Programme Handbook

Bachelor of Arts
in
Anthropology

Offered by

ROYAL THIMPHU COLLEGE

In affiliation with

Royal University of Bhutan

Effective March 2023   **Updated March 2023**

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

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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 Anthropology
Duration and mode of study: Four years, full-time
Award granting body: Royal University of Bhutan
Date of Initial Approval: 26-27 Feb 2018, 41ˢᵗ AB (Validated)
                                                         (Validated)
Date of last review: November 28- December 1ˢᵗ 2022, 49ᵗʰ
                                                         AB

1.2 Aims and Learning Outcomes of the Programme

1.2.1 Aims of the Programme

The BA in Anthropology programme aims to provide undergraduate students with a solid grounding in Anthropology, a field of study concerned with what it means to be human. The programme will familiarize learners with the breadth of anthropological knowledge, theories, and methods as well as teach them how these are applicable to the world beyond the classroom. As the first Bhutanese programme in Anthropology, it will also seek to demonstrate the value and relevance of the discipline within the context of Bhutan, which has always recognized the value of Bhutan's own rich cultural heritage.

Anthropology as a discipline offers learners both the tools to record and preserve culture (in all its various forms) as well as the theoretical frameworks to understand, discuss, predict and manage cultural change. Learners will also acquire training in anthropological research methods, and graduates will also be well prepared for higher degree studies in Anthropology.

1.2.2 Learning Outcomes of the Programme

Graduates of this programme are expected to acquire not only a grounding within the field of anthropological knowledge (subject-specific skills) but will also 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. Examine key Anthropological principles, theories and concepts.
KU2. Define the scope and history of Anthropology.
KU3. Articulate the relevance and value of anthropological knowledge and practices in the context of contemporary Bhutan.

Critical Thinking Skills (CS):

CS1. Communicate anthropological knowledge and practice in a clear and professional style in written and oral formats.
CS2. Critically read and evaluate scholarly writing in the field of anthropology.
CS3. Apply key anthropological theories and concepts to contemporary issues.
CS4. Evaluate and synthesize information from a range of relevant sources.
CS5. Plan a novel research project.
CS6. Conduct a novel, self-directed, independent research project.
CS7. Critically engage with the ethical issues around using anthropological knowledge and practices within both academic and real-world settings.

CS8. Gain fresh perspectives by exploring disciplinary knowledge and practices beyond anthropology.

Application skills (AS):

AS1. Identify fields beyond academia in which anthropological knowledge and practice are an asset.
AS2. Identify, gather and organize anthropological data that describes real-world problems and potential solutions.
AS3. Appraise the influences of cultural context and social discourse for individual and group experiences.
AS4. Construct and employ evidence-based and logical arguments in real-world settings.
AS5. Record and analyse cultural continuities and changes.
AS6. Use a variety of anthropological methods both quantitative and qualitative.
AS7. Apply the foundational method of ethnography.

Transferable Skills (TS):

TS1. Become reflective, independent and life-long learners.
TS2. Work collaboratively and effectively within a team.
TS3. Demonstrate effective time-management and personal goal setting.
TS4. Apply ICT tools thoughtfully and effectively in the workplace.
TS5. Take personal responsibility for completing an independent research project.
TS6. Undertake self-evaluation and preparation for employment.
TS7. Develop a genuine sense of empathy and appreciation for the beliefs and experiences of other people.
TS8. Self-critique and edit their written work for errors relating to meaning and grammar.

1.3 Career-related Opportunities

As the study of humans in all times, cultures, and spaces, anthropology is uniquely positioned to be highly transferable to any profession where human interaction is necessary. The strong research skills that students will develop equips them well for further studies and academia but will also prepare them with research career opportunities in the public and private sectors including government agencies, CSOs and private research entities (for example consultancies). Particular fields in which students with an anthropology degree are likely to find careers include in heritage management and conservation, museums and archives.

