytelling, digital presentation, and cultural analysis, making psychology more relevant and accessible.

Marking Criteria	Marks
Application of psychological theory (accuracy, depth, and relevance of theoretical linkage)	4
Creativity and visual quality of the video or photo story (originality, presentation, engagement)	2
Relevance to Bhutanese social or cultural context (cultural appropriateness and contextual fit)	2
Clarity and coherence of the written explanation (clear writing, logical flow, and effective linkage to theory)	2
Total	10

E. Semester-End Examination (40%)

Students will take a written exam encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative and will comprise structured questions from all levels of Bloom's Taxonomy. Students will attempt objective, short-answer questions and long-answer questions with a total mark of 100 which will be converted to 40%. The duration of the examination will be three hours.

Overview of the assessment approaches and weighting:

Areas of Assignments	Quantity	Weighting (%)
A. Individual Role Play Analysis	1	25
B. Influencer Breakdown Assignment	1	15
C. Class Test	1	10
D. Video Case Study	1	10
E. Semester-End Examination	1	40
Total		100

Pre-requisites: None

Subject Matter

Unit I: Introduction to Social Psychology

- 1.1 Nature, history, and scope of social psychology
- 1.2 Research methods in social psychology
- 1.3 Cultural relevance of social psychology in Bhutan

Unit II: Social Thinking and Cognition

- 2.1 Attribution theory
- 2.2 Cognitive dissonance
- 2.3 Stereotypes and schemas

Unit III: Influence and Conformity

- 3.1 Obedience (e.g., Milgram's experiment)
- 3.2 Conformity and compliance (Asch's study)
- 3.3 Persuasion, group influence and decision making

Unit IV: Social Relationships and Identity

- 4.1 Self-concept and identity formation
- 4.2 Prejudice and discrimination
- 4.3 Aggression; influences of aggression, reducing aggression
- 4.4 Prosocial behaviour and altruism

Unit V: Motivation, Application and Happiness

- 1.1 Self-determination theory (Ryan & Deci)
- 1.2 Bhutan's GNH and public wellbeing
- 1.3 Application in sustainable and inclusive behaviour

Reading List

Essential Reading

- Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature* (5th ed.). Cengage.
- Myers, D. G., & Twenge, J. M. (2022). *Social Psychology* (14th ed.). McGraw-Hill.

Additional Reading

- Clayton, B. (2021). The development of well-being Gross National Happiness and Bhutan's vision for the ideal society. *Buddhist Visions of the Good Life for All*, 95–120.
- Fiske, A. P. (1991). *Structures of social life: The four elementary forms of human relations*. Free Press.
- Macrae, C. N., & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others. *Annual Review of Psychology*, 51, 93–120.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of Intrinsic motivation. *American Psychologist*, 55(1), 68–78.
- Schultz, P. W., et al. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18, 429–434.

Date: June 2025

Module Code and Title:	SOC202 Sociology of Numbers
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Pratika Pradhan

General Objective: This module promotes an understanding of numbers as influential social constructs that affect our perceptions, decisions, and daily interactions. To truly harness the power of numbers, human insight is essential in understanding their societal repercussions.

Learning Outcomes – On completion of the module, students will be able to:

- 1. Define key concepts related to the sociology of numbers
- 2. Explain the evolution of the relationship between society and numbers
- 3. Assess the role of artificial intelligence in data processing and its impact on decision-making in society
- 4. Evaluate the critical role of numbers in influencing decision-making across different sectors

5. Analyse the social and cultural factors that influence the production and interpretation of numerical data in different societal contexts
6. Evaluate the ethical implications and potential biases in the use of numerical data in various societal contexts
7. Synthesise critically the ways in which numbers shape public opinion and policy decisions, and their consequences on society.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Class exercise	1	
Independent study	Assignments	1	60
	Reading, revision	3	
Total			120

Assessment Approach:

A. Class test: 10%

Students will undertake a class test after the first month of the semester. The written test will be conducted within the regular class duration (50 minutes). The tests are intended to serve as an early indicator for tutors to gauge students' level of understanding.

B. Group Project: 25%

Students are required to work in groups of 4-5 members to assess and evaluate the significance of statistics and numbers in quantitative-based research. The groups will be required to choose one of the studies done in the past or use national or international reports and study their data and statistics to evaluate the significance and impact of numbers in society. The students will use multimedia or creative presentation to present their report to the class followed by a written report.

Presentation- 10%

- 2 Explanation of the chosen study and analysis
- 2 Organisation
- 2 Delivery (Individual)
- 2 Teamwork
- 2 Time management

Report- 15 %

- 3.5 Understanding of the chosen study/report (familiarity of the use of data in the report)
- 3.5 Analysis of the significance of the data in the study and impact on society
- 3 Language and Organisation
- 3 References
- 2 Individual Grading

C. Midterm Examination: 15%

Students will take a written exam of 1.5 hours duration covering topics up to the mid-point of the semester.

D. Class Participation and Preparedness: 5%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 2.5% of class participation and preparedness will be assessed before midterm, and the remaining 2.5% post midterm.

E. In-class Reflection paper: 5%

Students will individually write an in-class reflection on social media and echo chambers so that they can critically evaluate and analyse the use and influence of social media in contemporary society. This reflection expects to develop critical thinking skills to further

enhance informed interpretation of numbers and algorithmic influence in day-to-day lives. This reflection paper can be about 700-1000 words.

- 1.5 Clear Understanding of the concept
- 2 Analysis and reflection
- 1.5 Language and Organisation

F. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Class test	1	10
B. Group Project (Presentation and Report)	1	25
C. Midterm Examination	1	15
D. Class participation and preparedness	2	5
E. In-class Reflection Paper	1	5
F. Semester-End Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction

- 1.1. Defining data, numbers, and statistics in society
- 1.2. Understanding the nature of data: quantitative, qualitative
- 1.3. Historical evolution of numbers in human societies
 - 1.3.1. Origins of numerical representation
 - 1.3.2. Impact of the scientific revolution and enlightenment

Unit II: Technology and numbers in human agency

- 1.1 Human agency in data interpretation; Interplay of technology and human agency
- 1.2 Influence of technology on data use
 - 2.2.1. Role of AI in data processing
 - 2.2.2. Machine Learning Applications
 - 2.2.3. Internet of Things (IoT)

Unit III: Ethical Considerations in Data Collection, Usage, and Governance

- 3.1 Consent
 - 3.1.1 Understanding Informed Consent
 - 3.1.2 Ethical Principles in Obtaining Consent
 - 3.1.3 Challenges and Limitations
- 3.2 Privacy Preservation in Data Collection and Storage
 - 3.2.1 The Right to Privacy in the Digital Age
 - 3.2.2 Privacy Laws and Regulations
 - 3.2.3 Encryption and Anonymisation Techniques
 - 3.2.4 Risks of Data Breaches and Unauthorised Access
- 3.3 Data Storage and Sharing
 - 3.4.1. Data Storage Infrastructure and best practices
 - 3.4.2. Ensuring Data Integrity and Resilience against Cyber Threats
 - 3.4.3. Responsible Data Sharing Practices
 - 3.4.4. Data Sharing Agreements and Protocols

Unit IV: Numbers and their impact across sectors

- 4.1 Numbers in the Economy
 - 4.1.1. Measuring economic performance: GDP and beyond
 - 4.1.2. Economic indicators and policy-making
 - 4.1.3. Economic inequality and distribution
- 4.2 Numbers in Marketing and Consumer Behaviour
 - 4.2.1. Data-driven marketing and consumer behaviour analysis
 - 4.2.2. Demand and supply dynamics
- 4.3 Numbers in Finance and Investment
 - 4.3.1. Risk assessment and financial modelling
 - 4.3.2. Financial bubbles and crises
- 4.4 Numbers in Justice
 - 4.4.1. Crime rates, criminal justice, and sentencing disparities
 - 4.4.2. Legal decisions and numerical evidence

Unit V: Social construction and impact of numbers

- 5.1 Numbers as social constructs
 - 5.1.1. Social construction of data and statistics
 - 5.1.2. Role of culture and society in shaping data
 - 5.1.3. Analysing social factors impacting numerical data; biases and stereotypes
- 5.2 Public opinion, media, and data
 - 5.2.1. Media influence and public opinion
 - 5.2.2. Social media and echo chambers: TikTok and Instagram
 - 5.2.3. Disinformation and data manipulation

Unit VI: Data for policy decisions and societal impact

- 6.1 Evidence-based policy-making
- 6.2 Political decision-making and data
- 6.3. Role of academia and researchers in using data for guiding policy

Reading List:

Essential Reading

Everett, C. (2017). *Numbers and the making of us: Counting and the course of human cultures*. Harvard University Press.

Additional Reading

- Bodhi, B., & Thera, N. (2000). Numerical discourses of the Buddha: An anthology of suttas from the Anguttara Nikaya.
- Eberstadt, N. (1995). *The tyranny of numbers: Mismeasurement and misrule*. American Enterprise Institute, 528.
- Fioramonti, D. L. (2014). *How numbers rule the world: The use and abuse of statistics in global politics*. Zed Books Ltd.
- Fund, J. H., & Von Spakovsky, H. (2012). *Who's Counting?: How Fraudsters and Bureaucrats Put Your Vote at Risk*. Encounter books.
- Hamer, A. (2018). Ethics of archival practice: New considerations in the digital age. *Archivaria*, 85, 156-179.
- Huff, D. (2023). *How to lie with statistics*. Penguin.
- Hussain, F., Hussain, R., Hassan, S. A., & Hossain, E. (2020). Machine learning in IoT security: Current solutions and future challenges. *IEEE Communications Surveys & Tutorials*, 22(3), 1686-1721.
- Malafouris, L. (2010). Grasping the concept of number: how did the sapient mind move beyond approximation. *The archaeology of measurement: Comprehending heaven, earth and time in ancient societies*, 35-42.
- Mennicken, A., & Salais, R. (2022). *The new politics of numbers: Utopia, evidence and democracy* (p. 497). Springer Nature.
- Nebeker, C., Bloss, C., & Weibel, N. (2015). New Challenges for Research Ethics in the Digital Age. *Ethical Review Processes for Big Data Research*.

Taylor, L. (2002). *The Ethnographer's Eye: Ways of Seeing in Modern Anthropology*. [Review of book *The Ethnographer's Eye*, by Anna Grimshaw]. *American Anthropologist*.

Wiese, H. (2003). *Numbers, language, and the human mind*. Cambridge University Press.

Online Resources:

<https://www.youtube.com/watch?v=6UWhPnbZv-o&pp=ygUUc29jaW9sb2d5IG9mIG51bWJlcnM%3D>

https://www.youtube.com/watch?v=X_xR5Kes4Rs&pp=ygUeaXMgbWF0aCBkaXNjb3Zlc mVklG9yIGludmVudGVk

<https://www.youtube.com/watch?v=mB4NUSE-oZc&pp=ygUfQ2hh dGdwdCA0IHJlYWwgbnVtYmVylGFydGhtZXRpYw%3D%3D>

Date: May 2024

Module Code and Title: CEP202 Community Engagement Practicum
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Pratika Pradhan (Coordinator) and Supongbenla Longkumer

General Objective: This module focuses on experiential learning and is designed to provide students with practical insights and skills to foster meaningful connections between academic learning and real-world community needs in Bhutan. Students will be able to apply their theoretical knowledge on community and gain a deeper appreciation for civic responsibility, cultural sensitivity, and the dynamics of community collaboration, ultimately preparing them to be effective agents of social transformation as engaged citizens.

Learning Outcomes – On completion of the module, students will be able to:

1. Demonstrate an understanding of the fundamental principles of civic responsibility and community engagement
2. Analyse the importance of cultural sensitivity and its role in community engagement
3. Report fieldwork observation accurately in a clear and organised manner using appropriate medium
4. Apply vlogging and editing skills in reporting fieldwork experiences
5. Analyze the root causes of the challenges identified in specific communities
6. Evaluate different strategies for addressing community challenges and propose evidence-based solutions
7. Draft comprehensive and well-reasoned policy briefs.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Orientation	4 (only in the first week- 5 days)	20
Independent study	Community Engagement and Assignment	25 (5 hours a day during the engagement)	100
	Total		120

Assessment Approach

A. Reflective Digital Diary: 40%

Students will maintain a weekly reflective digital diary which will include a written journal along with relevant videos (2-5 minutes) and images from their engagement in the field. Students can write approximately 300-500 words of reflection each week in their diary which is maintained and submitted electronically along with the compiled relevant videos and images to the tutor. In total, they will submit 4 weekly reflective digital diaries at the end of the field engagement. The main objective of this assessment is to ensure that students reflect on their learning and progress while keeping track of their work. Furthermore, the reflective diary aims

to help students prepare their plan of action to address the challenges identified in their respective communities so that they can effectively prepare their policy brief. Each reflective diary will carry 10% and will be evaluated based on:

- 2 Description and Update
- 2 Reflection: Feeling, Analysis
- 2 Use of Relevant Videos and Images
- 2 Conclusion and Action Plan
- 2 Language and Organisation

B. Podcast: 25%

Students are required to prepare a podcast of 20-30 minutes. This podcast can be either video or audio podcast which will be in groups of 2-3 members on a specific topic/theme that they have identified to be relevant and crucial to discussion based on their engagement with the community.

- 2 Introduction of the members
- 4 Introduction of the theme/topic
- 4 Relevance of the theme/topic
- 4 Organisation, structure, and flow
- 7 Relevant References to the respective field experiences: description, clarity, connection, recommendations.
- 4 Language: Articulation and clarity

C. Simulation Presentation: 15%

Prior to the submission of the Policy Brief, students will also need to present their simulation in the class using interactive ppt and multimedia. The respective comment and feedback need to be incorporated in the policy brief before submission. The presentation of the simulation will be assessed according to the following criteria:

Simulation Presentation: 15%

- 2 Defining Challenges
- 2 Stakeholder Analysis
- 4 Creativity: Use of relevant interactive media to present the simulation
- 3 Analysis: Feasibility of the recommendation
- 2 Organisation and Language
- 2 Reference to existing literature and empirical examples

D. Policy Brief: 20%

Students will be required to prepare a policy brief to address the identified challenges of their communities. The policy brief should be addressed to the concerned authority that has the power to provide solutions. The policies should be adequately backed up with literature and the simulation done in the field with the respective stakeholders. The brief should also incorporate the feedback and comments received during the presentation of simulation. The policy brief will be assessed according to the following criteria:

- 2 Identification and Background of Challenges
- 3 Defining challenges
- 3 Stakeholder analysis
- 3 Identification of addressed authority
- 3 Feasibility and appropriateness of recommendations
- 2 Incorporation of the comments and feedback from the simulation presentation
- 2 Language and Organization
- 2 References

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Weekly Reflective Digital Diary	4	40
B. Podcast	1	25

C. Simulation Presentation	1	15
D. Policy Brief	1	20
Total		100

Pre-requisites: CEP201 Foundations of Social Work

Subject Matter:

Unit I: Orientation to Community Engagement

- 1.1. Defining Community
- 1.2. Communication ethics and etiquette
- 1.3. Checklist: Dos and Don'ts- before, during and after fieldwork
- 1.4. Accountability and Responsibility: How to navigate during community engagement

Unit II: Introduction to Documentation and Reporting

- 2.1 Weekly Reflective Digital Diary: writing, maintaining, and storing a weekly diary; use of videos and images
- 2.2 Podcast: Framework, plan, recording, ethical consideration
- 2.3 Policy Brief: Structure and content
- 2.4 Simulation: Structure and content

Reading List

Essential Reading

- Antonopoulou, V., McGee, O., Sniehotta, F., Lorencatto, F., Meyer, C., O'Donnell, A., ... & Michie, S. (2021). Research engagement with policy makers: a practical guide to writing policy briefs.
- Pack, M. (2014). Practice journeys: using online reflective journals in social work fieldwork education. *Reflective Practice*, 15(3), 404–412.
- Pole, C. J., & Hillyard, S. (2016). *Doing fieldwork*. Sage.

Additional Reading

- Haddad, E. A., & Bugarin, K. (2020). Crisis Control: The Use of Simulations for Policy Decisionmaking. *Policy Brief*, PB 20, 38.
- Lavis, J. N., Permanand, G., Oxman, A. D., Lewin, S., & Fretheim, A. (2009). Support Tools for evidence-informed health Policymaking (STP) 13: Preparing and using policy briefs to support evidence-informed policymaking. *Health Research Policy and Systems*, 7, 1-9.
- Van Kooten, J., & de Bie, T. (2018). How to make an educational podcast. Tips and tricks for your first educational podcast [Handout]. *Leiden University*.
- Volpe, C. R. (2019). Digital diaries: new uses of PhotoVoice in participatory research with young people. *Children's Geographies*, 17(3), 361-370..
- Zuraikat, L. (2020). the Podcast. *Radio's Second Century: Past, Present, and Future Perspectives*, 39.

Date: May 2024

Module Code and Title:	STY201 Social Dynamics of Data and Artificial Intelligence
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Pratika Pradhan

General Objective: This module will enable students to explore and appreciate how data, information, and information technology (IT) simultaneously shape and are influenced by social actions and transformations. Specifically, the module will delve into how data and information influence are impacted by facets of history, law, society, government, and economics. The module will equip students with knowledge and informed opinions about the influence of artificial intelligence in society.

Learning Outcomes – On completion of the module, students will be able to:

1. Assess the historical evolution of data collection, storage, and processing technologies and their impact on society
2. Analyse the ethical and legal considerations regarding data privacy and cybersecurity in the age of AI
3. Assess common biases and potential sources of biases in AI algorithms and their societal implications
4. Evaluate ways in which AI is integrated into healthcare, finance, education and other relevant sectors
5. Apply ethical frameworks to analyse real-world scenarios involving AI, evaluating the moral implications of AI decisions on individuals and society
6. Analyse the historical and contemporary social, political, and economic factors that have driven the development and adoption of AI technologies
7. Evaluate the impact of AI on the economy
8. Critique the evolution of AI tools and human-like robots.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	3	60
	Class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	4	60
Total			120

Assessment Approach

A. Response Paper: 15%

Students will be required to individually submit a critical response paper after the first month of the semester. This assessment would be on the significance of AI in contemporary society. This assessment can be conducted within the regular class duration or via VLE. The response paper is intended as an early indicator for tutors to gauge students' level of understanding. This response paper will be 500-700 words.

- 4 Understanding of AI in society
- 4 Critical analysis and arguments
- 3 Applicability to the contemporary society
- 2 Language and Organisation
- 2 References

B. Group Project: 20%

Students are required to work in groups evaluating the significance and impact of any AI tools or human-like robots in the society at local level, national level, and international level. This group assessment will be of two parts. First part, students will have to use an interactive presentation using multimedia to present their analysis in the class. For the second part, students will have to submit an individual reflection on the first part of the assessment. The students will focus on both the content and structure of the group assessment. The reflection paper will be 500-700 words.

Presentation- 10

- 2 Content
- 2 Organisation
- 2 Delivery (Individual)
- 2 Teamwork
- 2 Time management

Reflection- 10

- 3 Reflection on the significance of AI tools in society
- 3 Reflection on the group functioning and responsibility
- 2 Language and Organisation
- 2 References

C. Midterm Examination: 15%

Students will take a written exam of 1.5 hours duration covering topics up to the midpoint of the semester.

D. Response Paper: 10%

Students will be required to individually write an in-class response paper on the Future of AI and its social implications. The response paper is intended to help students better evaluate the impact of AI on the labour market and other social areas. The response paper can be of 500-700 words.

- 3 Concept of AI
- 4 Content
- 3 Language and Organisation

E. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Response paper	1	15
B. Project (Report and Presentation)	1+1	20
C. Midterm Examination	1	15
D. Reflection writing	1	10
E. Semester-End Exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Foundations of Data and Artificial Intelligence

- 1.1. Introduction to Data and Information
 - 1.1.1. Defining data and information
 - 1.1.2. Data sources and types
 - 1.1.3. Significance of data and information in a globalised world
- 1.2. Rise of Artificial Intelligence
 - 1.2.1. Origin of AI
 - 1.2.2. Understanding the significance of AI
- 1.3. Evolution and growth of AI- Current developments in the field
- 1.4. Comparative analysis of AI usage

Unit II: Social Implications and Impact

- 2.1 AI in Society
 - 2.1.1 Societal perspectives on AI
 - 2.1.2 AI's role in healthcare, education, and social services
 - 2.1.3 Public perception and acceptance of AI technologies
- 2.2 AI in Government and Policy
 - 2.2.1 Government adoption of AI
 - 2.2.2 Regulatory policies and governance
- 2.3 AI and the Economy
 - 2.3.1 Economic impacts of AI on industries
 - 2.3.2 Economic disparities and opportunities created by AI
 - 2.3.3 Trends in Employment and Workforce Transformation

Unit III: Ethical and Societal Challenges

- 3.1 AI Bias and Fairness
 - 3.1.1 Understanding bias in AI algorithms
 - 3.1.2 Case studies on AI bias and discrimination

- 3.1.3 Mitigating and addressing bias in AI
- 3.2 Data Privacy and Cybersecurity
 - 3.2.1 AI-driven decision support systems
 - 3.2.2 Ethical considerations in AI decision-making
 - 3.2.3 Transparency and accountability in AI decisions
- 3.3 AI in Decision-Making
- 3.4 AI and class struggle
- 3.5 Ethical and Legal Frameworks
 - 3.5.1 Ethical and moral issues related to AI- challenges between AI and intellectual property
 - 3.5.2 Exploring cases of ethical violations

Unit IV: Navigating the Future of AI in Society

- 4.1 The Future of AI
 - 4.1.1 Emerging trends in AI and data science
 - 4.1.2 AI's potential in solving societal challenges
 - 4.1.3 Ethical and social implications of advanced AI technologies
- 4.2 AI and human relationships
 - 4.2.1 Topical debates AI-human relationships
 - 4.2.2 Strategies for fostering ethical AI development and use
 - 4.2.3 Preparing for a career in AI and data science

Reading List

Essential Reading

- Noor, E., and Manantan, M. B. (2022). Artificial intelligence. *Asia Society*.
- Leenes, Ronald, & Martin, Aaron. (2021). *Technology and regulation 2020*. Open Press TiU.
- Isono, I., & Prilliadi, H. (2023). *Accelerating Artificial Intelligence Discussions in ASEAN: Addressing Disparities, Challenges, and Regional Policy Imperatives*. Economic Research Institute for ASEAN and East Asia.

Additional Reading

- Carnegie. (2016). *India and the Artificial Intelligence Revolution*.
- Cataleta, M. S. (2021). Humane Artificial Intelligence The Fragility of Human Rights Facing AI. *East West Center*.
- Clocksins, W. F. (2003). Artificial intelligence and the future. *Philosophical Transactions of the Royal Society of London. Series A: Mathematical, Physical and Engineering Sciences*, 361(1809), 1721-1748.
- Ding, J. (2019). The interests behind China's Artificial Intelligence dream. *N. Wright (red.), Artificial Intelligence, China, Russia and the global order*, 43-47.
- Folgieri, R. (2016). Technology, artificial intelligence and Keynes' utopia: A realised prediction?. In *Utopian Discourses Across Cultures: Scenarios in Effective Communication to Citizens and Corporations* (pp. 73-85). Peter Lang.
- Gilli. M., Leonard. A.S. and Lockman. Z.S. (2020). Understanding the revolution: artificial intelligence, machine learning and big data. NATO Defense College
- Iphofen, R., & Kritikos, M. (2021). Regulating artificial intelligence and robotics: ethics by design in a digital society. *Contemporary Social Science*, 16(2), 170-184.
- Kasapoglu, C., & Kirdemir, B. (2019). Artificial intelligence and the future of conflict. *Carnegie Europe*.
- Peter, D. H. (2020). Humane Artificial Intelligence: Inequality. *Social Cohesion and the Post Pandemic Acceleration of Intelligent Technology*.
- Steinhoff, J. (2021). The Social Reconfiguration of Artificial Intelligence: Utility and Feasibility. *AI for Everyone?*, 123.
- Wilner, A. S. (2018). Cybersecurity and its discontents: Artificial intelligence, the Internet of Things, and digital misinformation. *International Journal*, 73(2), 308-316.
- Wright, N. D. Artificial Intelligence and Domestic Political Regimes. *Artificial Intelligence*.

Online Resources

[What Is AI? | Artificial Intelligence | What is Artificial Intelligence? | AI In 5 Mins |Simplilearn](#)

Date: May 2024

སྤྱི་ཚན་གྱི་མིང་དང་སྤྱི་ཚན་ཨང་ DZG101 རྫོང་ཁ་བད་དོན་སྤྱོད་ལེན།
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 སྤྱི་ཚན་འགོ་འདྲན་པ། གྲུ་ལེགས་ཆེ་རིང་།

སྤྱི་བཏང་ལས་དོན།

སྤྱི་ཚན་འདི་གི་དམིགས་ཡུལ་གཙོ་བོ་རྒྱུ་སྤྱི་ཚན་པ་ཚུ་གིས་ རང་གི་མི་ཆོ་ནང་ ལཱ་གཞི་ག་དང་འབྲེལ་བའི་གནད་དོན་ ག་ཅི་འཐད་ལས་འབད་ རུང་ རྫོང་ཁ་བད་ལུ་ བད་དོན་སྤྱོད་ལེན་ ཚུལ་དང་མཐུན་ཏོག་ཏོ་སྤྱོད་ འབད་ཚུགས་ནི་དོན་ལུ་ཡིན། དེ་མ་ཚད་ སྤྱི་ཚན་འདི་གིས་ རྫོང་ ཁ་བད་ལུ་ ཤེས་ཡོན་འབྲི་ཚུལ་གྱི་ལམ་ལུགས་དང་འབྲེལ་ཏེ་ བེ་ཚུགས་ནི་ལུ་ཡང་ དམིགས་གཏད་བསྐྱེད་པ་ཡིན།

སློབ་སྤྱོད་ཐུབ་འབྲས།

སྤྱི་ཚན་འདི་མཁུག་བསྐྱེད་ སློབ་སྤྱོད་ཚུ་གིས་

- ༡ རྫོང་ཁ་བད་སྤྱོད་ཡིག་གི་འབྲུང་རབས་དང་ རྫོང་ཁ་བད་དགོ་པའི་ཁྲུངས་དང་དགོས་པ་ སྤྱི་ཚན་པ་ཚུ་གིས།
- ༢ སློབ་སྤྱོད་ལུ་ རྫོང་ཁ་བད་མཐུན་སྤྱོད་ རྒྱུ་ཚུགས།
- ༣ འབྲེལ་སྤྱོད་དང་བྱེད་སྤྱོད་ ལྷན་བཅས་ ཆོག་ཐོགས་ འབྲེལ་ཆོག་ ཆོག་ཤད་ཚུ་ དབྱེ་དབྱེ་འབད་དེ་ མ་འཇོལ་བར་ ལག་ལེན་འབྲས་ ཚུགས།
- ༤ ལུལ་ རུས་ གནས་སྤྱོད་དང་བསྐྱེད་ཏེ་ རྫོང་ཁ་བད་ལུ་ ཉན་སྤྱོད་འབད་ཚུགས།
- ༥ རྫོང་ཁ་བད་ལུ་བེས་ཏེ་ཡོད་མི་ཚུ་ དག་གཞིས་དང་མཐུན་སྤྱོད་ལྷན་ཚུགས།
- ༦ གནས་སྤྱོད་དང་འབྲེལ་བའི་དབྱེ་གཏམ་ ལག་ལེན་འབྲས་ཚུགས།
- ༧ རྫོང་ཆོག་དང་དོན་མཚམས་ ཚུལ་མཐུན་སྤྱོད་ལྷན་ཚུགས།
- ༨ གཞུང་སྤྱོད་ལུ་ཡིག་རིགས་བེ་ཚུགས།
- ༩ རྫོང་ཁ་བད་ལུ་ཡོད་པའི་འབྲི་ཐོག་གི་རིགས་ག་ཅི་ར་ཡིན་རུང་ བཀའ་ཚུགས།
- ༡༠ ཡིག་རིགས་ཚུ་ ལུགས་མཐུན་དང་ལུགས་ཡངས་གཉིས་ཆ་རའི་ཐོག་ལུ་བེ་ཚུགས།
- ༡༡ ལུང་འདྲན་དང་རྒྱུ་ཁྲེན་གྱི་ཐོ་ འོས་འབབ་ལུན་ཏོག་ཏོ་སྤྱོད་ ལག་ལེན་འབྲས་ཚུགས།

སློབ་སྤྱོད་ཐབས་ལམ།

དབྱེ་	ཐབས་ལམ།	བདུན་ཕྱག་གཅིག་ནང་ ཚུ་ཆོད།	སྤྱི་འཕུས་ཚུ་ ཆོད།
དངོས་ འབྲེལ།	གསལ་བཤད།	༡	༤༠
	སྤྱི་ལྷ།	༡	
	སྤྱི་ལྷ།	༡	
རང་སྤྱོད།	ལས་འགུལ་བེ་ནི།	༡	༤༠

དཔེ་མཛོད། ལྷག་དེབ་ ལྷག་ནི།	༡	
སྤྱི་ཚན་འདི་གི་དོན་ལུ་ ཡོངས་བསྟོམས་ ཚུ་ཚོད་		༡༩༠

དབྱེ་ཞིབ་ཐབས་ལམ།

སྤྱི་ཚན་འདི་གི་དོན་ལུ་ ཅུས་རྒྱུན་དབྱེ་ཞིབ་དང་སྤྱི་ཚན་རྒྱུགས་དབྱེ་ཞིབ་ གཉིས་ཆ་རའི་ཐོག་ལས་ དབྱེ་ཞིབ་འབད་དགོཔ་ཨིན།

༡ ལས་འགུལ་དང་པ། ཉན་ནིའི་རིག་ཅུལ་དབྱེ་ཞིབ། (སྒྲུགས་ ༩༠%)

སློབ་སྟོན་པ་གིས་འོས་འབབ་ལཱ་ན་པའི་དོན་ཚན་ (སློབ་བྱུང་ཡོད་མི་ཅིག་) གནམ་ཁ་རྒྱབ་སྟེ་ རང་རྒྱུང་གི་ཐོག་ལས་ ཁུ་སིམ་སིམ་སྟེ་ཉན་ བཅུག་ རོ་རུང་ ཚར་ཅིག་ཉན་ཅིག་དང་གཅིག་ཁར་བཟུག་བྱེད་བཅུག་ཞིན་མ་ལས་ ཉན་མི་འདི་ ཆོག་པའའབད་དེ་ བྲི་བཅུག་ དེ་གི་དམིགས་ཡུལ་གཙོ་བོ་ ཉན་ཏེ་ཏ་གོ་ནི་དང་ ཉན་ཏེ་བྲི་རྒྱུགས་མི་རྒྱུགས་དབྱེ་ཞིབ་ འབད་ནིའི་དོན་ལུ་ཨིན།

སྒྲུགས་ཀྱི་ཚད་གཞི།

- གོ་དོན་ལེན་ཏེ་ རང་ཆོག་ནང་བཤད་པ་རྒྱབ་ཐངས། ༡༠%
- སྟེབ་སྟོར། ༤%
- ཉན་ཏེ་བྲིས་མི་དེ་གི་དབྱེ་དབྱུད་སྟན་ལྷ། ༩%
- རང་གི་ཉན་ནིའི་རིག་ཅུལ་ཡར་རྒྱས་ཀྱི་གྲོས་འཆར། ༩%

ཐན་གསོ། དབྱེ་དབྱུད་སྟན་ལྷ་དང་ གྲོས་འཆར་ བསྟོམས་ཏེ་ ཤོག་ལེབ་གཅིག་བྲི་དགོ།

ཁ ལས་འགུལ་གཉིས་པ། སླབ་ནིའི་རིག་ཅུལ་དབྱེ་ཞིབ། (སྒྲུགས་ ༩༠%)

སློབ་སྟོན་པ་གིས་ སྤྱིར་བཏང་མི་སྡེའི་ནང་ རྫོང་ཁ་བན་དོན་སློབ་ལེན་ནང་ལུ་ དཀའ་ངལ་ག་ཅི་ར་འབྱུང་དོ་ཡོད་པ་ཨིན་ན་གནམ་ཁ་རྒྱབ་ ཞིན་མ་ལས་ འཇུག་མི་ ༥ རེ་འབད་མིའི་སྟེ་ཚན་ནང་སྟེ་ སློབ་ཁང་ནང་ལུ་ ལྷ་ར་མ་ ༡༥ འི་རིང་ལུ་ སྟན་ལྷ་འབད་བཅུག་དགོ་ འཇུག་མི་རེ་གིས་ ལྷ་ར་མ་ ༩ རེ་གསལ་བཤད་འབད་དགོ། དེ་གི་དམིགས་ཡུལ་གཙོ་བོ་ སླབ་ནིའི་རིག་ཅུལ་ཀྱི་དབྱེ་ཞིབ་འབད་ནིའི་ དོན་ལུ་ཨིན།

སྒྲུགས་ཀྱི་ཚད་གཞི།

- དོན་ཚན་དང་འབྲེལ་བ། ༤%
- ལྷ་དུག་སྟོར་བ། ༩%
- གསལ་བཤད་འབད་ཐངས་
 - ཐོགས་ཆགས་མེད་པ། ༩%
 - རྫོང་སྤྱོད་པ། ༩%
 - ལྷ་དུག་མེད་པ། ༩%
 - གཞུགས་ཀྱི་ནམ་འགྱུར། ༡%
 - སྟོ་སྟོབས། ༩%
- ཉན་མི་རྒྱ་འབྲེལ་གཏོགས་འབད་ཐངས། ༩%

ག ལས་འགུལ་གསུམ་པ། ལྷག་ནི་དང་བྲི་ནིའི་རིག་ཅུལ་དབྱེ་ཞིབ། (སྒྲུགས་ ༩༠%)

ཆོག་འབྲུ་ ༡༥༠༠-༢༠༠༠ གི་བར་ན་ཡོད་པའི་རྩིས་བྲིས་ཅིག་ སློབ་དཔོན་དང་སློབ་ཤུག་མཉམ་རུབ་ཀྱི་ཐོག་ལས་ གནམ་ཁ་རྒྱབ་ཞིན་མ་

ལས་ རང་རྒྱུ་གི་ཐོག་ལས་ དེ་དཔེ་དཔྱད་སྟུན་ལྟ་བུ་གི་ དེ་གི་དམིགས་ཀྱི་འདི་ སློབ་ཕྲུག་ཚུ་ གིས་ ལྷག་སྟེ་གོ་དོན་ལེན་ཏེ་ བཅུད་ དོན་ཉ་གོ་ནི་དང་ དེ་དཔེ་དཔྱད་འབད་ཐངས་ཀྱི་རིག་ཅུལ་ཐོབ་སྟེ་ ཡིག་ཐོག་ལུ་ བཀོད་ཚུགས་ནི་དོན་ལུ་དང་ ལུང་འབྲེན་དང་རྒྱབ་ རྟེན་ལག་ལེན་འཐབ་ཐངས་ཚུ་ དེ་ཞིབ་འབད་ནི་ཡིན་ཞིན། སློབ་ ཕྲུག་རེ་གིས་ ཚུམ་བུམ་ཀྱི་བཅུད་དོན་རེ་དང་ དེ་དཔེ་དཔྱད་སྟུན་ལྟ་ བུ་བེ་དགོ་པ་ཡིན། དེ་དཔེ་དཔྱད་སྟུན་ལྟ་འདི་ ཆོག་འབུ་ ༡༠༠༠ ཀྱི་ནང་འཁོད་བེ་དགོ་པ་ཡིན།

སྐྱགས་ཀྱི་ཚད་གཞི།

- ཚུམ་བུམ་ཀྱི་བཅུད་དོན་གཙོ་བོ་ཚུ་ མ་འཛོལ་བར་ བཀོད་ཐངས། ༥%
- དཔེ་དཔྱད་པ་གི་ཐོག་ལས་ དེ་དཔེ་དཔྱད་འབད་ཐངས། ༦%
- གནད་དོན་ཚུ་གོ་རིམ་སྒྲིག་ཐངས་ ༩%
- འོས་འབབ་དང་འབྲེལ་བ་ཡོད་པའི་མིང་ཆོག་ལག་ལེན་འཐབ་ཐངས། ༩%
- ལུགས་མཐུན་དང་འབྲེལ་ཏེ་འབྲི་ཐངས། ༩%
- སྟེབ་སྟེར་དག་པ། ༩%
- ཆོག་སྟེར་ཚུལ་མཐུན་ལག་ལེན་འཐབ་ཐངས། ༩%
- ལུང་འབྲེན་དང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས། ༩%
- འབྲི་བཀོད། ༩%

ང་ སློབ་དུས་ཆོས་རྒྱུགས། (སྐྱགས་ ༩༠%)

ལས་རིམ་འདི་ནང་བཅའ་མར་གཏོགས་མི་ཚུ་གིས་ སློབ་དུས་མཐུག་བསྐྱུལ་ད་ དུས་ཡུན་ཚུ་ཚོད་ ༩ རིང་ ལུ་ སྐྱགས་ ༩༠ འི་འབྲི་ རྒྱུགས་ལུ་དགོ་པ་ཡིན།

བཅུག་སྟེ། འབྲི་རྒྱུགས་ཀྱི་སྐྱགས་དང་དུས་ཡུན་ཚུ་ཚོད་ཚུ་ རང་སེའི་མཐོ་རིམ་སློབ་གྲུའི་ལམ་ལུགས་དང་ འབྲེལ་ཏེ་ལེན་ཞིན་མ་ལས་ སྐྱགས་བརྒྱུ་ཆ་ ༩༠ ནང་ལུ་ སབ་དགོ་པ་ཡིན།

དེ་ཞིབ་ཐབས་ལམ་དང་མྱེད་ཚད་ཀྱི་བཀོད་རིས།

ཐབས་ལམ།	དེ་ཞིབ་ཀྱི་དཔྱེ་བ།	གྲངས་ལ།	སྐྱགས་ཀྱི་བརྒྱུ་ཆ།
དུས་རྒྱུན་དཔྱེ་ཞིབ།	ཀ ༩ན་ནི་འི་རིག་ཅུལ་དཔྱེ་ཞིབ།	༡	༩༠
	ཁ སླབ་ནི་འི་རིག་ཅུལ་དཔྱེ་ཞིབ།	༡	༩༠
	ག ལྷག་ནི་བེ་ནི་འི་རིག་ཅུལ་དཔྱེ་ཞིབ།	༡	༩༠
སློབ་དུས་ཆོས་རྒྱུགས།	ང་ འབྲི་རྒྱུགས།	༡	༩༠
སྐྱགས་བསྟོམས་ ༡༠༠			

སྟོན་ཚང་། མེད།

ནང་དོན།

ལས་ཚན་དང་པ། སྐད་ཡིག་གི་རོ་སྟོན།

- ༡.༡ རྫོང་ཁའི་སྐད་ཡིག་གི་འབྲུང་རབས།
- ༡.༢ སྤྱིར་བཏང་ རྫོང་ཁ་ལྟུང་དགོ་པའི་དགོས་པ།
- ༡.༣ དམིགས་བསལ་ མཐོ་རིམ་སློབ་གྲུ་ནང་ལུ་ རྫོང་ཁའི་སྟོང་ཚན་འདི་ ལྷག་དགོ་པའི་དགོས་པ།