1.4 Programme structure

Yr	Sem	Modules				
I	I	**AFD101** Introduction to Anthropology	**AFD102** Biological Anthropology	**AFD103** Introduction to Archaeology	**AID101** Kinship and Family	**EAP101** Intermediate English for Academic Purposes **[English comm. Gen. Ed.]**
	II	**AFD104** Language and Culture	**AFD105** Heritage Studies	**AFD106** Human variation and adaptation	**IPS101** IT and Basic Problem Solving **[IT Skills Gen. Ed]**	**EAP102** Upper-Intermediate English for Academic Purposes **[English comm. Gen. Ed.]**
2	I	**ETY201** Ethnographic Monographs	**UGR202** Anthropological Research Methods	**ATH201** Medical Anthropology	**ATH202** Political Anthropology	**DZG101** རྫོང་ཁ་བརྡ་དོན་སྦྱོར་ཞིབ། **[Dzongkha comm. Gen. Ed.]**
	II	**ASC201** Anthropology of Globalization	**ATH203** History and Theory of Anthropology	**ATH204** Ecological Anthropology	**QRE101** Quantitative Reasoning **[Numeracy Gen. Ed.]**	**GSE101** Analytical Skills **[Analytical Skills Gen. Ed.]**
3	I	**AID302** Anthropology of Identity	**ETY302** Writing Ethnography	**ETY303** Visual Anthropology	**AAS301** Peoples and Cultures of the Himalayas	**STS101** Introduction to Statistics
	II	**UGR303** Proposal Writing	**ASC302** Anthropology of Development	**ASC303** Technology and Society	**AAS302** Ethnography of Bhutan **[Bhutan Studies Gen. Ed.]**	**AID303** Anthropology of Gender
4	I	**UGR407** Undergraduate Ethnographic Research	**ATH405** Religion and Rituals	**AAS403** Anthropology of South East Asia	**[Business / Financial Literacy Gen. Ed. Elective]**	**[Open Gen. Ed. Elective]**
	II		**ASC404** Applied Anthropology	**ASC405** Seminars in Contemporary Anthropology	**ETH405** Contemporary Buddhist Ethics **Ethics/ Values**	**[Open Gen. Ed. Elective]**

					Orientation Gen. Ed.]	

All modules shown are 12-credit modules, except UGR407 which is 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 takes in account the fact that almost all (Bhutanese) students who undertake this programme will have had minimal exposure to the discipline of anthropology. For this reason, modules offered in the first two semesters are broad, introductory survey modules that do not require any prior knowledge. Once students have successfully completed these modules, they will have acquired the knowledge and skills to tackle more theoretically dense and complex subjects such as ATH405 Anthropology of Religion and Rituals. Modules that are placed in the second, third and fourth year by and large require a solid understanding of key anthropological concepts and perspectives. Several modules placed in the final semester such as ASC404 Applied Anthropology and ASC405 Contemporary Issues in Anthropology will require students to have an in-depth knowledge of the discipline that can only come from several years of study.

Classification/breakdown of curriculum into broad component categories:

Category	Modules	% of curriculum
Foundations of Anthropology modules	AFD101, AFD102, AFD103, AFD104, AFD105, AFD106	6/40 = 15%
Anthropological Theory and History	ATH201, ATH202, ATH203, ATH204, ATH405	5/40 = 12.5%
Anthropology of Identity	AID101, AID302, AID303	3/40 = 7.5%
Anthropological Area Studies	AAS301, AAS403, AAS302	3/40 = 7.5%
Anthropology of Contemporary Social and Cultural Change	ASC201, ASC302, ASC303, ASC404, ASC405	5/40 = 12.5%
Anthropological research methods and project	UGR202, UGR303, UGR407 (x2)	4/40 = 10%
Ethnography	ETY201, ETY302, ETY303	3/40 = 7.5%
Core competencies and general education subjects	EAP101, EAP102, IPS101, DZG101, GSE101, ETH405, Other category-wise electives (X3) and Open Electives (X2)	11/40 = 27.5%
Total		**40/40 = 100%**

The six modules that serve as an introduction to Anthropology and its four major sub-disciplines, namely cultural anthropology, linguistic anthropology, biological/physical anthropology and archaeological anthropology are coded as AFD as they are foundational to the study of Anthropology. General theory modules as well as those that are concerned with exploring the history as well as the key theories of a particular themes (such as religion or ecology) are coded ATH. Modules coded AID deal explicitly with the key anthropological concept of identity, a concept which allows for the development of an understanding of the complex relationship among individuals and between individuals and their culture. Modules coded AAS are anthropological area studies, offering an overview of relevant topics and themes related to a particular geographic region. Offering regionally specific modules is the disciplinary norm for anthropology programmes. Modules coded ASC are concerned with contemporary social and cultural change, which is currently a major concern for Anthropology as discipline. Modules that are concerned specifically with ethnography, the core anthropological writing genre and method, are coded ETY. All research modules are coded UGR, or Undergraduate Research; research modules are sequenced with the intention of

allowing students to build skills and knowledge so that in the final year they are well prepared to undertake an individual research project.