ལས་ཚན་གཉིས་པ། བདེན་འཕུལ་རིག

༡.༡ གློག་རིག་ནང་ རྫོང་ཁ་བཅུགས་ཐངས།

༡.༢ གློག་རིག་ནང་ལུ་ རྫོང་ཁ་འབྲི་ཐངས།

ལས་ཚན་གསུམ་པ། ཡི་གའི་སྒྲིབ་བ།

༣.༡ ཆོག་གོགས།

༣.༢ འབྲེལ་ཆོག་ལག་ལེན་འཐབ་ཐངས།

༣.༣ འབྲེལ་སྒྲིབ་

༣.༤ བྱེད་སྒྲིབ་

༣.༥ ལྷག་བཅས།

༣.༦ ཆོག་ཤད་ལག་ལེན་འཐབ་ཐངས།

ལས་ཚན་བཞི་པ། རྫོང་ཁའི་རག་གཤིས་དང་འབྲེལ་ཏེ་སྒྲིབ་ཐངས།

༤.༡ ཁ་བཟང་།

༤.༢ སལ་སྐད་ཞེས།

༤.༣ མིང་ཆོག་དང་བྱ་ཆོག་ཁྱད་ཆོག་ཚུ་འོས་འབབ་ལྷན་སྡེ་ལག་ལེན་འཐབ་ཐངས།

༤.༤ དཔྱེ་གཏམ།

༤.༥ རྫོང་ཁ་ཉལ་རྒྱུ་གི་མིང་ཆོག་ལག་ལེན་འཐབ་ཐངས།

ལས་ཚན་ལྔ་པ། རྫོང་ཁའི་རག་གཤིས་དང་འབྲེལ་ཏེ་ལྷག་ཐངས།

༥.༡ ཆོག་མཚམས་བཅད་དེ་ལྷག་ཐངས།

༥.༢ མགོ་འདོགས་དབྱངས་གསུམ་ཞུགས་པའི་རྫོང་སྒྲིབ་

༥.༣ རྫོང་འཕྲུག་གི་སྒྲིབ་ཤིལ་བྱ་བཏོན་དགོས་དང་མ་དགོས་པའི་རིགས་ཚུ་ ཁྱད་པར་བྱེ་སྟེ་ ལྷག་ཐངས།

༥.༤ རྫོང་འཕྲུག་མེད་རུང་ཡོད་པ་བཟུམ་ལྷག་ཐངས།

༥.༥ མིང་མཐའ་མེད་རུང་ཡོད་པ་བཟུམ་ལྷག་ཐངས།

ལས་ཚན་དྲུག་པ། བྲི་ནིའི་རིག་ཅུལ།

༦.༡ རྫོང་ཆོག་འབྲི་ཐངས།

༦.༢ དོན་མཚམས་འབྲི་ཐངས།

༦.༣ སྒྲན་ཞུ་འབྲི་ཐངས།

༦.༤ འབྲི་ཤོག་གི་རིགས་བཀང་ཐངས།

༦.༥ གྲོས་ཚད་འབྲི་ཐངས།

ལས་ཚན་བདུན་པ། ཡིག་འགྲུལ།

༧.༡ ཡིག་རྒྱུང་འབྲི་ཐངས།

༧.༢ མགོན་ཞུ་འབྲི་ཐངས།

༧.༣ གཏང་ཡིག་འབྲི་ཐངས།

༧.༤ ཞུ་ཡིག་དང་ཞུ་ཆོག་/བཞེར་ཡིག་ འབྲི་ཐངས།

ལ.༤ རྩལ་བསྐྱུགས་ཀྱི་རིགས་འབྲི་ཐངས།

༡.༡ ལྷགས་མཐུན་དང་ལྷགས་ཡངས་ཀྱི་འབྲི་བངས།

4.3 ལྷུང་འདྲེན་ ལག་ལེན་འཐབ་ཐངས།

༤.༢.༡ ཐད་ཀར་ལུང་འདྲེན།

༡.༢.༣ ཚིག་སྒྲུབ་ལུང་འདེན།

༡.༣ རྒྱལ་རྟེན་ཐོ་བཀོད་འབད་ཐངས།

༤.༣.༡ དཔེ་དེབ་ཀྱི་རིགས་ཐོ་བཞོད་འབད་ཐངས།

༤.༣.༢ གནས་དེབ་ཀྱི་རིགས་ཐོ་བཀོད་འབད་ཐངས།

ངེས་པར་དུ་ལྷན་དགོ་པའི་དཔེ་ཐོ།

ཀུན་བཟང་དོ་མེ། (༢༠༢༢) རྫོང་ཁའི་རྫོང་སྤྱོད་པ་རྒྱུ་དག་པའི་ལུས་ཀྱི། ཐིམ་ཕུ། རྫོང་ཁ་གོང་ལྷན་ཆོས་ལ།

ཀྲན་བཟང་དོ་ཨེ། (༢༠༡༥) དཔེ་གཏམ་དོན་གྱི་རྒྱན་ཆ། ཟིམ་ཕུ། རྩོད་ཁ་གོང་འཕེལ་ལྟན་ཆོག་པས།

རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༣) རྫོང་ཁ་འདི་བདག་ཁྲུང་སྤྱང་བའི་སྒྲིལ་མེ། བེམ་མུ། རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

ཁྲོང་ཁ་ཤོང་འཕེལ་ལྷན་ཚོགས། (༣༠༧༤) འབྲུག་གི་ཡིག་བསྐྱར་རྒྱུ་ལ་གཞག་། བེམ་ལུ། ཁྲོང་ཁ་ཤོང་འཕེལ་ལྷན་ཚོགས།

གཙུག་ལག་སློབ་མེད་སློབ་སློང་ལྟེ་བ། (༢༠༡༩) ཡུལ་འདྲེན་དང་། རྒྱལ་རྒྱུ་འབད་ཐངས་། བེམ་ཕུ། འབྲུག་རྒྱལ་འཛིན་

གཙུག་ལག་སློབ་སྡེ།

ཁ་སློང་ལྷན་དགོ་པའི་དཔེ་ཐོ།

སྐལ་བཟང་དབང་ཕྱུག (༢༠༠༢) རྫོང་ཁ་བདད་དོན་རྒྱན་འབྲེལ། བསམ་ཅེ།

ཐོང་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༡) སལ་སྐད་དང་ཞེ་སའི་ནམ་གཞག་སྐད་མའི་འོད་ཟེར། ཐིམ་ཕུ། ཐོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

ཡེ་ཤེས།

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Module Code and Title:	STY302 World History of Science and Technology
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Saurav Chaliha

General Objective: This module serves as an introduction to the history and evolution of science and technology from the earliest developments to the 21st century. The content highlights the institutional context of scientific works in major regions across the world and situates scientific developments within their broader techno-social context, emphasising the political, economic, and/or technological factors that enabled these developments in the first place, and to the socio-political impacts that accompanied the rise of these developments.

Learning Outcomes – On completion of the module, students will be able to:

1. Differentiate between varied perspectives on the changing conceptualisation of science and technology across different centuries
2. Evaluate the impact of science and technology on nature and society

3. Explain the contributions of prominent scientists such as Copernicus, Galileo and Newton to the development of revolutionary ideas
4. Explore the social and political implications of scientific and technological discoveries
5. Analyse the significance of science and technology in global conflicts
6. Identify the impact of science in nation building and development
7. Differentiate scientific development on the basis of ideology
8. Predict future trends, developments and their implications on the socio-political domain
9. Examine the socio-political implications of technological innovations of the late 20th and 21st centuries.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Class exercise	1	
Independent study	Assignments	1	60
	Reading, revision	3	
Total			120

Assessment Approach:

A. Analytical paper: 15%

Students will write an individual paper related to early developments and scientific innovations. The paper should be between 700- 1000 words and should explain the challenges faced by scientists in amalgamating their ideas with theology. The assessment criteria will be as follows:

- 5 Explanation of a specific development/ innovation
- 5 Challenges faced by early innovators
- 2.5 Language and organisation
- 2.5 References and citation

B. Class Test: 12.5%

Students will undertake one class test after the mid-term. The written test will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

C. Presentation: 17.5%

Students will present, in groups, on any major scientific invention or discovery during the World Wars or the Cold War era (Unit III and IV). Each group will design an interactive/multimedia powerpoint presentation and present for a duration of 20- 25 minutes, groups will consist of 4-5 members (5 minutes for each member). The criteria for assessment will be as follows.

- 7.5 Quality of content and argument (individual)
- 5 Language, organisation and quality of presentation including interactive PowerPoint (individual)
- 5 Team work (Group)

D. Midterm Examination: 15%

Students will take a written exam of 1.5 hr duration covering topics up to the midpoint of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of Assignment	Quantity	Weighting (%)
A. Analytical paper	1	15
B. Class test	1	12.5
C. Presentation	1	17.5
D. Mid-semester exam	1	15
E. Semester-end exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Episodes in the development of science until the 17th century

- 1.1. Earliest themes in science- the Copper, Bronze and Iron Ages
- 1.2. Innovations in the Greek Civilization
- 1.3. Scientific developments during the Roman Civilization
- 1.4. The Agricultural Revolution in the Middle Ages
- 1.5. Merging Christian theology with Aristotelian science in the Middle Ages
- 1.6. The socio-political context of the Scientific Revolution of the 16th century and 17th century
- 1.7. Contributions of Johannes Kepler, Copernicus, Galileo, and Newton and their conflict with the church

Unit II: Growth of science in the 18th and 19th century

- 2.1 The Industrial Revolution and the start of the factory system
- 2.2 The Second Scientific Revolution
- 2.3 The professionalisation of science
- 2.4 The spread of industrial civilization
- 2.5 The Darwinian Revolution- theory of natural selection

Unit III: Science in the early 20th century

- 3.1 New Physics- Waves, rays, and radioactivity
- 3.2 New sciences of life- Heredity, Mendelism, and Genetics
- 3.3 New sciences of the self- psychoanalysis and immunology
- 3.4 Science and the First World War
- 3.5 Growth of science in America and its global implications

Unit IV: Science and technology during the Second World War and beyond

- 4.1 Technological developments during the Second World War
- 4.2 Cold War, Atomic Age and the Arms Race
- 4.3 Comparing scientific developments between the capitalist and communist framework
- 4.4 Protection of intellectual property and proprietary ownership
- 4.5 Science and social movements in the 1960's
- 4.6 Science and Technology in the post-Cold War era
 - 4.6.1 China in the science race
 - 4.6.2 Rise of India as a science hub
 - 4.6.3 Israel's dominance as a research hub and military science

Unit V: Science and Technology in the 21st Century

- 5.1. Information Revolution and its global impact
- 5.2. Significance of biotechnology and genome sequencing
- 5.3. Space technology and global order
- 5.4. The rise of digital currencies and hedge funds
- 5.5. Artificial Intelligence (AI) and its potential implications

Reading List

Essential Reading

Agar, J. (2012). *Science in the Twentieth Century and Beyond*. Polity Press.

BBC Documentary. (2018). Full Episode | The Industrial Revolution | BBC Documentary. In YouTube. https://www.youtube.com/watch?v=GYIn_S2PVYA

Bowler, P. J. (2020). *Making Modern Science*. University of Chicago Press.

McClellan, J., & Dorn, H. (2015). *Science and Technology in World History: An Introduction*. Johns Hopkins University Press.

Additional Reading

- Agar, J. (2008). What happened in the sixties? *The British Journal for the History of Science*, 41(4), 567–600. <https://doi.org/10.1017/s0007087408001179>
- Dennis, M. A. (1987). Accounting for Research: New Histories of Corporate Laboratories and the Social History of American Science. *Social Studies of Science*, 17(3), 479–518. <https://doi.org/10.1177/030631287017003005>
- Forman, P. (1987). Behind Quantum Electronics: National Security as Basis for Physical Research in the United States, 1940-1960. *Historical Studies in the Physical and Biological Sciences*, 18(1), 149–229. <https://doi.org/10.2307/27757599>
- Galison, P., & Bruce William Hevly. (1992). *Big Science: The Growth of Large Scale Research*. Stanford University Press.
- Harari, Y. N. (2019). *21 Lessons for the 21st Century*. Vintage.
- Hughes, T. P. (2004). *American Genesis: A Century of Invention and Technological Enthusiasm, 1870-1970*. University Of Chicago Press.
- Hughes, J. (2016). *The Manhattan Project: Big Science and the Atom Bomb*. Columbia University Press.
- Kaku, M. (2018). *The Future of Humanity : Terraforming Mars, Interstellar Travel, Immortality, and Our Destiny Beyond Earth*. Knopf Doubleday Publishing Group.
- Kevles, D. J. (1997). Big Science and Big Politics in the United States: Reflections on the Death of the SSC and the Life of the Human Genome Project. *Historical Studies in the Physical and Biological Sciences*, 27(2), 269–297. <https://doi.org/10.2307/27757780>
- Krige, J., & Pestre, D. (2014). *Science in the Twentieth Century*. Routledge.
- Mahbubani, K. (2013). *The Great Convergence: Asia, the West, and the Logic of One World*. Public Affairs.
- Raj, K. (2013). Beyond Postcolonialism ... and Postpositivism: Circulation and the Global History of Science. *Isis*, 104(2), 337–347. <https://doi.org/10.1086/670951>
- Van Keuren, D. K. (2001). Cold War Science in Black and White. *Social Studies of Science*, 31(2), 207–229. <https://doi.org/10.1177/0306312701031002004>

Date: May 2024

Module Code and Title: UGR308 Theories and Methods of Social Science Research

Programme: BA in Social Sciences

Credit: 12

Module Tutor: Supongbenla Longkumer (Coordinator) and Pratika Pradhan

General Objective: This module develops students' knowledge and skills in social science research. The module imparts foundational knowledge on the philosophies, theories, methodologies and tools underpinning qualitative and quantitative research. As part of the curriculum, students will be acquainted with various research processes. This includes hypothesis development, research proposal formulation, research design, diverse data collection methods, the design and administration of questionnaires, and adherence to research ethics, all in line with and adherence to the requirements of qualitative and quantitative research tools.

Learning Outcomes – On completion of the module, students will be able to:

1. Analyse the philosophical underpinnings of qualitative and quantitative research methodology
2. Analyse the relevance and requirement of qualitative and quantitative research methods within the social sciences
3. Identify steps and phases in conducting qualitative and quantitative research
4. Examine the significance of qualitative and quantitative social research

5. Demonstrate research ethics within the context of social science research
6. Compare and evaluate the various social research methods and tools to gain a deeper understanding of appropriate research tools
7. Evaluate qualitative and quantitative research design to study sociological issues / phenomena
8. Construct research reports and proposals based on research already conducted.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

A. Class Test : 10%

Students will undertake one class test before the mid-term. The written test will be conducted in class for a duration of 50 minutes and cover 2-4 weeks of course material, primarily the theories. The test is intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge student's level of learning and understanding.

B. Leading Discussion: 10%

For this assessment, students will be grouped (3-4) to lead a class discussion on a reading of their choice from the Essential Reading list. The student led discussion will be for the class period of 45 minutes. During the class discussion, students are expected to focus on the methodology and methods from the selected reading. Additionally, students have to also include a brief summary and have discussion questions to facilitate and encourage maximum discussion from their peers.

- 1 Pre-discussion meeting (attendance and preparedness)
- 3 Quality and accuracy of summary
- 3 Thoughtfulness and effectiveness of discussion questions
- 2 Quality and effectiveness of facilitation of discussion
- 1 Teamwork

C. Case study analysis: 10%

Students will analyse a relevant research case study, discussing its methodology, methods, findings and implications. This will be an individual assignment and students will choose their respective case study. The word limit for the case study analysis should be between 1300– 1500 words. Students will be assessed on the following.

- 3 Content (clarity of methods, methodology, theories, findings)
- 2 Quality of source (relevancy, dated)
- 4 Analysis (summary, argument, example)
- 1 References and Organization

D. Annotated Bibliography: 10%

Students will write an annotated bibliography on a topic provided by the tutor or of their choice. This will be an individual assignment. A list of 5- 10 scholarly sources will be used, wherein a summary of each literature will be provided. These can include academic articles, books, and other reputable publications. The word limit for the annotated bibliography for each literature should be between 400- 600 words.

- 2 Quality of sources
- 2 Variety of sources
- 2 Quality of summary

3	Quality of evaluation
1	Language and citations

E. Midterm Examination: 20%

Students will take a written exam covering topics up to the midpoint of the semester.

F. Semester-End Term: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Class Test	1	10
B. Leading discussion	1	10
C. Case study analysis	1	10
D. Annotated Bibliography	1	10
E. Midterm Examination	1	20
F. Semester-End Exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I : Introduction to Social Science Research

- 1.1 Understanding social science research
 - 1.1.1 The types of research: qualitative and quantitative research
- 1.2 Importance, opportunities, characteristics and challenges of qualitative and quantitative research
- 1.3 The differences between qualitative and quantitative research
- 1.4 Understanding Qualitative research
 - 1.4.1 Applied, action, and theoretical research
 - 1.4.2 Inductive and deductive research
 - 1.4.3 Objectivity and Subjectivity
- 1.5 Understanding Quantitative research
 - 1.5.1 Descriptive research and correlational research
 - 1.5.2 Quasi experimental research and experimental research

Unit II: Philosophy of Qualitative and Quantitative Research

- 2.1 Social science research philosophy
 - 2.1.1. Philosophical and Theoretical Foundations of Qualitative Research
 - 2.1.2. Ontology and Epistemology
 - 2.1.3. Phenomenology in Qualitative Research
 - Symbolic Interaction in Qualitative Research
- 2.2 The various approaches to qualitative Research
 - 2.2.1. Positivist Approach
 - 2.2.2. Interpretative approach
 - 2.2.3. Humanistic approach
 - 2.2.4. Structuralism and Post-structuralism
 - 2.2.5. Feminist Approach
 - 2.2.6. Indigenous Approach
- 2.3. Philosophical and Theoretical Foundations of Quantitative Research
 - 2.3.1 Positivism - origins, influence and contributions
- 2.4. Approaches to quantitative research
 - 2.4.1 Interpretive approach - measurements and constructs
 - 2.4.2 Credibility, dependability and confirmability

Unit III: Processes in Social Research: Steps and Design

- 3.1. Understanding methodology and method
- 3.2. How to select a research problem
- 3.3. Providing a rationale
- 3.4. Reviewing and Writing a Literature Review
 - 3.4.1. Importance of conducting a Literature Review
 - 3.4.2. Process of conducting a Literature Review
 - 3.4.3. Composing and Presenting Bibliography (APA format)
- 3.5. Theoretical Framework and Hypotheses
 - 3.5.1. Formulating a theoretical framework
 - 3.5.2. Formulating Research Questions and Hypotheses

- 3.6. The Types of Research Design
 - 3.6.1. Elements of Research Design
 - 3.6.2. Types of Research Design - Exploratory, Historical, Descriptive, Case Study, Survey, Action Research

Unit IV: Data and Methods in Social Research

- 4.1. Sources of Data: Primary and Secondary data
- 4.2. Collection of Primary data - Methods
 - 4.2.1. Interview
 - 4.2.1.1 The types of interviews: definition, differences, advantages and disadvantages and examples
 - 4.2.1.2. How to prepare for interview: instruments and strategies, recording and transcribing
 - 4.2.2. Observation and Participant Observation: definition, advantages and disadvantages, examples
 - 4.2.3. Focus Group Discussion: definition, advantages and disadvantages, examples
 - 4.2.4. Life History and Case Study; definition, advantages and disadvantages, examples
 - 4.2.5. Survey; definition, advantages and disadvantages, examples
 - 4.2.6. Sampling frame, different types of sampling methods
 - 4.2.6.1 Non Probability- Purposive Sampling, Snowball sampling, theoretical sampling, convenience sampling, expert sampling
 - 4.2.6.2. Probability Sampling- Stratified sampling, cluster sampling, simple random sampling, systematic sampling
- 4.3. Ethics and the Field
 - 4.3.1. Ethics in social science research
 - 4.3.2. Understanding the dynamics of interviewer and interviewee, researcher and participant
 - 4.3.3. Understanding the 'field site' in a qualitative and quantitative study: access, key informants, fieldwork planning and fieldwork diary

Unit V: Analysing Data and Report Writing in Social Research

- 5.1. Ways to transcribe voice recordings
- 5.2. Interpreting data, coding and analysing them
 - 5.2.1 Open coding
 - 5.2.2 Systematic coding
 - 5.2.3 SPSS, ATLAS. ti, NVIVO, python, google analytics
- 5.3. Theorising research: the relationship between data and theory
- 5.4. Various types of reports and formats

Reading List

Essential Reading

- American Psychological Association Ethics Committee. (2002). Report of the Ethics Committee, 2001. *American Psychologist*, 57, 650–657.
- Babbie, E. (2004). *The Practice of Social Research* (10th Edition), Wadsworth- Thomson.
- Bryman, A (2012). *Social Research Methods* (4th edition) . Oxford University Press.
- Norman K. Denzin, Yvonna S. Lincoln. (Ed). (2017), *The Sage Handbook of Qualitative Research*, (5th edition), SAGE publications

Additional Reading

- Bryman, A. (2004). *Quantity and Quality in Social Research*, Routledge.
- Creswell, W. John & Creswell, J. David. (2018), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (5th edition), SAGE publications.
- Durkheim, E (1958). *The Rules of Sociological Methods*, The Free Press
- Haralambos and Holborn. (2007). *Sociology: Themes and Perspectives*. Collins.
- Harding, S. (1987). "Introduction: Is There a Feminist Method?" in Sandra Harding(ed) *Feminism & Methodology: Social Science Issues*, Indiana University Press.
- J. Esposito, and V.E. Winters. (2021) *Introduction to Intersectional qualitative Research*, Sage

- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press.
- Lune, Howard. (2017). *Qualitative Research Methods for the Social Science*. Pearson Education
- Newman, Lawrence (2011) *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
- Sarandakos, S. (1998) *Social Research*. McMillan Press.

Date: May 2024

Module Code and Title: SOC303 Gender and Society
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Supongbenla Longkumer

General Objective: The module comprises themes and sub-themes to foster nuanced reading and thinking about gender. The course incorporates feminist theories, offering students a framework to identify and address gender issues within and beyond the Bhutanese context. This module provides students with the knowledge to help them connect their experiences and observations to and through various ideas and ideologies that shape their shared realities.

Learning Outcomes – On completion of the module, students will be able to:

1. Outline a broad and varied understanding and perspective of sex and gender
2. Analyse the complex and multi-layered issues of gender within local and international contexts
3. Demonstrate a gender-centred approach in scholarship, practice, community work, and individual competencies
4. Analyse the interplay of gender and social institutions
5. Evaluate emerging debates and perspectives in gender and society
6. Construct academic arguments from a gendered lens
7. Integrate different theoretical approaches to gender into understanding everyday social realities
8. Develop an in-depth awareness of gender laws and norms within Bhutan.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

- A. Reflective Essay: 15%

To provide an understanding of the module related concepts and theories, students will write an individual reflective essay. The reflective essay will be written between 1000- 1250 words in length.

- 6 Quality of content (knowledge on theory, articulation)
- 6 Reflection (standpoint, reasoning)
- 2 Organization and language
- 1 References

- B. Presentation: Media analysis from a gendered lens: 20%

Students will be required to deliver an individual 20-minutes powerpoint presentation critically analysing themes or sub themes within gender and popular culture. To keep it student-led, the students will choose their topic from a wide range of advertisements, music videos, series,

comics, print media, etc to creatively demonstrate their different skills, and abilities. Here, students will be divided into groups (3-4) or in pairs. The analysis will be from a gendered lens, considering the theories and frameworks taught within the module.

- 5 Quality of content (accuracy, relevance, dated)
- 2 Interactive PPT
- 1 References
- 8 Delivery: knowledge, engagement, clarity, time management (individual grading)
- 4 Teamwork, coherency of arguments (Group grading)

C. Debate: 10%

Students will be formed into groups of 3-4 members for the debate. The topic for the debate will be on the most current and emerging academic standpoints and arguments. Each group will be allotted 10 minutes to present their arguments. The students will be assessed on the following:

- 3 Quality of content (accuracy, relevance, dated)
- 4 Delivery: knowledge, engagement, clarity, time management (individual grading)
- 3 Teamwork, coherency of arguments (Group grading)

D. Midterm Examination: 15%

Students will take a written exam of 1.5 hours duration, covering topics completed before the midterm as per the work plan.

E. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Reflective Essay	1	15
B. Presentation: Media Analysis from a Gendered Lens	1	20
C. Debate	1	10
D. Midterm Examination	1	15
E. Semester-end Examination	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Concepts and theories on gender

- 1.1. Key concepts: sex, gender, masculinity, femininity, sexuality
- 1.2. Social construction of gender
- 1.3. Socialization of gender
 - 1.3.1. Everyday embodiment of gender
 - 1.3.2. Societal norms, roles, and practices.
- 1.4. Feminist Theories and Framework
 - 1.4.1. Socialist Feminism
 - 1.4.2. Liberal Feminism
 - 1.4.3. Radical Feminism
 - 1.4.4. Ecofeminism
 - 1.4.5. Black Feminism
 - 1.4.6. Postcolonial Feminism
 - 1.4.7. Queer Feminism
 - 1.4.8. Intersectional Feminism

Unit II: Gender and Social Institutions

- 2.1 The relationship between gender and social institutions

- 2.2 Understanding gendered dynamics of family
 - 2.2.1 Liberal Feminist Perspective
 - 2.2.2 Socialist Feminist Perspective
 - 2.2.3 Radical Feminist Perspective
 - 2.2.4 Queer Feminist Perspective
- 2.3 Women and Work
 - 2.3.1 Gendered Division of Labor
 - 2.3.2 Redefining 'Women's Work'
 - 2.3.2.1 Productive/unproductive
 - 2.3.2.2 Visible/Invisible
 - 2.3.2.3 Paid / Unpaid
 - 2.3.2.4 Economically / socially productive work
- 2.4 Evolving nature of marriage
 - 2.4.1 Current trends and debates

Unit III: Gender, Agency and Law

- 3.1 Relationship between gender, agency, and law
- 3.2 Gender and social exclusion
 - 3.2.1 Religion, beliefs, and social systems
 - 3.2.2 Gender and Disability
 - 3.2.3 Male marginalisation- concept and case study
 - 3.2.4 Understanding the issues of LGBTQI+ (Bhutan and beyond)
- 3.3 International instruments – policies and actions
 - 3.3.1 International instruments- CEDAW (1979),
 - 3.3.2 Beijing Declaration and Platform for Action (1995),
 - 3.3.3 Millennium Development Goals (2001)
- 3.4 Gender and reproductive rights
 - 3.4.1 Examining Reproductive Health: Accessibility and Control
 - 3.4.2 A Historical Overview Reproductive rights
 - 3.4.3 State and Reproductive Rights
- 3.5 Women and Political Processes
 - 3.5.1 Women's Political Empowerment
- 3.6 Political Participation of Women: The Bhutan Context
- 3.7 Legislation in Bhutan
 - 3.7.1 National Instruments - Domestic Violence Prevention Act of Bhutan 2013
 - 3.7.2 Domestic Violence Prevention Rules and Regulation (2015)
 - 3.7.3** Gender Mainstreaming Guideline (2014) & Marriage Act

Unit IV: Gender and Development

- 4.1 Importance of gender in development
- 4.2 Approaches to Understanding:
 - 4.2.1 Women in Development
 - 4.2.2 Women and Development
 - 4.2.3 Gender and Development
- 4.3 Gender and Governance
 - 4.3.1 Understanding gendered governance
 - 4.3.2 Gender mainstreaming and gender budgeting

Reading List

Essential Reading

- Beauvoir, S. D. (1959). *The Second Sex*. Vintage.
- hooks, b. (2014). *Ain't I A Woman: Black Women and Feminism* (2 ed.) Routledge.
- Ortner, S. B. (1972). Is Female to Male as Nature is to Culture? *Feminist Studies*, Vol.1, No.2, pp. 5-31, Feminist Studies Inc.

Additional Reading

- Boserup, E. (2011) *Women's role in economic development*. Earthscan

- Chodorow, N. (1995). Gender as a Personal and Cultural Construction. *Signs*, 20 (3), 516-544.
- Chuki S & Turner M (2017) Women and politics in Democratic Transitions: the Case of Bhutan, *Contemporary South Asia*, Routledge
- Cresnsnaw, K (2016, December 7). The Urgency of Intersectionality, <https://www.youtube.com/watch?v=akOe5-UsQ2o>
- Foucault, M. (1990). *History of Sexuality: An Introduction* (Vol. 1). (R. Hurley, Trans.) Vintage Books.
- Jacobsen, P.J. (2006). Men's Issues in Development. In, Bannon, I. & Correia, C.M.(Eds). *The Other Half of Gender: Men's Issue in Development*. Washington DC. The World Bank.
- Kabeer, N. (1994) *Reversed Realities: Gender Hierarchies in Development Thought*. Verso Books.
- Moses G. C (2012). "What's in a Name?" On writing the History of Feminism, *Feminist Studies Inc.* Vol. 38, No 3, pp.757-779
- Mukherjee A, Sekher T V (2017) 'Do only Girls Suffer? We too!', *Economic and Political Weekly*, Vol LII, No 1

Date: May 2024

Module Code and Title:	EES302 Global Capitalism and the Anthropocene
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Jelle J.P. Wouters

General Objective: Drawing from varied disciplines, this module examines the ecological and institutional foundations of global capitalism. The module delves into how nature is transformed by capitalism. It explores the uneven ecological, geographical, and socioeconomic dynamics of global capitalist development, and students will be made to critically rethink the role and relevance of the social sciences in the Anthropocene.

Learning Outcomes – On completion of the module, students will be able to:

1. Identify major turning points and processes in the global history of capitalism
2. Assess how and why nature is commodified in a capitalist political economy
3. Identify the problems and contradictions inherent in the commodification of nature
4. Relate the global history of capitalism with the arrival of the Anthropocene
5. Discuss the concept of the Anthropocene, assess what defines it and how it has been dated, and evaluate its explanatory value
6. Debate the potential and pitfalls of 'green capitalism'?
7. Engage with debates around anthropocenic and capitalist futures.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

A. Theoretical Essay: 20%

Students will write a critical essay (individual), exploring the varied linkages between capitalism and the anthropocene. They need to identify key thinkers on capitalism and the anthropocene and bring these in conversation with each other. Students will have to offer contemporary case-studies and other empirical evidence, derived from the literature, to substantiate their argument.

- 5 Proposal (topic, structure, references)
- 8 Quality of thematic and theoretical engagement
- 4 Quality of case-studies and other empirical evidence
- 2 Language & Organization
- 1 References

B. Response Essay: 20%

Students will be given a question that will ask them to individually engage with one of the core issues of the module, for example one of the key debates. Students will be given a week's time to write a response. They are expected to answer the questions by referring not only to class notes but also to relevant academic texts and articles. A successful essay would approach the question from a number of theoretical perspectives and include relevant empirical examples. The essay will be 600-800 words in length. The essay will be marked based on the following criteria:

- 10 Quality of response (relevance to question asked and academic grounding)
- 5 Thoughtfulness and accuracy of response
- 3 Language and Organization
- 2 References

C. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid- point of the semester.

D. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Theoretical Essay	1	20
B. Response Essay	1	20
C. Midterm Examination	1	20
D. Semester End Exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction: The nature and origins of capitalism

- 1.1. Introduction to capitalism: definitions and concepts
- 1.2. Historical Context: slavery, feudalism, mercantilism, industrial revolution
- 1.3. Founders of capitalist thinking
 - 1.3.1. System of perfect liberty (Smith)
 - 1.3.2. On commerce (Hume)
 - 1.3.3. Theory of comparative advantage (Ricardo)
 - 1.3.4. The spirit of capitalism (Weber)
- 1.4. The Marxist Critique of Capitalism
 - 1.4.1. Historical materialism
 - 1.4.2. Base and superstructure
 - 1.4.3. Alienation
 - 1.4.4. Class struggle
- 1.5. Time, Work-Discipline and Industrial Capitalism (Thompson)
- 1.6. Accumulation by dispossession (Harvey)

Unit II: The Globalization of Capitalism

- 2.1 The relationship between capitalism and Empire
 - 2.1.1 The Great divergence: how parts of the West grew rich and Asia (or parts of it) remained (or became?) poor
 - 2.1.2 The development of underdevelopment (Frank)
 - 2.1.3 World-Systems analysis (Wallerstein)
- 2.2 The Great Transformation: Substantivism and Formalism (Polanyi)
- 2.3 Neoliberalism and the Global Order
- 2.4 Capitalism, Consumption and Culture

Unit III: Capitalism and the Anthropocene

- 3.1 Capitalism and environment unsustainability
- 3.2 The Great Acceleration and Overheating (Eriksen)
- 3.3 The capitalist economy of nature
 - 3.3.1 Natural capitalism: commodification
 - 3.3.2 Carbon capitalism and the crisis of the earth system
 - 3.3.3 The finance-nature nexus
- 3.4 The Anthropocene and its cognates
 - 3.4.1 Scientific and non-scientific contestations of the Anthropocene
 - 3.4.2 The many stakes involved in the naming of the Anthropocene.
 - 3.4.3 Capitalocene, Necrocene, Plantationocene, Plasticene
 - 3.4.4 Geological time versus capitalist timescales

Unit IV: Anthropocenic and Capitalist Futures

- 4.1 The human condition in the Anthropocene (Chakrabarty)
- 4.2 Rethinking the social science in the Anthropocene
 - 4.2.1 The relevance of the social sciences in the Anthropocene
 - 4.2.2 Critiques of 'anthropocentrism', 'human exceptionalism' and 'speciesism'
- 4.3 Green Capitalism, energy transitions, and the technological fix
- 4.4 Theories of de-growth (Hickel)
- 4.5 Ways of living in a damaged world (Tsing, Haraway)

Reading List:

Essential Reading

- Chakrabarty, D. (2018). Anthropocene Time. *History and Theory* 57(1): 5-32.
- Eriksen, T.H. (2016). *Overheating: An Anthropology of Accelerated Change*. Pluto.
- Hickel, J. (2020). *Less is More: How Degrowth Will Save the World*. Penguin.

Additional Reading

- Banerjee, M. and J.J.P. Wouters. (2022). *Subaltern Studies 2.0: Being Against the Capitalocene*. Prickly Paradigm Press.
- Crutzen, P.J. and E.F. Stoermer (2000). The 'Anthropocene.' *Global Change Newsletter* 41, 17-18
- Fraser, N. (2014). Can society be commodities all the way down? Post-Polanyian reflections on capitalist crisis. *Economy and Society*, 43(4), 541–558.
<https://doi.org/10.1080/03085147.2014.898822>
- Haraway, D. (2016) *Staying with the Trouble: Making Kin in the Chthulucene*. Duke University Press
- Harvey, D. *The Limits to Capital*. Oxford University Press.
- Malm, A., & Hornborg, A. (2014). The geology of mankind? A critique of the Anthropocene narrative. *The Anthropocene Review*, 1(1), 62–69.
<https://doi.org/10.1177/2053019613516291>
- McCarthy, J. (2015). A socioecological fix to capitalist crisis and climate change? The possibilities and limits of renewable energy. *Environment and Planning A: Economy and Space*, 47(12), 2485–2502.
<https://doi.org/10.1177/0308518X15602491>
- McDermott, H. (2017) *Energy without Conscience: Oil, Climate Change, and Complicity*. Duke University Press

- Moore, J. (2016). *Anthropocene or Capitalocene: Nature, History, and the Crisis of Capitalism*. PM Press
- Polanyi, K. (1944). *The great transformation: the political and economic origins of our time*. Farrar & Rinehart.
- Tsing, A. (2015) *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press.
- Wouters, J.J.P. (2023) Neoliberal Capitalism and Ethno-Territoriality in Highland Northeast India: Resource-Extraction, Capitalist Desires and Ethnic Closure. *Geopolitics* 28(1): 99-121. <https://doi.org/10.1080/14650045.2020.1812581>

Date: May 2024

Module Code and Title: EES303 Climate Change, Policy and Society
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Chencho Dorji

General Objective: The module explores the social, economic, and political dimensions of climate change, emphasising its implications on vulnerable communities and societies. Through case studies, students will understand and explore international measures and policies for adaptation and mitigation to climate change, including the study of Bhutanese holistic development approach and policies as alternative paradigms to address climate change.

Learning Outcomes – On completion of the module, students will be able to:

1. Assess the fundamental concept and causes of climate change
2. Interpret the global impacts of climate change on ecosystems and human societies
3. Explain the social, economic, and political dimensions of climate change, highlighting its influence on policies, governance, and international cooperation
4. Examine future climate scenarios, utilising scientific reasoning and models to discuss potential impacts on global and local scales
5. Illustrate how climate change affects vulnerable communities and their adaptation measures through cross-cultural case studies
6. Evaluate international measures and policies for climate change adaptation, mitigation and challenges
7. Assess Bhutan's vulnerability and opportunities related to climate change
8. Discuss the complex relationship between climate change and society through global and local perspectives.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

A. Reflective Essay: 15%

Students will write an Individual reflective essay on the relationship between climate change, policy, and society. Students should be able to apply theories discussed in the class and be able to think critically on the role of policies in mitigating climate change while developing the essay. The essay should be between 750-1000 words in length and will be marked based on the following criteria:

- | | |
|---|---|
| 3 | Draft (outline of the themes, references list, tentative structure) |
| 9 | Quality of content (details, reflection, analysis, argument) |
| 1 | Language |
| 1 | Organization |

1 Referencing

B. Mini text based-research essay: 20%

Students will be given a question that will ask them to individually engage with one of the core issues of the module, for example climate change and health, climate change and society, etc. Students will be given a few weeks' time to research on a topic and develop the essay. They are expected to write an essay based on the provided rubrics using relevant academic texts and articles. A successful essay should approach the question from a number of theoretical perspectives and include relevant empirical examples. This should contain 1000-1500 words, and will be marked based on the following criteria:

- 5 Draft (outline of the themes, references list, tentative structure)
- 10 Quality of content (details, reflection, analysis, argument)
- 2 Language and citation
- 1 Organization
- 2 References

C. Open Book Test: 10%

Students will undertake one class test during the semester. The written tests will be an open book test conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

D. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Reflective Essay	1	15
B. Mini Research Essay	1	15
C. Open Book Test	1	10
D. Midterm Examination	1	20
E. Semester-end Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Climate Change

- 1.1. Understanding the unique features of contemporary climate change
- 1.2. Climate change and global problems
- 1.3. Failure to respond to the climate change
- 1.4. Anthropogenic versus natural causes of climate change
- 1.5. Climate change: the state of the debate
- 1.6. Climate denial and ideologies

Unit II: Climate Change and Society

- 2.1 Social science approaches to understanding climate change
- 2.2 The 'sociological imagination' in times of climate change
- 2.3 Diversity of social understanding and response to climate change
- 2.4 Ways of knowing climate change
 - 2.4.1 Scientific observation and modelling
 - 2.4.2 Experiential approaches
 - 2.4.3 Multispecies frameworks

- 2.4.4 Indigenous knowledge traditions and practices
 - 2.4.5 Climate versus climate understandings
- 2.5 Religious understandings and responses to climate change
- 2.6 Climate change as a social problem
 - 2.6.1 Displacement and climate refugees
 - 2.6.2 Food security
 - 2.6.3 Migration and adaptation
 - 2.6.4 Conflict and resource scarcity
 - 2.6.5 Natural disasters
 - 2.6.6 Differential vulnerability and marginalized communities
 - 2.6.7 National sovereignty and security
- 2.7 Bridging global and local perspectives

Unit III: Climate Policies and Politics

- 3.1 Responsibility, wealth, and pollution markets
- 3.2 The global politics of climate change
 - 3.2.1 Distributive politics of climate change
 - 3.2.2 Carbon footprints and systems theory
 - 3.2.3 Debates about climate justice: Global North versus Global South
- 3.3 Global efforts to frame climate policy
 - 3.3.1 History of climate negotiations
 - 3.3.2 Role of international organizations
 - 3.3.3 Kyoto Protocol and Paris Agreements
 - 3.3.4 COP28: Carbon Pricing, Cap-and-Trade System
- 3.4 Climate change solutions
 - 3.4.1 Social engagement and change
 - 3.4.2 Divestment and Degrowth
 - 3.4.3 Geo-engineering
 - 3.4.4 Adaptation
 - 3.4.5 Stories and moral imagination

Unit IV: Climate Change in Bhutan

- 4.1 Bhutan's position in the global climate debates and negotiations
- 4.2 The relationship between climate change, policy, and society
- 4.3 Cultural, cosmological, and religious responses and impacts
- 4.4 State response and policies of and to climate concern
 - 4.4.1 National climate policies
 - 4.4.2 Role of governments in mitigation and adaptation
- 4.5 Community and indigenous interpretations and responses
 - 4.5.1 Traditional ecological knowledge
 - 4.5.2 Local approaches to climate adaptation: Case studies
 - 4.5.3 Bhutan's vulnerability to climate change
- 4.6 Civic engagement in policy advocacy
 - 4.6.1 Grassroots engagement and Civil Society Organizations
 - 4.6.2 Environmental advocacies and education
- 4.7 Gross National Happiness and climate change

Reading List

Essential Reading

Hulme, M. (2009). *Why We Disagree about Climate Change: Understanding Controversy, Inaction and Opportunity*. Cambridge University Press.

<https://doi.org/10.1017/CBO9780511841200>

Nulman, E. (2016). *Climate change and social movements: civil society and the development of national climate change policy*. Springer.

Victor, D. (2015). Climate change: Embed the social sciences in climate policy. *Nature*, 520(7545), 27-29.

Additional Reading

- Bhattarai, H. (2021). Policy Driven Initiative for Promoting Electric Vehicles to Combat Climate Change in Developing Countries: A Case from Bhutan. *International Multidisciplinary Research Journal*, 3(1).
- Brulle, R. J., & Dunlap, R. E. (2015). Sociology and global climate change. In R. J. Brulle & R. E. Dunlap (Eds.), *Climate change and society: Sociological perspectives* (pp. 1-31).
- Goldberg, M. H., Gustafson, A., & Van Der Linden, S. (2020). Leveraging social science to generate lasting engagement with climate change solutions. *One Earth*, 3(3), 314-324.
- Intergovernmental Panel on Climate Change. (2014). Climate change 2014: Synthesis report: climate change 2014. Geneva: Intergovernmental Panel on Climate Change.
- Intergovernmental Panel on Climate Change. (2018). Climate change and land. Geneva: Intergovernmental Panel on Climate Change.
- Lovejoy, T. E., Hannah, L., & Wilson, E. O. (Eds.). (2019). *Biodiversity and climate change: Transforming the biosphere*. London, England: Yale University Press.
- Shogren, J., & Toman, M. (2000). Climate Change Policy (Discussion Paper 00–22). Washington, DC.
- Yü, D. S., & Wouters, J. J. P. (Eds.). (2023). *Storying Multipolar Climes of the Himalaya, Andes and Arctic: Anthropocenic Climate and Shapeshifting Watery Lifeworlds* (1st ed.). Routledge. <https://doi.org/10.4324/9781003347026>

Date: May 2024

Module Title and Code: STY303 Science, Policy and Politics in Bhutan
Course: BA in Social Sciences
Credit: 12
Module Tutor: Rabilal Dhakal (Coordinator) and Saurav Chaliha

General Objective: The module prepares students for active and informed participation in Bhutan's democratic governance system. The role and infusion of science in both policy and politics in Bhutan will be explored. Developing a nuanced understanding of public policy is pivotal for nurturing well-informed citizens. Students will familiarise the foundational principles that support sustainable self-governance and imbibe the virtues and skills needed to excel as both private citizens and public leaders.

Learning Outcomes – On completion of the module, students will be able to:

1. Analyse the nature and functioning of democracy in Bhutan on the basis of global parameters
2. Assess the role of science in democratic governance
3. Evaluate key social policies of the government
4. Analyse the roles of state government and local governments in the policy process
5. Review the role of key political institutions in Bhutan
6. Construct critical opinions on the political culture and elections in Bhutan
7. Relate local and international political developments
8. Examine the importance of modern mechanisms of good governance.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, self-study, homework and written assignments	5	75
Total			120

Assessment Approach

A. Case Analysis: 10%

Students will be provided with a current political or social development in the state and they will be required to write (650-900 words) critically about the nature, stakeholder and impact of the given case. It will be written in class. This individual work will be assessed on:

- 4 Accuracy and relevance of observations and arguments
- 3 Quality of arguments (synthesis, relevance, evidence)
- 3 Organisation and analysis (value judgement, coherence, logics)

B. Presentation: 15%

Students will be divided into groups (3-5 members) and assigned a key political or social institution in Bhutan. They will present on the rationale, role, strength and weakness of the selected institution. Each group will get 20-25 minutes for presentation. 12% of assessment is individual component and remaining 3 for the group. The presentation will be assessed on:

- 3 Pre-presentation (work division, inputs, clarity and accuracy)
- 6 Content (values/facts, completeness)
- 3 Team work (work division, connection, support)
- 3 Engagement with the audience (ability to take questions, loudness)

C. Class Tests: 15%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (7.5% each). The written tests (individual component) will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

D. Midterm Examination: 20%

Students will take a written exam of 1.5-hour duration covering topics up to the mid of the semester.

E. Semester End Exam: 40%

Students will take a written exam of 2.5 hours duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Case Analysis	1	10
B. Presentation	1	15
C. Class tests	2	15
D. Midterm Examination	1	20
E. Semester End Exam	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Constitution and Constitutionalism in Bhutan

- 1.1. The difference between constitution and constitutionalism
- 1.2. Preamble and unique features of Bhutan's constitution
- 1.3. Amendment and referendum
- 1.4. Political system of Bhutan: the nature of the democratic process
- 1.5. Three arms of the government: Judiciary, Legislature, and Executive and the balance of power
- 1.6. Judicial review, judicial activism and media in Bhutan (case studies)
- 1.7. Monarchy: constitutional and social roles, and power in Bhutanese polity

Unit II: Election and governance

- 2.1 Roles and powers of the Election Commission of Bhutan
- 2.2 Parliamentary elections in Bhutan: process, criteria and conflicts
- 2.3 Political Parties: ideology, mandate and representatives, apolitical nature and challenges

Unit III: Science, policy and administration in Bhutan

- 3.1 Government to citizen services
- 3.2 Role and use of science and technology in the delivery of public services

- 3.2.1 Institutions (ministries and government departments)
- 3.2.2 Technology and governance
- 3.2.3 Data decentralisation by public institutions, RCSC
- 3.2.4 Role of GovTech Agency
- 3.2.5 Public investment in science and technology
 - 3.2.5.1 Educational and scientific research in science
 - 3.2.5.2 Promotion, support and budget allocation for science
- 3.3 Public policy making in Bhutan
 - 3.3.1 Meaning and scope of public policy
 - 3.3.2 Stages of the policy process
 - 3.3.3 Institutions, Ideology and participation of citizens
 - 3.3.4 Transparency, accountability and right to information
- 3.4 Administration and citizens
 - 3.4.1 Structure and type of Bureaucracy in Bhutan
 - 3.4.2 The role of constitutional bodies (ACC, OAG, RAA) and public accountability
 - 3.4.2.1 Constitutional and social roles of constitutional bodies
 - 3.4.2.2 Policy changes and challenges of constitutional bodies
- 3.5 Social Policy
 - 3.5.1 Existing Social policies and their roles
 - 3.5.2 Need for newer social policies and their challenges

Unit IV: Governance and politics

- 4.1 Fundamental duties and rights
- 4.2 Passing of bills: procedure and controversies
- 4.3 Good governance and development
- 4.4 Political culture in Bhutan
 - 4.4.1 Civic and political participation (engaged citizenry)
 - 4.4.2 Religion and politics
 - 4.4.3 Political commitments, corruption and consequences
 - 4.4.4 Patriotism and nationalism

Reading List

Essential Reading

- Aris, M. (2005). *The Raven Crown: The Origins of Buddhist Monarchy in Bhutan*. Serindia Publications.
- Chakrabarty, B. & Chand, P. (2012). *Public Administration in a Globalizing World*. Sage.
- RGoB (2008). *Constitution of Kingdom of Bhutan*. Kuensel
- RGoB. (2008). *Election Act of Bhutan*.
- Tobgay, S. (2014). *Making of the constitution and democracy in Bhutan*.

Free online resources

- <https://www.science.gov/>
- <https://www.sciencepolicyjournal.org/volumes.html>
- <https://www.un.org/en/library/libraryopen>

Additional Reading

- Chophel, S. (2012). Culture, Public Policy and Happiness. *Journal of Bhutan Studies* 26(1), 82-99.
- Dorji, C.T. (2020). The Role of Thimphu TechPark in Bhutan's Technological and Socio-economic Advancement. *The Druk Journal*. 6(1), 28-38.
- Kohli, M. S. (2004). *Bhutan: A Kingdom in the Sky* (1st edition). Vikas Publishing House.
- Phuntsho, K. (2013). *The History of Bhutan*. Random House
- Turner, M., Chuki, S., & Tshering, J. (2011). Democratisation by Decree: the case of Bhutan. *Public Administration and Development*. 18(1), 184-210.
- Ugyel, L. (2014). Explaining hybridity in public administration: An empirical case of Bhutan's civil service. *Public Administration and Development*. 34(2), 109-122.

Date: May 2024

Module Code and Title: UGR309 Social Science Research Practicum
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Pratika Pradhan (Coordinator) and Supongbenla Longkumer

General Objective: Building upon the philosophies, theories, and methods students have learned in Theories and Methods of Social Science Research module, this module aims to immerse students in intensive hands-on research exercises. This practical approach allows students to practise various methods in social science research.

Learning Outcomes – On completion of the module, students will be able to:

1. Define key concepts and terminologies commonly used in qualitative research
2. Identify different data collection methods and their appropriateness for specific research questions
3. Construct clear and focused research questions for research proposals qualitative and quantitative studies
4. Conduct survey and interviews effectively while adhering to ethical research practices
5. Evaluate the strengths and limitations of various qualitative and quantitative research methodologies in different research contexts
6. Synthesise findings from multiple sources of qualitative and quantitative data to draw meaningful conclusions and insights
7. Exhibit critical thinking by identifying potential biases and ethical considerations in qualitative and quantitative research design and implementation
8. Design and execute an original qualitative and quantitative research pilot project.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

A. Research Proposal: 25%

Students will be required to develop a research proposal in groups (3-5) using a quantitative or qualitative research design. The proposal should be a pilot practice for their final research project. The proposal may or may not be on the topic they might do their final research project on; however, the study population should be in and around Thimphu or RTC.

- 4 Problem statement
- 4 Literature review
- 4 Research Questions
- 5 Methodology
- 4 Ethical considerations and Limitations
- 2 Language and Organisation
- 2 References

B. Data Collection Tools: 20%

Students will be required to develop their data collection tools. For the pilot study they are supposed to choose at least three data collection methods. The compulsory two methods they are to use would be survey and one-on-one interview, while the third one can be of their choice - focused group discussion, observation, record-keeping, and more. This assessment intends to give students hands-on practice for two of the most frequently used data collection methods (survey and one-on-one interview) along with assisting them in exploring other data collection methods and understanding their differences and appropriateness to the research questions.

- 6 Quality of the elements (survey questionnaires and interview questions)
- 3 Appropriateness and quality of the tool(s) (third method)
- 6 Theoretical framework and rationale
- 2 Language and Organisation
- 3 References

C. Pilot Study: 20%

Students will be required to conduct a pilot study in and around Thimphu or at RTC using the appropriate data collection and data analysis tools identified. This assessment aims to provide students with hands-on experience in data collection, data compilation and storing, and data analysis methods.

- 4 Data collection
- 2 Compiling and storing data
- 3 Data analysis
- 3 Findings and Discussion
- 2 Study Limitations
- 2 Future scope
- 2 Language and Organization
- 2 References

D. Research Report and Presentation: 25%

Students will be required to write the research report of 2000-2500 words and present it to the class. The research report will follow the structure of thesis writing of final year. This report will serve as hands-on practice for students to upskill their writing and analytical skills. The group has to then present their report using an interactive media which will be for 15-20 minutes each. The presentation will also follow the structure and rubric of the thesis defence from the final year. The presentation aims to help students upskill their oral presentation and practise for their thesis defence.

Report- 15

- 7 Content (variety, relevance, and familiarity, of tools and methods)
- 3 Language and Organisation
- 3 References
- 2 Individual Grading

Presentation- 10

- 2 Content (variety, relevance, and familiarity of tools and methods)
- 2 Organisation
- 2 Delivery (Individual)
- 2 Teamwork
- 2 Time management

E. Individual Reflection: 10%

Students will be required to write an academic reflection on their group research pilot study. This reflection would be about 700-1000 words. This will be the only individual assignment in this module - all the rest of the assignments will be in groups. The primary intention of this assessment is to help students reflect on their learning at individual levels so that they are more aware of their potential and areas of improvement as researchers.

- 6 Content (familiarity with the tools and methods, reflection and analysis of the procedures/steps of the research)
- 2 Language and Organisation
- 2 References

Overview of Assessment Approach and Weighting

Areas of assignments	Quantity	Weighting
A. Research Proposal	1	25
B. Data Collection Tools	1	20
C. Pilot Study	1	20

D. Research Report and Presentation	1+1	25
E. Individual Reflection	1	10
Total		100

Prerequisites: UGR308 Theories and Methods of Social Science Research

Subject Matter:

Unit I: Research Proposal

- 1.1. Identifying and Defining Problem Statement
- 1.2. Literature review
- 1.3. Developing Research Questions
- 1.4. Methodology: Data collection, Sampling, Data analysis
- 1.5. Ethical Considerations and Limitations

Unit II: Data Collection Tools

- 2.1 Survey
- 2.2 Interview
- 2.3 Focused Group Discussions
- 2.4 Observation
- 2.5 Case studies
- 2.6 Ethnographic study

Unit III: Pilot Study

- 3.1 Collecting data
- 3.2 Compiling and storing data
- 3.3 Data analysis
- 3.4 Findings and Discussion

Unit IV: Writing report and presentation

- 4.1 Building arguments
- 4.2 Generating new ideas
- 4.3 Scope and recommendations for future research
- 4.4 Presentation

Reading List

Essential Reading

Babbie, Earl. 2004. *The Practice of Social Research* (10th Edition), Wadsworth- Thomson.
 Bryman, A (2012). *Social Research Methods* (4th edition) . Oxford University Press
 Norman K. Denzin, Yvonna S. Lincoln. (Ed). (2017), *The Sage Handbook of Qualitative Research*, (5th edition), SAGE publications

Additional Reading

J. Esposito, and V.E. Winters. (2021) *Introduction to Intersectional qualitative Research*, Sage
 Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press.
 Lune, Howard. (2017). *Qualitative Research Methods for the Social Science*. Pearson Education
 Newman, Lawrence (2011) *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education.
 Sarandakos, S. (1998) *Social Research*. McMillan Press.

Date: May 2024

Module Code and Title: CEP303 Internship
Programme: BA in Social Sciences
Credit: 24
Module Tutor: Rabilal Dhakal (Coordinator) and Saurav Chaliha

General Objective: This module will provide a platform to the students to apply their theoretical knowledge of Social Science in a practical setting through internships at various organisations. This experience will help them imbibe new ideas and on-site hands-on skills which will help refine their transferable skills.

Learning Outcomes – On completion of the module, students will be able to:

1. Apply theoretical knowledge of social science into a practical setting
2. Outline daily tasks as required by the institution/organisation
3. Interact and stimulate a positive learning atmosphere with clients and colleagues to maximise work output and efficacy
4. Impart concepts, skills, values, and attitudes to colleagues and clients
5. Analyse and critically reflect on their own practical immersion experience
6. Participate actively in all the activities as initiated and organised by the institution /organisation
7. Demonstrate a thorough understanding of structures, function and organisation of the institution
8. Exhibit ethical practical immersion practices
9. Interpret the roles and responsibilities of various departments within an organisation
10. Develop a variety of hard and soft skills through practical experience and training.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Updates with faculty supervisor	1	15
Independent Study	Practical tasks with host organization and assignments	15 (Two days per week)	225
Total			240

Assessment Approach:

A. Statement of Justification: 5%

Students will submit an Internship goal (400-500 words) that describes why they have chosen the given organisation as their internship site and discuss how the chosen organisation relates to their academic and career goals. This statement will be graded based on the following criteria:

- 2 Justification for choice of organisation
- 3 Relation between the organisation and your goals

B. Journal Log Entries: 30% (15% for each log entry)

Students will submit two journal entries during the course of the internship. These entries are intended to be both expository (indicating the basic details of the site visits and events that occurred) and reflective in nature (describing new knowledge, skills, insights, or lessons learned). Students may comment on their experiences in light of the goals that they set and revise the goals as necessary, identify what has gone well, areas for improvement, and indicate potential future directions. The faculty adviser will have monthly meetings with the students, during which current progress will be discussed. Each report should be approximately 750-1000 words. The entries will provide key source material for the final reflection paper.

The journal entries should have three sections and will be graded in the following manner:

- 5 Section one – A specific task/ issue in which the intern was involved
- 5 Section two – Reflection and observation
- 5 Section three - Future application

C. Semester-End Reflection Paper: 25%

The reflection paper should be 2500-3000 words. This should provide relevant background/context of the internship site, an overall description of the experience along with the tasks performed (frequency, duration, types of tasks performed). At least half the paper should be reflective – e.g., lessons learned, degree to which goals were achieved or not,

challenges faced, areas for improvement, and ideas for future projects. Criteria for grading final reflection -

- 5 Organization: clearly organised introduction, body and conclusion
- 8 Reflection: clearly thought through reflection on incidents and behaviours/ themes
- 8 Analysis: In-depth analysis supported by evidence and facts
- 4 Language, organisation, and referencing

D. Site Supervisor Evaluation Report- First Report: 15%

The site supervisor assessment will be conducted in two parts. The first site supervisor evaluation will account for 15% of total grade. This evaluation will be done when the intern has reached at least 60-90 internship hours.

E. Site Supervisor Evaluation Report- Final Report: 25%

The second supervisor evaluation will be conducted when the students have reached 120-180 hours.

Both the evaluations should be shared with the student. Supervisor should discuss the evaluation with the student to enhance the student's personal and professional growth, based upon the feedback.

Site Supervisor Evaluation Form

Name of Student:	
Evaluation Date:	
Site Supervisor/Evaluator:	
Organization Name	
Date of Evaluation:	
<p><i>The final evaluation should be shared with the student. Your discussion of the evaluation with the student is an opportunity to enhance the student's personal and professional growth, based upon the feedback.</i></p> <p>Please use the following numerical scale in assessing the performance of the intern on the metrics listed below. Please leave blank if not applicable:</p> <p>(5) OUTSTANDING (4) VERY GOOD (3) SATISFACTORY (2) NEEDS IMPROVEMENT (1) POOR</p>	
I. PROFESSIONAL PERFORMANCE	
	Able to establish work goals
	Successful in achieving goals and planning work to be accomplished
	Displays ability to perform responsibilities
	Possesses skills commensurate with academic level
	Demonstrates ability to actively listen and communicate ideas
	Writes effectively and professionally
	Effective in oral presentations
II. PROFESSIONAL KNOWLEDGE	
	Displays ability to integrate conceptual knowledge and professionally related skills
	Displays knowledge and understanding of programme principles and methods
	Demonstrates ability to apply knowledge in a practical manner
	Demonstrates ability to think independently
III. PROFESSIONAL PERSONALITY	

	Is courteous and tactful
	Displays mature judgement
	Consistent and fair with interpersonal relationships in the workplace
	Demonstrates flexibility
IV. PROFESSIONAL ATTITUDE	
	Displays initiative
	Accepts assignments willingly
	Demonstrates positive relationships with organisation's staff members
	Accepts suggestions, direction and critical evaluation
	Offers opinions and suggestions at appropriate times/place
COMMENTS Space is provided below for additional comments concerning this evaluation. If more space is needed, please attach a sheet or use the back of this form.	

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Statement of Justification	1	5
B. Journal Log Entries	2	30
C. Semester End Reflection Paper	1	25
D. Site Supervisor Evaluation Report- First Report	1	15
E. Site Supervisor Evaluation Report- Final Report	1	25
Total		100

Pre-requisites: CEP202 Community Engagement Practicum

Reading List:

Essential Reading

- Khoury, R. J., & Selby, J. (2021). How to intern successfully: insights and actions to optimize your experience. Waterside Productions.
- Mruk, C. J., & Moor, J. C. (2020). *Succeeding at Your Internship: A Handbook Written for and with Students*. Bowling Green State University.
- Woodard, E. (2015). *The Ultimate Guide to Internships*. Simon and Schuster.

Additional Reading

- Husebø, S. E., O'Regan, S., & Nestel, D. (2015). Reflective Practice and Its Role in Simulation. *Clinical Simulation in Nursing*, 11(8), 368–375.
<https://www.sciencedirect.com/science/article/pii/S1876139915000389>
- Russell-Chapin, L. A., Nancy Elizabeth Sherman, & Ivey, A. E. (2016). *Your Supervised Practicum and Internship: Field Resources for Turning Theory into Action*. Routledge.

Date: May 2024

Module Code and Title:	UGR401 Undergraduate Research Project
Programme:	BA in Social Sciences
Credit:	24
Module Tutor:	Supongbenla Longkumer (Coordinator) and Pratika Pradhan

General Objective: The first part of a year-long module aims to guide students through the design and conduct of an independent research project in the social sciences. It builds on what students learned in preceding research modules and is ultimately the culmination of the skills and knowledge students have acquired during their study of Social Sciences. The second part of the undergraduate research thesis will be held in the eighth semester. This module will provide students with the opportunity to conduct the individual study proposed in the previous semester. Students will apply their practical skills in conducting interviews, observation, focus group discussion, survey etc. in addition to other data collection methods to conduct their study. Students will work with 'real data' to answer the research questions using either quantitative or qualitative tools or both. Finally, students

will submit a research report following the APA format and also have their report presented as a poster presentation.

Learning Outcomes – On completion of the module, students will be able to:

1. Write a critical review of literature based on the focus of the study
2. Choose the best-fit research methods and tools for the proposed study
3. Construct innovative and relevant research questions
4. Design reliable and valid research instruments aligned with the chosen research method and design
5. Apply ethical principles related to the proposed study
6. Write an individual research proposal for the proposed study
7. Conduct a pilot study to test the relevance of data collection tools and instruments
8. Consolidate the research proposal by incorporating the recommendations and feedback of the supervisors
9. Produce original individual research work contributing to knowledge production within the context of Bhutan and beyond
10. Produce original individual research work contributing to knowledge production within the context of Bhutan and beyond'
11. Categorise research findings in accordance to the research questions or emerging themes
12. Discuss the strengths and limitations of the study
13. Analyze the research findings using appropriate tools based on the emerging themes
14. Categorise research findings in accordance to the research questions or emerging themes
15. Report research findings following the standard research ethics
16. Design a poster for the dissemination of their research findings to an appropriate audience.

Learning and Teaching Approach:

Part 1

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lectures & discussions	1	60
	Tutorials & one-on-one consultation	3	
Independent Study	Assignments	2	60
	Reading	2	
Total			120

Part 2

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lectures & discussions	1	60
	Tutorials & one-on-one consultation	3	
Independent Study	Assignments	2	60
	Reading	2	
Total			120

Assessment Approach for Part 1

A. Topic Worksheet - 5%

Students will each be required to provide their topic worksheet with details of at least three tentative research topics, specific aspects they wish to explore and the relevancy of the topic(s) within the context of Bhutan. After which, a research topic will be finalised in consultation with the students' respective Supervisor.

- 2 Topic
- 1.5 Specific aspects to cover
- 1.5 Relevancy

B. Annotated Bibliography - 10%

After a research topic has been finalised, each student will proceed to write an annotated bibliography on the chosen topic. Students are required to have at least ten academic sources, with variations from more than four types of sources. A summary of words ranging between 250-300 for each source is to be included. For the annotated bibliography, a variety of sources such as book, chapter, journals articles, reports etc should be surveyed. The following will be the criteria for evaluating the annotated bibliography

- 1 Quantity of sources
- 3 Variety of sources
- 1 Quality of summary
- 2 Quality of evaluation
- 1 Language
- 2 Citation

C. Literature review- 15%

Based on assessment approach B, students will provide a detailed literature review based on their chosen research topic in a thematic manner. The literature review is expected to include literature from various contexts within the social sciences, highlighting the current problems and issues with reference to the research topic identified, current debates and trends surrounding the issue proposed to be investigated, and gaps in existing literature. The literature review is expected to be between 1500-2000 words.

- 3 Problem Statement
- 3 Coverage and synthesis
- 2 Incorporating of feedbacks
- 5 Clarity of writing
- 2 References

D. Research Questions- 10%

Following the review of literature reviewed in Assessment C, students will construct or frame research questions for their respective study. Students are expected to construct one central research question followed by a minimum of three to four sub-questions. The research questions have to be relevant, clear and concise and aligned with the research methods and design chosen for the study. The research questions will be assessed on the following:

- 2.5 Clarity and specificity
- 3 Relevance and focus
- 2.5 Testability
- 2 Originality

E. Research Proposal (draft) - 10%

Students will be expected to provide a draft of their individual research proposal. The draft proposal should contain the research rationale, research questions, literature review with clear explanation and justification of the choice of research methodology, methods, and design planned for the study. Additionally, students also have to provide their research instruments along with their study timeline. The length of the draft proposal is expected to be within 2500-3500 words and will be assessed on the following:

- 2 Introduction and research questions
- 2 Literature review
- 2 Research Methodology
- 2 Research Instruments
- 1 References
- 1 Timeline

F. Pilot Testing of Research Tools and Instruments with Report- 10%

An individual pilot study of the students' study will be conducted to test the research tools and instruments. After which, students are expected to provide a detailed report on the pilot study, the data findings and analysis. Students will be expected also to provide a reflection of the overall research questions and provide insights about the findings and implications of the research questions in a clear and thoughtful manner. The report will be between 1500-2000 words and will be assessed on the following:

- 2 Introduction of the pilot study
- 3 Data findings and analysis
- 3 Conclusion and reflection
- 2 Language usage and organisation

G. Final Proposal- 30%

In the final research proposal, students are expected to have incorporated all feedback and comments from their respective Supervisors and Second Reader on earlier drafts. The final report has to demonstrate students' knowledge on the chosen topic theoretically and in terms of research methods. Students are also expected to provide a revised timeline of their study and the total word count of the final proposal is expected to be between 3000- 3500 words. In order to ensure the quality and feasibility of the research proposal, the following criteria will be considered:

- 4 Introductions and research questions
- 4 Literature review
- 2 Timeline
- 3 Research methods
- 2.5 Research tools
- 1.5 Research instruments
- 5 Pilot Study
- 2 Language and citations
- 6 Improvement

H. Oral Presentation (Pilot research and research proposal) - 10%

The final assessment for Part 1 of the Research thesis will have students individually defend their research proposal orally with the aid of an interactive PPT. The presentation will also include a brief report of their pilot study. Each student will be given 15- 20 minutes to present their proposal and will be evaluated on the following:

- 3 Content (quality of narrative, relevance, support of claims)
- 1 PPT
- 2 Creativity
- 2 Delivery (clarity, volume, pace)
- 1 Time management
- 1 Language

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Topic Worksheet	1	5
B. Annotated Bibliography	1	10
C. Literature Review	1	15
D. Research Questions	1	10
E. Research Proposal (Draft)	1	10
G. Pilot Research Report	1	10

H. Final proposal	1	30
I. Oral Presentation (Pilot research and research proposal)	1	10
Total		100

Pre-requisite: None

Subject Matter

Unit-I Introduction to Research Writing

- 1.1 Finding and evaluating credible sources
 - 1.1.1 Finding academic sources
 - 1.1.2 Differences between summarising and evaluating
 - 1.2.3 How to review literature
- 1.2 Writing Annotated bibliography and Literature review
 - 1.2.1 Meaning and differences
 - 1.2.2 'Weaving' literature and defining key concepts
 - 1.2.3 Citations and referencing
- 1.3 Formulating research questions
 - 1.3.1 Choosing and limiting research questions
 - 1.3.2 Writing original and thoughtful research questions

Unit-II Research Methodology (methods)

- 2.1 How to choose the 'best fit' research method
 - 2.1.1 Research tools and instruments
- 2.2 Justifying research methods
 - 2.2.1 Primary data versus secondary data
- 2.3 Data collection strategies - gaining entry into the 'field'
- 2.4 How to collect and store information from the field

Unit-III Ethical considerations in Social science research

- 3.1 Ethics before fieldwork
- 3.2 Ethics during fieldwork
- 3.3 Ethics after fieldwork

Unit-IV Pilot Study and Final Research Proposal

- 4.1 Pilot Study- why and how
 - 4.1.1 Descriptions of a pilot report - tests and findings
- 4.2 Submitting a final research proposal
 - 4.2.1 Structure and Format
 - 4.2.1.1 Contents of a research proposal

Assessment approach for Part 2

A. Update Report and Key findings - 15%

Students will submit an update report to their respective Supervisors with a detailed description of fieldwork, along with information on further work that requires completion. They will also be required to include their reflections on the data collected. This will be followed by details on key findings from the fieldwork, along with interview transcripts. The report will be evaluated on the following:

- 5 Description of up- to- date fieldwork
- 3 Reflection
- 5 Quality of data
- 2 Language

B. Data Analysis- 15%

For this assessment, students will provide a detailed description of their data findings in a clear and concise manner. Students should explain and interpret the data using the most apt analysis techniques. The data analysis should be supported by the data findings from the field and must be connected to research questions and the literature review. The data findings and analysis report will be evaluated on the following:

- 3 Description of the types of data
- 4 Data analysis procedure followed
- 3 Structure and Organization of key themes
- 2 Language Structure
- 3 Reference and citation Language

C. First full draft of study (excluding conclusion)- 20%

Students will be expected to submit the first full draft of their respective study to their Supervisors. The draft version should be between 9000- 10000 words and follow the APA format for their first draft. Incorporation of feedback from second reader and Supervisors must be reflected in the first draft of their study. The following are the criteria for assessment of the first complete draft:

- 2 Introduction
- 4 Literature Review
- 2 Research Methodology
- 2 Research Methods
- 5 Data findings and analysis
- 3 Language and Organisation
- 2 References and citations

D. Final Project Report - 35%

In the final project report, students will incorporate all the feedback and comments provided to complete their full research report. The following are the areas for evaluation:

- 3 Introduction and research questions
- 7 Literature review
- 8 Research methodology
- 8 Data findings and analysis
- 3 Conclusion
- 1.5 Language
- 1.5 Organisation
- 3 References and citation

E. Poster Presentation- 15%

For their final assessment, students will have their individual study presented in a poster format. Their respective Supervisors will not assess this assessment, but rather by the co-tutor of the module. Through the poster, students must demonstrate a high level of their topic and present their data originally and imaginatively. The poster presentation is expected to be in printed posters either in vinyl or PVC material, or hand made posters using chart papers. The size for both the posters will be a standard of 24 X 36 inches. The poster will be evaluated based on the following:

- 5 Quality of content
- 4 Design and creativity
- 2 Coverage and completeness
- 3 Clarity in delivery and handling of questions
- 1 Language use

Assessment approaches and its weightings

Areas of assignments	Quantity	Weighting (%)
A. Update Report and Key Findings	1	15
B. Data Analysis	1	15
C. First full draft of study (excluding conclusion)	1	20
D. Final Project Report	1	35
E. Poster Presentation	1	15
Total		100

Pre requisites: None

Subject Matter

Unit-I Orientation on Update Report and Key Findings

- 1.1 Writing an update report
- 1.2 Reporting and organising key findings

Unit-II Analysing Data and Writing Data

- 2.1 Data analysis strategies
 - 2.1.1 Reviewing data
 - 2.1.2 Integrating data findings
- 2.2 Writing Data Analysis
 - 2.2.1 How to begin writing data
 - 2.2.2 Formulating arguments and making claims

Unit-III Writing the Final Report

- 3.1 Return to Literature
- 3.2 Writing Introduction.
 - 3.2.1 Assembling a complete research report
 - 3.2.2 Writing Conclusion

Unit-IV Poster Presentation

- 4.1 Presenting a research poster
 - 4.1.1 Types of Posters
 - 4.1.2 Content of a Strong Poster
 - 4.1.3 Creativity and Format

Reading List:

Essential Reading

- Bhattacharjee, A. (2012). *Social science research: Principles, methods and practices*. Global Text Project. Retrieved from http://scholarcommons.usf.edu/oa_textbooks/3
- Cresswell, J.W., & Cresswell, J.D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
- Kothari, C. R. & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Delhi, India: New Age International Publishers.
- Kumar, R. (2014). *Research methodology: A Step-by-step guide for beginners* (4th ed). Sage

Additional Reading

- Becker, S. & Bryman, A. (Eds.). (2004). *Understanding research for social policy and practice*. Bristol: Policy Press.
- Bromage, A. (2008). *A brief note on research ethics*. Birmingham: Higher education resources. Retrieved from <http://highereducationresources.atSPACE.com/ethics.htm>
- Bryman, A. (2012). *Social research methods*. Oxford University Press.
- Doane, D. & Seward, L. (2016). *Applied Statistics in Business and Economics* (6th ed.). McGraw Hill.
- Dixon, J.C., Singleton, R. A., & Straits, B. C. (2018). *The process of social research*. Oxford University Press.
- Office of Behavioral and Social Sciences Research, US National Institutes of Health. (n.d.). *Qualitative methods in health research: Opportunities and considerations in application and review*. <http://obssr.od.nih.gov/pdf/Qualitative.pdf>
- Steneck, N. (2006). ORI introduction to the responsible conduct of research. Office of Research Integrity, US Department of Human and Health Services. <http://ori.dhhs.gov/education/products/RCRintro/index.html>

Date: May 2024

Module Code and Title:	POS404 Comparative Politics
Programme:	B.A. Social Science
Credit Value:	12
Module Tutor:	Rabilal Dhakal (coordinator), Pratika Pradhan

General Objective: This module provides a general introduction to the study of comparative politics; how and why we make these comparisons. The module will enable students to understand the differences and similarities between various popular constitutional arrangements. The module also aims to develop students' understanding of the evolution of political systems and major constitutions.

Learning Outcomes – On completion of the module, students will be able to:

1. Analyse the evolution of comparative politics as a discipline
2. Demonstrate a basic understanding of how executive, legislative and judicial institutions are structured
3. Evaluate the major political systems of the world
4. Differentiate between various types of political regimes
5. Explore the concept and roles of a party system and pressure groups
6. Examine the political culture of world politics
7. Identify political culture and trends in Bhutan through comparative analysis
8. Assess some of the current political developments in different countries
9. Compare Bhutan's political system with other major systems
10. Relate theories with current political systems
11. Examine the developments of hybrid political system in the 21st century

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	30
	Tutorials, class exercises, discussions	1	
Independent study	Assignments, homework, reflection	3	90
	Reading, revision	3	
	Total		120

Assessment Approach:

- A. Class Tests: 15%

To assess the understanding of different political systems, class tests (two) will be conducted in class.

B. Report and Gallery Walk: 15%

Report- 7.5

This will be a group assessment. Students will be divided into groups who will work on a particular political system or a state and write a detailed report on the selected system. The report will be evaluated based on the following criteria:

- 3 Understanding of the system and clarity
- 3.5 Right classification and assessment
- 1 Reference and citation

Gallery Walk- 7.5

The group will be required to make a poster presentation based on the report they write about the select system/state. It will be graded with at least one external member on:

- 1.5 Presentation (Content of the poster)
- 3 Verbal Presentation
- 3 Understanding and ability to respond to audience questions

C. Midterm Examination: 15%

Students will take a written exam of 1.5 hour duration covering topics up to the midpoint of the semester.

D. Reflection paper: 20%

Towards the end of the semester, students will write a reflection paper (1400-2000 words) on their journey and learning achievement on select units of the module as instructed by the tutor. The objective of the paper is to relate theories with actual political systems. This is an individual assessment. It will be marked on;

- 3 Organisation
- 4 Content (theoretical understanding and application)
- 10 Reflection and analysis
- 3 Originality

E. Viva voce: 5%

Viva will be conducted at the end of the semester to check the knowledge of the subject matter learnt during the semester. Each student will be asked questions from any unit, chapter, article discussed in the class.

F. Semester-End Exam 30%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Class tests	2	15
B. Report and gallery walk	1	15 (7.5+7.5)
C. Midterm Exam	1	15
D. Reflection paper	1	20
E. Viva voce	1	5
Semester-End Examination (SE)		30

Pre-requisites: None

Subject Matter:

Unit I: Introduction

- 1.1. Difference between comparative politics and government
- 1.2. Nature and scope of comparative politics- reasons for comparing
- 1.3. Approaches to comparative politics: behavioural, traditional, structural-functional, systems approach
- 1.4. The risks of comparison

Unit II: States, Regimes and Political Systems

- 2.1 Nation and States
- 2.2 Regimes: Varieties of democracy, varieties of autocracy
- 2.3 Constitution and the legal framework: constitutions, constitutional courts, judicial activism, judicial review
- 2.4 Administrative laws in democracies and autocracies
- 2.5 Legislature: structure and function of legislature in democracies and autocracies
- 2.6 Executive: political executive, parliamentary, presidential, semi-presidential, and executive in authoritarian states
- 2.7 Federal, unitary and local governments

Unit III: Government Institutions

- 3.1 Evolution of the constitution: ideological basis, characteristics of the constitution
 - 3.1.1 Magna Carta and British Constitution
 - 3.1.2 The rights of the man and of the citizen (1789) and French Constitution
 - 3.1.3 US Constitution
- 3.2 Electoral system: different electoral systems in democracies
- 3.3 Political participation; parties and pressure groups
- 3.4 Electoral systems: Comparing Bhutan's electoral process with the USA, UK, India, China, South Africa, Switzerland.

Unit IV: Political Culture

- 4.1 Meaning is civic culture
- 4.2 Political trust and social capitalism
- 4.3 Political socialisation: political activism, political communication
- 4.4 Political cultures in democracies and its relation to Bhutan
- 4.5 Political cultures in authoritarian states
- 4.6 Elite political culture: impacts on power relations and dynamics
- 4.7 Elite political culture in Bhutan: trends and future prediction
- 4.8 Future of political system: new trends, impacts of non-human governance

Reading List

Essential Reading

- Almond, (2000), *Comparative Politics Today: A World View*. Harper.
- Harrop, M. & Hague, R. (2013). *Comparative Government and Politics*. Palgrave Macmillan.
- Newton, K., & Van Deth, J. W. (2021). *Foundations of Comparative Politics: Democracies of the Modern World* (4th ed.). Cambridge University Press.

Additional Reading

- Brands, H. (2018), Democracy vs Authoritarianism: How Ideology Shapes Great-Power Conflict. *Survival*. (60)5, 61-114.
- Caramani, D. (2020), *Comparative Politics* (5th ed). Oxford University Press.
- Hauss, C. (2015), *Comparative Politics: Domestic Responses to Global Challenges* (9th ed). Cengage Learning.
- Ekman, J. (2009). Political Participation and Regime Stability: A Framework for Analyzing Hybrid Regimes. *International Political Science Review*, 30(1), 7-31.
doi:10.1177/0192512108097054
- Steiner-Khamsi, G. (2010). The Politics and Economics of Comparison. *Comparative Education Review*, 54 (3), 323-342. doi:10.1086/653047

Date: July 2024

Module Code and Title:	SOC404 Urban Sociology and Migration
Programme:	BA in Social Sciences
Credit:	12
Module Tutor:	Zajano Z Yanthan

General Objective: This module provides students with a sociological perspective on a range of themes and challenges associated with urbanisation and urbanism. It offers a comprehensive overview of the evolution of the world's cities, emphasising various dimensions of the history of migration. It further explores and focuses on how forms of migration interact with social positions in Bhutan and elsewhere.

Learning Outcomes – On completion of the module, students will be able to:

1. Interpret key concepts, theories, and research traditions in the field of urban sociology and migration
2. Argue on urban theories, their significance, debates and Influences in the tradition of urban sociology
3. Review migration and cities as an arena of human search for meaningful ties, battle ground for urban conflict and struggles
4. Assess the interplay of state and the phenomenon like globalisation in the contemporary migration pattern
5. Evaluate forces like social, political and economic transformation affecting societies, concurrently shaping contemporary migration trends globally and in particular to Bhutan
6. Engage in evaluating a range of urban planning and policies that are demonstrated from contested urban spaces in relation to GNH, while also addressing the growing concerns of migration in Bhutan
7. Evaluate the impact of local actions on global migration trends.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	30
	Tutorials, class exercises, discussions	1	
Independent study	Assignments, homework, reflection	3	90
	Reading, revision	3	
Total			120

Assessment Approach:

A. Case study Analysis: 20%

Students (individually) will select case studies of different migration scenarios from across the world (from at least two different countries). They will identify driving factors of migration: social, economic, and political; debates and discourse on impacts of migration on either host or origin places using various lenses (example, policy, infrastructure, cultural and others). Based on these, students will analyze by applying theories discussed in class to explain current migration patterns and predict migration trends of Bhutan. The case analysis will be assessed on the following:

First stage: Proposal (1500-2000 words)

- 5 Topic, rationale of area/case studies chosen, identification of theories/ theory, references
 - 5 Content quality of the literature review
- Final stage: (2500-3000 words)
- 6 Quality of content and analysis (includes fulfilling all the expected criteria for content, use of relevant and adequate support for all claims made, quality, relevance of selected examples, ties analysis to relevant module concepts)
 - 2 Organization
 - 2 References

B. Debate 20% (10% each)

Students will engage in structured debate sessions, on issues related to urbanization and migration, one before the midterm and the other after the midterm. The debate will be in groups with 4-5 members in each group. Each team will prepare on motion and on against the theme (urbanization and migration). The assessment will take place in a seminar setting, moderated by the course instructor.

- 5 Accuracy of argument and analysis (includes well stated, quality of analysis, relevant and adequate support for all claims made, ties analysis to relevant module concepts) (group points)
- 2 Presentation skills: clarity of speech, adherence to time constraints (individual points)
- 3 Team work: distribution and collaboration of roles, quality of response to counterarguments (group points)

C. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

D. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Case study Analysis	1	20
B. Debate	2	20
C. Midterm Examination	1	20
D. Semester-end Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Urban Sociology

- 1.1. Concepts of urban sociology
- 1.2. The evolution of urban sociology
- 1.3. The social, spatial, natural, and built environment
 - 1.3.1. Shaping and stratification of cities
 - 1.3.2. The urbanization of human populations
 - 1.3.3. Urbanism as a way of life
 - 1.3.4. Urbanism, urbanization and urban issues
- 1.4. The production and organization of urban spaces
 - 1.4.1. Urban society and culture
- 1.5. The global city (Sassen)

Unit II: Major Theories in Urban Sociology

- 2.1 The Classical Foundations of Urban Sociology
- 2.2 Chicago Urban sociology: The ecological approach
- 2.3 The metropolis and mental life: Georg Simmel
 - 2.3.1 Community and Society (Tonnies)
 - 2.3.2 Mechanical to organic solidarity (Durkheim)
- 2.4 Neo-Weberian: Non-spatial urban sociology
- 2.5 Manuel Castells: Capitalist urbanization
- 2.6 Trends in contemporary Urban Sociology

- 2.6.1 Ecology and political economy
 - 2.6.1.1 Class conflict, social problems and social ties
- 2.6.2 Collective behaviour and social movements
- 2.6.3 Infrastructure sociology
- 2.6.4 Liveability and the global city

Unit III: Migration Sociological Theories

- 3.1 Terms and concepts of migration
- 3.2 Push and pull factors
- 3.3 Forms of contemporary migration
 - 3.3.1 Forced Migration
 - 3.3.2 Labour migration
 - 3.3.3 Education migration
 - 3.3.4 Climate induced migration
- 3.4 Sociological theories of migration
 - 3.4.1 Functionalist theories
 - 3.4.2 Historical-structural
 - 3.4.3 Aspiration-capabilities model
 - 3.4.4 Migration system theory

Unit IV: Migration and Urban concerns

- 4.1 Trends and challenges of migration/ migration and social locations
 - 4.1.1 Emigration and Immigration
 - 4.1.2 Minority formation, slums and ghettoisation
 - 4.1.3. Crime and violence
 - 4.1.4 Urban inequalities: divisions, difference, and exclusions
 - 4.1.5 Constructing community, civic democracy, and new urban design
- 4.2 Migration, State and Policies
 - 4.2.1 The role of the state in migration
 - 4.2.2 State and urban cities
 - 4.2.3 Urban politics, policy, and planning

Unit V: Urbanization and Migration in Bhutan

- 5.1 Stages and history of Urban growth in Bhutan
 - 5.1.1 Before 1950
 - 5.1.2 After 1950
- 5.2 Urbanization concerns in Bhutan.
 - 5.2.1 Questions of migration, and pluralism
 - 5.2.2 Questions of Environmental concerns and urbanization in Bhutan
- 5.3 Urban planning and Bhutanese philosophy- GNH
- 5.4 Impact of urbanisation on rural areas
- 5.5 The Future of Urban Sociology in Bhutan
 - 5.5.1 New trends leading to urbanization and migration
 - 5.5.1.1 Local actions influencing global migration
 - 5.5.1.2 Cultural assimilation
- 5.6. National and international trends of migration in Bhutan
 - 5.6.1 History of migration in Bhutan from 16th to 20th century
 - 5.6.2 International migration pattern in the 21st century;

Reading List

Essential Reading

- De Haas, H., Castles, S., & Miller, M. J. (2019). *The age of migration: International population movements in the modern world*. Bloomsbury Publishing.
- Sassen, S. (2001). *The Global City: New York, London, Tokyo*. Princeton University.
- Walcott, S. (2009). Geographical Field Notes: Urbanization in Bhutan. *Geographical Review*, 99(1):81-93.

Additional Readings

- Ansari, M. (2017). Distress Migration and Individual Happiness in Bhutan. *Development Challenges in Bhutan: Perspectives on Inequality and Gross National Happiness*, 69-91.
- Barriga, W. (2013). Migration trends in the contemporary world. *Migration policy review*, 5.
- Carolyn, R. (2002). Balancing values: development strategies that sustain the cultural heritage of rice paddies and the natural landscape in Thimphu, Bhutan, *Massachusetts Institute of Technology*
- Flanagan, G.W. (2010). *Urban Sociology: Images and Structures* (5th ed). Rowman & Littlefield Publishers, INC..
- Gottdiener, M., & Feagin, J. R. (1988). The paradigm shift in urban sociology. *Urban Affairs Quarterly*, 24(2), 163-187.
- May, T., Perry, B., Le Gales, P., Sassen, S., & Savage, M. (2005). The future of urban sociology. *Sociology*, 39(2), 343-370.
- Rauscher, R. C., & Momtaz, S. (2017). *Cities in Global Transition: Creating Sustainable Communities in Australia*. Springer International Publishing.
- Savage, M. & Ward, K. (2020). *Urban sociology, capitalism and modernity*. Bloomsbury Publishing.
- Schoenfeld, A. C., Meier, R. F., & Griffin, R. J. (1979). Constructing a social problem: The press and the environment. *Social problems*, 27(1), 38-61.
- Walcott, S. (2009). Urbanization in Bhutan. *Geographical Review* 99(1):81-93.

Date: May 2024

Module Code and Title: EES404 Science, Society, and Environment in the Himalayas
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Chencho Dorji

General Objective: This module examines the interconnections between science, societies, and the environment in the Himalayan settings. The module equips students with the knowledge and conceptual skills to critically engage with new scientific findings and discussion about the Himalayas in ecological, climatic, social, political, and cultural terms, and the relations between these.

Learning outcomes – On completion of this module, students will be able to:

1. Illustrate Deep Time approaches to understanding the formation and evolution of the Himalayas
2. Evaluate how Himalayan affordances enable and shape multispecies lifeworlds both within the Himalayas and beyond
3. Assess the historical peopling of the Himalayas and contemporary demographic patterns
4. Interpret the diverse aspects of the Himalayas including its social, ecological, religious, cultural, and linguistic dimensions
5. Appraise the major anthropogenic impacts and their implications in varied Himalayan contexts
6. Compare and connect scientific and indigenous approaches to ecologies and climate (change)
7. Evaluate the diverse connections among science, society, and the environment
8. Argue the need for interdisciplinary approaches in addressing socio-ecological challenges and transformations in the Himalayas
9. Examine the opportunities and challenges for achieving sustainable Himalayan futures.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	30
	Tutorials, class exercises, discussions	1	

Independent study	Assignments, homework, reflection	3	90
	Reading, revision	3	
Total			120

Assessment Approach:

A. Case-Based Response Essay: 15%

Students will individually explore and identify a relevant case in line with the module contents. Students will have to discuss the selected case study with the module tutor. This assessment will be written in class with a word limit between 800-1000 words. The response essay will be marked based on the following criteria:

10	Quality of response (reflection, critical analysis, argument)
2	Organization and coherence
1	Language
2	References

B. Panel Discussion: 15%

Students will research an ecological / climatic transformation in the Himalaya and its relation to a selected local community. Students will be divided in groups of 3-4 members depending on the class size. Each group is to conduct secondary research on their assigned topics and present it in the form of a panel discussion. This engagement will involve class-based discussions and findings from their own research. While this assessment is a group work, the individual contributions and involvement during the discussion will be assessed based on the rubric. The final grade of the students will be the aggregate of individual and group marks. The panel discussion is expected to be held within 20 minutes and 10 minutes for the question and answer session for each group. They are expected to provide their understandings, perspectives and recommendations and will be assessed on the following:

9	Quality of content (reflection, critical analysis, argument, evidences)
3	Delivery (volume, pace, coherence, clarity)
1	Organization
1	Language
1	References

C. Open Book Test: 10%

Students will be provided with one of the readings covered in a class discussion. Based on this reading material, students will have to individually write the in-class test. The test will be an open book test and will be evaluated on the following:

6	Quality of content (reflection, critical analysis, argument)
2	Organization
1	Language
1	References

D. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the midpoint of the semester.

E. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Case based response Essay	1	15

B. Panel Discussion	1	15
C. Open Book Test	1	10
D. Midterm Examination	1	20
E. Semester-end Examination (SE)	1	40
Total		100

Prerequisite: None

Subject matter:

Unit I: The Himalayas as a Life-giving Force

- 1.1. Introduction to the Himalayas: Geology versus geography
- 1.2. The mountain ecologies
- 1.3. Tectonic forces and Deep Time: the making of the Himalayas
- 1.4. The Himalayas as a local and regional climate-maker and changer
- 1.5. The Himalayas as the 'Third Pole': Glaciers, snow, and rivers
- 1.6. Himalayan biodiversity and ecosystems
- 1.7. Himalayan affordances to lower altitudes and plain regions

Unit II: Himalayan Peoples and Cultures

- 2.1 Human histories: the Peopling of the Himalayas
- 2.2 Genes, Species, and Ecosystems
- 2.3 Landscape and livelihoods
- 2.4 Himalayan diversities (religion, languages, cultures)
- 2.5 Mobilities and migration
- 2.6 Gender and social dynamics in Himalayan societies
- 2.7 Tradition and modernity in the Himalayas: key trends and implications
- 2.8 The position and place of Bhutan within the Himalayan chain

Unit III: The Anthropogenic Himalayas

- 3.1 Human versus natural histories
- 3.2 Indigenous versus anthropogenic Himalayas
- 3.3 Concreting the Himalayas: Mountain cities and infrastructure development
- 3.4 The Himalayas as a geopolitical hotspot: History and contemporary implications
- 3.5 The leveraging of the Himalayas: Hydropower, forests, and mineral resources
- 3.6 Theory of Himalayan Environmental Degradation
- 3.7 Development and Disasters
- 3.8 Tourism and its Impact on the environment: A case study

Unit IV: Science, Society, and Sustainable Futures

- 4.1 Science on the roof of the world: Colonial origins
- 4.2 The Himalayas in the Intergovernmental Panel on Climate Change (IPCC)
- 4.3 Introduction to Himalayan scientific knowledge and predictions
- 4.4 The Melting Himalayas
 - 4.4.1 Climate change and the cryosphere
 - 4.4.2 Consequences of cryospheric change for water resources and hazards
 - 4.4.3 Effects of a changing cryosphere on biodiversity and ecosystem services
 - 4.4.4 Cryospheric change, adaptation, and sustainable development
- 4.5 Landslides and earthquake hazards in the Himalayas
- 4.6 Loss and damages (ecological, biodiversity, species, and cultures)

Unit V: Indigenous Knowledge Traditions and Local Responses

- 5.1. The relationship between science, policy, and societies in Himalayan contexts
- 5.2. Connecting and integrating scientific and indigenous knowledge system and practices
- 5.3. The quest for sustainable Himalayan futures
- 5.4. Governance, institutions, & policies
- 5.5. Himalayan ecosystem conservation initiatives: Case-studies
- 5.6. Citizens' science
- 5.7. Himalayan environmental movements and activism

5.8. The future of indigenous knowledge

Reading List:

Essential Reading

- Pachau, J., & Schendel, W. (2022). *Entangled Lives: Human-Animal-Plant Histories of the Eastern Himalayan Triangle*. Cambridge University Press. doi:10.1017/9781009215480
- Pandit, M. K. (2017). *Life in the Himalaya: An Ecosystem at Risk*. Raven. Harvard University Press.
- Smyer Yu, Dan & Erik de Maaker (2021). *Environmental Humanities in the New Himalayas: Symbiotic Indigeneity, Commoning, Sustainability*. Routledge.

Additional Reading

- Banerjee, M. and J.J.P. Wouters. (2022). *Subaltern Studies 2.0: Being Against the Capitalocene*. Prickly
- Bell, C. (1996). The people of Tibet. Motilal Banarsidass Pvt Ltd. (Original work published. Clarendon Press, 1928)
- Berremen, G. D. (1963). Peoples and Cultures of the Himalayas. *Asian Survey*, 289-304. <https://doi.org/10.2307/3023521>
- Brauen, M., & Ramble, C. (Eds.). (1993). Proceedings of the international seminar of Tibet and the Himalayas: September 21-28 1990 at the Ethnographic Museum of the University of Zurich. Volkerkundemuseum der Universitat Zurich.
- Bulgheroni, M. (2023). Climate Change and Social Change in a Himachal Village: A New Road and its Significance. *Himalaya Journal*, 2023(7824). <https://doi.org/10.2218/himalaya.2023.7824>
- Camino, A. (2002). An untapped potential for cooperation in science and technology for mountain conservation and sustainable development: the case of the Andes and the Himalayas International Seminar on Mountains (ISM), Kathmandu, Nepal. In *Proceedings of the International Seminar on Mountains, Kathmandu March* (pp. 6-8).
- Guneratne, A. (Ed.). (2009). *Culture and the Environment in the Himalaya*. Routledge.
- Huber, T (2020) *Source of Life: Revitalization Rites and Bone Shamans in Bhutan and the Eastern Himalayas*. Austrian Academy of Science Press.
- Ives, J. D. (2012). Environmental change and challenge in the Himalaya. A historical perspective. *Pirineos*, 167, 29-68.1.3.
- Liechty, M. (2003). *Suitably modern: Making middle-class culture in a new consumer society*. Princeton University Press.
- Pandit, M. K., Manish, K., & Koh, L. P. (2014). Dancing on the roof of the world: ecological transformation of the Himalayan landscape. *BioScience*, 64(11), 980-992.
- Ojha, H. R. (2020). Building an Engaged Himalayan Sustainability Science. *One Earth*, [534-537]. <https://doi.org/https://doi.org/10.1016/j.oneear.2020.10.009>
- Pigg, S. L. (1992). Inventing social categories through place: Social representations and development in Nepal. *Comparative studies in society and history*, 34(03), 491-513. <https://doi.org/10.1017/s0010417500017928>
- Tamang, M. S. (2022). Nepal Central Highland. In J. J. P. Wouters & M. T. Heneise (Eds.), *Routledge Handbook of Highland Asia* (pp. 169-181). Routledge. <https://www.routledgehandbooks.com/doi/10.4324/9780429345746-15>
- Tiwari, P. (2008). Land use changes in Himalaya and their impacts on environment, society and economy: A study of the Lake Region in Kumaon Himalaya, India. *Advances in Atmospheric Sciences*, 25, 1029-1042.
- Ura, K., & Galay, K. (2004). Gross national happiness and development. *Thimphu: The Centre for Bhutan Studies*.
- Wouters, Jelle J.P. and Michael T. Heneise. 2022. *The Routledge Handbook of Highland Asia*. Routledge.
- Wouters, Jelle J.P. 2023. Where Is the 'Geo'-political? More-Than-Human Politics, Politics, and Poetics in the Bhutan Highlands. In: *Capital and Ecology*

Date: May 2024

Module Code and Title: STY404 Science and Technology Perspectives on Global Problems
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Jelle J P Wouters (Coordinator) and Zajano. Z. Yanthan

General Objective: This module adds an application component to the theories, themes, and concepts students have acquired in previous modules on science, technology, and society by discussing the global and ethical implications of new developments in science and technology. This module will critically appraise diverse issues, opportunities, and challenges related to scientific and technical developments in relation to various spheres such as politics, the environment, healthcare, the economy, intellectual property rights, and gender relations. Students will learn to critically engage with the global prospects and debates of these new developments in science and technology.

Learning outcomes – On completion of this module, students will be able to:

1. Explain the varied character of STS and its interdisciplinary relevance to a wider world
2. Acquire empirical and theoretical knowledge of global problems from interdisciplinary STS perspectives
3. Demonstrate the ways that STS provides perspective that contribute to the understanding of major problems facing humanity
4. Apply STS knowledge to propose persuasive cases for potential STS contributions to global problems
5. Explain different relations between science, technology and society for development
6. Engage the major issues in the international debates on science and technology and their impact on the interactions among individuals and among countries
7. Critically appraise the ethical ramifications of new developments in Science and Technology
8. Explore how science and technology impact global politics and power hierarchies.
9. Critically examine the value, responsibilities and limitations of science in addressing global challenges
10. Communicate STS explanations and perspectives on global challenges.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	1	30
	Tutorials, class exercises, discussions	1	
Independent study	Assignments, homework, reflection	3	90
	Reading, revision	3	
	Total		120

Assessment Approach:

A. Term paper: 25 %

Students will write a comprehensive essay (individual) on analysing and addressing global problems identified and discussed in classes. They are expected to use the approaches of science and technology studies in addressing and in analysis of proposed global problems. The submission of the full assignment will be towards the end of the semester, providing ample time for in-depth readings and thorough analysis. The term paper will be assessed on the following criteria:

Draft: 10%

- 5 Content: Clear introduction of the problem, proposed approaches, accuracy and relevance of observations and arguments
- 3 Structure
- 2 Reference

Final: 15%

- 7 Content: profound knowledge and in-depth analysis
- 3 Innovation and problem solving
- 3 Writing quality and style: logical organization of content, coherent argument
- 2 Reference

B. Leading classroom discussion: 15%

Students will be provided with learning materials before the class session. This can include pre-recorded video lectures, readings, or online tutorials. Students will be divided into groups of 3-4 members. Classroom time is then dedicated to activities that reinforce understanding, such as discussions, problem-solving, group projects, and experiments. In this setting, the role of the teacher shifts from being the primary source of information to that of a facilitator and mentor, guiding students through their learning process.

- 6 Content: accuracy and depthness, relevance, argument, (group points)
- 6 Delivery: audibility, clarity and clear structure (Individual points)
- 3 Team work: interactive PPT, coherency of argument (group points)

C. Midterm Examination: 20%

Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester.

D. Semester-end Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Term paper	1	25
B. Leading Classroom Discussion	1	15
C. Midterm Examination	1	20
D. Semester-End Examination (SE)	1	40
Total		100

Pre-requisites: None

Subject Matter:

Unit I: Intersections: Science, Technology, and the World

- 1.1 How scientists think
- 1.2 Technological fixes, solutionism, and their critics
- 1.3 Approaches to fundamental principles of Science and technology studies:
 - 1.3.1 Actor-Network Theory
 - 1.3.2 Feminist Epistemologies of Science
 - 1.3.3 Technological Determinism
 - 1.3.4. Socio technical system
 - 1.3.5. Humanistic approaches
 - 1.3.6 Indigenous science

Unit II: STS and global inequality:

- 2.1 Global north and global south
 - 2.1.1 Production, distribution and consumption of science and technology
 - 2.1.2 Global information (in)justice
 - 2.1.3 Non-binary approach to colonial discourses of science and technology
- 2.2. Governance and global development
 - 2.3.1 Technoscientific projects
 - 2.3.1.1 Technology transfer
 - 2.3.1.2 Surveillance Capitalism and its Threats
 - 2.3.1.3. Biometric ID system
- 2.3 Technoscientific evolution of nationalism
 - 2.3.1 Technology and the military
 - 2.3.2 Genomics, biotechnologies and community
 - 2.3.3 Science and nationalism.

Unit III: STS approaches to global problems

- 3.1 The implications of STS perspectives and approaches on global problems
- 3.2 STS approaches to development
- 3.2 STS perspectives on pandemics, healthcare and inequality
- 3.3 STS and the future of education
- 3.4 STS and human reproduction and gender
- 3.5. STS in relation to global food systems and security

Unit IV: STS and Ethical Questions

- 4.1 Ethical issues in science and technology in relation to global problems
- 4.2 Bioethics: Medical Science and Technology in Society
- 4.3 STS, the military, and war: ethical repercussions
- 4.4 Ethical dilemmas: case-studies
 - 4.4.1 Editing of children's genomes
 - 4.4.2 Online privacy
 - 4.4.3 Robots and the right to kill
 - 4.4.4 Synthetic life-forms
 - 4.4.5 Geoengineering the planet
 - 4.4.6 Social credit systems
 - 4.4.7 Neurotechnology and privacy

Unit V: STS, Climate, and the Environment

- 5.1 STS perspectives and approaches to climate change and related ecological crises
- 5.2 STS and New modes of governance
 - 5.2.1 Environmental Laws, regulations and treaties
 - 5.2.2 Integrated Policy Approach to Science, Technology, Risk and the Environment
- 5.3 STS and renewable energy
- 5.4 STS and climate change
- 5.5 STS and gene sequencing and protecting endangered species
- 5.6 Critiques of STS ability to address climate change

Reading list:

Essential reading

- Arnold, D., & Erich DeWald. (2012). Everyday Technology in South and Southeast Asia: An introduction. *Modern Asian Studies*, 46(1), 1-17.
- Latour, B. (1987). *Science in Action: How to Follow Scientists and Engineers through Society*. Harvard University Press.
- Sismondo, S. (2010). *An introduction to science and technology studies*. Wiley-Blackwell.

Additional Reading

- Fischer, F. (2019). Knowledge politics and post-truth in climate denial: on the social construction of alternative facts, *Critical Policy Studies*, 13:2, 133-152.
- Harris, S. J. (2011) 'Long-distance corporations, sciences, and the geography of knowledge,' in Sandra G. Harding. (ed.), *The Postcolonial Science and Technology Studies Reader*. Duke University Press.
- Hsuan H. (2014). Nuclear Colonialism and Mapping, in 'Representing environmental risk in the landscapes of US militarization.' *Environment & Society Portal*, Virtual Exhibitions no. 1. Rachel Carson Center for Environment and Society.
- Jasanoff, Sheila, Gerald E. Markle, James C. Peterson, & Trevor Pinch (eds) (1995) *Handbook of Science and Technology Studies*. Sage.
- Kwet, M. (2019). Digital colonialism: US empire and the new imperialism in the Global South. *Race & Class*, 60(4), pp3-26.
- Langdon Winner, "Do Artifacts have Politics?" (1980) in *The Whale and the Reactor: Search for Limits in an Age of High Technology*. University of Chicago Press, 1986, pp.19-39.
- Latour, Bruno. (1987) *Science in Action: How to Follow Scientists and Engineers through Society*. Harvard University Press.

Date: May 2024

Module Code and Title: SOC405 Seminars on Contemporary Bhutan Studies
Programme: BA in Social Sciences
Credit: 12
Module Tutor(s): Zajano Z. Yanthan

General Objective: This module focuses on critically engaging students with current issues, trends and findings across the field of social sciences. It is a reading-intensive module based on a seminar style class format. In this module, students will build on their ability developed in previous modules, to engage analytically on a wide range of topics. The content of this module will help students stay updated with the latest information on the most significant and relevant topical developments and issues.

Learning Outcomes – On completion of the module, students will be able to:

1. Examine new trends and departures in the scholarship on Bhutan
2. Evaluate Bhutan's response to the contemporary environmental issues
3. Critique Bhutan's approach to socio-economic development
4. Assess the recent development of science and technology in Bhutan
5. Interpret Bhutan's position in various contemporary global development
6. Interpret the roles of various stakeholders in addressing contemporary issues in Bhutan
7. Articulate opinions on current affairs in Bhutan
8. Provide constructive peer feedback and peer reviews on assessments
9. Demonstrate facilitation skills including ability to guide discussions, encourage participation, and manage divergent opinions constructively
10. Evaluate critically the sources of information.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Seminar	2	30
Independent study	Assignments	2	30
	Reading	4	60
Total			120

Assessment Approach:

A. Research Symposium: 40%

The assessment will be divided into two milestones: First, students will individually write an opinion piece about a topic of contemporary concern in Bhutan. The student must make an argument using at least one social science concept and one reading from the class. In the second milestone, students will present the individual opinion piece using an interactive PPT. Each paper will be peer reviewed before the symposium. The paper will be between 1300-1500 words in length and the PPT will be for a duration of 10 minutes. Following will be the criteria:

First milestone: 20%

- 7.5 Quality of content: Clear introduction, accuracy and relevance of observations and arguments;
- 7.5 Profound knowledge and in-depth analysis;
- 5 Structure; Reference writing quality and style: logical organization of content, coherent argument

Second Milestone:

- 8 Delivery (volume, clarity, pace, organization of arguments)
- 4 Interactive PPT

- 4 Language
- 4 Peer participation

B. Leading Class Discussion: 20%

Students over the semester will work with one or two partners to lead class discussion on a relevant reading, text, or news piece which they have identified themselves and confirmed with the tutor. The discussion will be expected to last 40- 50 minutes. During the discussion, students will be (1) summarising the reading in their own words, including identifying and explaining key terms and concepts; (2) preparing discussion questions to stimulate class discussion; (3) facilitating a clear and helpful discussion that will help the class as a whole to understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading and clarify any doubts or questions they have about the reading.

- 2 Pre-discussion meeting
- 5 Quality and accuracy of summary
- 5 Relevancy of the material and discussion
- 3 Thoughtfulness and effectiveness of discussion questions
- 3 Quality and effectiveness of facilitation of discussion
- 2 Teamwork

C. In class quiz: 20%

Students will be given 4 quizzes, each worth 5% based on current events occurring within Bhutan. The quizzes will reinforce and enhance their knowledge on current affairs. It will also help students be proactive in classroom discussions and engagements. Clear instruction on the quiz format, types and material allowed will be provided in advance.

D. Role Play: 20%

Tutor and students will select a contemporary issue for the role play. Each student will select a unique stakeholder in relation to the issue from within Bhutan and imitate the role of the selected stakeholders to address the identified contemporary issue. Each student will be allotted 5-7 minutes. The role play will be assessed using the following criteria:

- 4 Familiarity and understanding of the issue
- 4 Interpretations of the roles of and impact on various stakeholders in Bhutan
- 4 Characterisation of the role
- 4 Accuracy and relevancy to the role
- 2 Preparedness and confidence
- 2 Language: Articulation and Clarity

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Research Symposium	1	40
B. Leading class discussion	1	20
C. Quiz	4	20
D. Role play	1	20
Total		100

Pre-requisites: None

Subject Matter: This is a self-updating module. The contents will be freshly designed each year by the tutor in accordance with emergent themes, trends, and developments in the social sciences. The work-plan will have a minimum of four units, one unit each for the four major clusters of the programme. The exact subject-matter and readings should be proposed, debated, and finally be agreed upon by the Programme Committee chaired by the programme-leader prior to the start of the semester.

Reading List: As the subject matter is expected to change from one semester to the next, so will relevant readings. The readings will be updated and provided to the students as and when required.

Dema, Tshering. (2023, October 14). Unveiling ambitious 13th Five-Year Plan for Infrastructure. *The Bhutanese*.

<https://thebhutanese.bt/unveiling-ambitious-13th-five-year-plan-for-infrastructure/>

Dema, Tashi. (2017). Women in Bhutan : the Gender Discussion. *The Druk Journal*. 3/2, pp.123-130.

Nielsen, Larsen, Sille. (2020). When Your Personal Data Becomes Everyone's Property. *The Druk Journal*, 6/1, pp,114-121.

The Masterplan vision for Gelephu Mindfulness City unveiled. (2023, December 20). *TheBhutanese*

<https://thebhutanese.bt/the-masterplan-vision-for-gelephu-mindfulness-city-unveiled/>

Date: May 2024

Module Code and Title: POS403 South Asian Geopolitics
Programme: BA in Social Sciences
Credit: 12
Module Tutor: Saurav Chaliha

General Objective: This module will provide students with a broad introduction to the nature of diplomacy in the South Asian region. It will assess inter- state relations through the lens of international relations theories. Emphasis will be laid on geopolitical opportunities and challenges faced by countries in the region.

Learning Outcomes – On completion of the module, students will be able to:

1. Evaluate theories in international relations pertinent to the political landscape of South Asia
2. Analyse the historical development of inter-state relations in South Asia
3. Evaluate the role of non-state actors and terrorism in the geopolitics of South Asia
4. Examine South Asia's cooperative endeavours to combat emerging challenges
5. Identify common themes and variances within the theory and practice of international relations in South Asia
6. Discuss the factors affecting the foreign policy of South Asian Nations
7. Illustrate negotiation and diplomacy skills in promoting regional corporation.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture	2	45
	Tutorials, class exercises and discussions	1	
Independent Study	Reading, revision, VLE related activities and written assignments	5	75
Total			120

Assessment Approach:

A. Argumentative essay: 10%

Students are required to write an individual argumentative essay on any theoretical approach of international relations in South Asia. The length of the paper will be between 600-750 words. Assessment criteria for the argumentative essay are as follows:

- 2 Summary of key legal concepts
- 3 Legal arguments supporting and opposing the approach
- 2 Conclusion

1.5 Language and organisation

1.5 References

B. Case Study Assignment: 15%

Students are required to assess any case related to achievements or failures of South Asian geopolitics. This is an individual assignment that will be 1200-1500 words in length. This assessment is divided into two portions: a draft and final submission.

- 5 Proposal outlining the selected topic and proposed argument (Draft)
- 3 Quality of content and explanation
- 3 Quality of opinion and recommendations
- 2 Language and Organization
- 2 References

C. Negotiation Exercise: 13%

Students will be divided into groups consisting of 4-5 members and undertake a negotiation exercise debating any contemporary issue. Negotiation exercises are activities in which various stakeholders are brought together to solve an ongoing crisis or challenge. In this case, each group will form one stakeholder and the tutor would decide the total number of relevant parties/ stakeholders based on the topic. This activity is different from a debate since the goal is to reach a favourable outcome that is acceptable to all stakeholders. Each negotiation exercise will last 35- 40 minutes.

- 4 Quality of arguments
- 4 Individual contribution of each member to the group
- 3 Ability to engage and question other stakeholders
- 2 The feasibility of the final agreement

D. Class Test: 7%

Students will undertake a class test which will be conducted within the class duration of 40-50 minutes and will cover 2-4 weeks of material. The test is intended to help students better prepare for the exams as well as serve as an indicator for tutors to gauge students' level of understanding.

E. Midterm Examination: 15%

Students will take a written exam of 1.5 hour duration covering topics up to the midpoint of the semester.

F. Semester-End Examination: 40%

Students will take a written exam of 2.5 hr duration encompassing all the subject matter covered in the semester. The assessment is comprehensive and summative in nature, and will comprise structured questions from all levels of Bloom's Taxonomy.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting (%)
A. Argumentative Essay	1	10
B. Case Study Assignment	1	15
C. Negotiation Exercise	1	13
D. Class test	1	7
E. Mid- semester exam	1	15
F. Semester- end exam	1	40
Total		100

Prerequisite: None

Subject Matter:

Unit I: International Relations in South Asia: Theoretical Approaches

1.1. Realist Approach

- 1.1.1. Understanding regional variables- distribution of power and geographic proximity and its effects
 - 1.1.2. Global systematic variables- polarity
 - 1.1.3. The consequences of structural conditions- internal and external balancing
 - 1.1.4. Polar power behaviour and relations
- 1.2. Liberal Approach
 - 1.2.1. Role of international and regional institutions
 - 1.2.2. The significance of South Asian Association for Regional Cooperation (SAARC) as an institution
- 1.3. Critical Theory Approach
 - 1.3.1. South Asia in the regional and international context
 - 1.3.2. History, continuity and change in relations between states
 - 1.3.3. Politics of nation building in the region
 - 1.3.4. Geopolitics of South Asia
 - 1.3.5. Democracy and Authoritarianism in the region

Unit II: Foreign Policies of South Asian Nations

- 2.1. Bhutan's international relations in the region and beyond
 - 2.1.1. Origin and evolution of Bhutan's foreign policy
 - 2.1.2. Bhutan's evolving relationship with India
 - 2.1.3. Bhutan's changing role in the regional and international order
- 2.2. Realignment of US policy with South Asia
- 2.3. China and South Asia
 - 2.3.1. Historical ties between China and countries in South Asia
 - 2.3.2. Chinese foreign policy ties with the region in the 21st century
 - 2.3.3. Implications of the Sino-Indian rivalry on South Asia
 - 2.3.4. Bhutan's negotiations with China
- 2.4. Foreign policy objectives of nations in the region
 - 2.4.1. India's relations with her neighbours
 - 2.4.2. Sri Lanka and Maldives' foreign policy objectives
 - 2.4.3. Nepal's changing role in the regional order
 - 2.4.4. Role of Afghanistan in the regional order
 - 2.4.5. Bangladesh's evolution in the regional and international order

Unit III: Security Issues in South Asia

- 3.1. The evolution of India-Pakistan relations
 - 3.1.1. Origins of rivalry between the two nations
 - 3.1.2. Theoretical explanation of the rivalry
 - 3.1.3. The changing nature of the rivalry- nuclear weapons and terrorism
- 3.2. Terrorism and Counter-Terrorism
 - 3.2.1. Principal-Agent Theory of terrorism
 - 3.2.2. Regional and international implications of terrorism
- 3.3. Insurgencies and Counter-Insurgencies
 - 3.3.1. Origin and evolution of insurgent groups
 - 3.3.2. Counter-Insurgency strategies of various governments
- 3.4. Human Security in South Asia
 - 3.4.1. Structural inequalities within and between nations
 - 3.4.2. Governance failure in providing security and services
- 3.5. Security challenges and peace building
 - 3.5.1. Border challenges between Pakistan and Afghanistan
 - 3.5.2. Assessing issues in the Bangladesh- India border
 - 3.5.3. Evaluating the factors for peaceful conditions in India-Bhutan border

Unit IV: Emerging Trends in South Asia

- 4.1. Polycentric versus state led response to the Covid-19 pandemic
 - 4.1.1. Meaning and importance of polycentric approach
 - 4.1.2. History of infectious diseases in the region and response
 - 4.1.3. Vaccine diplomacy

- 4.1.4 Assessing the response of South Asian nations to Covid-19
 - 4.1.5 Role of international experts in tackling the pandemic
- 4.2 Refugees and Migration
 - 4.2.1 Factors responsible for migration and types of migration
 - 4.2.2 Refugees and asylum seekers
 - 4.2.3 The growth of economic migration
 - 4.2.4 Conflict in the region and its impact on human development
- 4.3 Space programme, policies, and diplomacy
 - 4.3.1 Analysing South Asian Space Programmes
 - 4.3.2 Bhutan and the BIRDS project

Reading List

Essential Reading

- Behera, N. C. (2008). *International Relations in South Asia: Search for an Alternative Paradigm*. SAGE Publications India.
- Ganguly, S., & O'Donnell, F. (Eds.). (2022). *Routledge Handbook of the International Relations of South Asia*. Taylor & Francis.
- Kaul, N. (2021). Beyond India and China: Bhutan as a Small State in International Relations. *International Relations of the Asia-Pacific*, 22(2), 297–337.

Additional Reading

- Arsenault, E. G., & Bacon, T. (2014). Disaggregating and Defeating Terrorist Safe Havens. *Studies in Conflict & Terrorism*, 38(2), 85–112.
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