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 རྫོང་ཁ་བརྡ་དོན་སྐྱོང་ལེན།

c. Enhanced Writing skills (12 credits)

Fulfilled by ETY302 Writing Ethnography.

d. Humanities perspective (12 credits)

Fulfilled by ATH203 History and Theory of Anthropology.

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: AFD102 Introduction to Biological Anthropology: Human Evolution and AFD106 Human Variation and Adaptation

g. Numeracy (12 credits)

Required: QRE101 Quantitative Reasoning and 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: AAS302 Ethnography of Bhutan.

j. Social & behavioural sciences (12 credits)

Fulfilled by any among AFD, ASC, ATH, AID or AAS modules.

k. Analytical Skills (12 credits)

Required: GSE101 Analytical Skills.

l. Global Affairs/Civics (12 credits)

Fulfilled by ASC201 Anthropology of Globalization.

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); SOS102 Social Psychology, PBT202 Government and Politics of Bhutan, SOS303 Crime and Deviance (borrowed from BA in Political Science and Sociology); 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 སྐྱེག་ལམ།, PHY201 བློ་ཡོད་དང་ཤེས་བཞིན་ཉམས་ལེན། (borrowed from BEd in Primary Dzongkha). 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:

   1. 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);

   2. 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;

   3. 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).

1.5 Learning and Teaching Approach

1. Rather than only assessing learning outcomes, classroom teaching will focus on the active engagement of students in achieving specific learning outcomes. 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/wk. for 15 weeks. These contact hours will be used for lectures, group discussions, guest speakers, 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.

2. 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.

3. 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 sharing of online resources within the College campus (also accessible via login off-campus). Additionally, students may also be asked to engage with popular culture forms such as films, television programmes, music and visual art when considering important issues around the politics of representation, identity formation and other key social, cultural and political processes.

4. 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.

5. A range of ICT resources are available to support and improve teaching-learning. These include a continuously updated on-line 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 Turnitin (a plagiarism detection software).

6. Guest speakers who are either anthropologists or engaged in work or research relevant to the programme will be regularly invited to speak to the students. This will also help students to envision future career trajectories as well as to understand how anthropological knowledge and practices might be used in the real world beyond the academic setting. Students will also have the opportunity to go on field trips to relevant sites, for example to the Royal Textile Museum, or to attend an event of cultural significance or to conduct fieldwork exercises.

7. Although each module has a Module Coordinator, team teaching is strongly encouraged, and it is expected that tutors routinely visit and guest lecture in each other's classes when called for according to their specializations and interests.

8. Research competencies are an important component of this programme. Students will be explicitly introduced to the purpose and process of anthropological 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 the work of others. Students will also be expected to read and respond to anthropological writing and research from the beginning of the programme, as well as discussing 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 though one module focused on anthropological research methods and another focusing on writing about anthropological research in a style and quality appropriate to the field (i.e., Writing Ethnography). In Year 3, students will begin preparations for their year-long independent final research project.

9. Most modules in the programme have an intense focus on reading and a high expectation that students take on academic reading early in the programme. Critical reading skills are the foundation for effective knowledge use and production no matter which field students eventually choose to enter. Correspondingly, learning and teaching approaches and assessments are included that will help push students to be more consistent and engaged readers. Below is a table showing the skills emphasized each semester as well as the kind of activity or assessment commonly used in order to promote level specific reading skills.

Year	Competencies	Activity / Assessment
1	Reading comprehension	Close reading, reading notes, in-class reading exercise
2	Critical reading	Reading quizzes, teacher lead reading discussions
2 + 3	Synthesizing readings and using it to build arguments	Reading notes, Annotated Bibliographies, Literature Reviews, student lead reading discussions,
4	Engaged reading and creation of original writing/ research	Seminar discussions, Research projects

1.6 Placements/ Work-based Learning

N/A

1.7 Assessment approach

1. The assessments in this programme are divided into two broad categories: Continuous Assessment (CA) that happens throughout the main teaching-learning time of the semester, and the Semester-End Exams (SE) at the end. 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. CA components will also include Assignments, Essays, Presentations, Projects, and Tests.

5. The programme promotes frequent, smaller continuous assessments to continuously engage students in their own learning. During the first year several modules include in-class exercises which will provide an opportunity for tutors to provide immediate feedback and support to students as they attempt to apply what they are learning. Many of these exercises will make use of worksheets.

6. 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.

7. Several modules involve a CA component of Class Participation and Preparedness. This is encouraged in order to create more dynamic classrooms, with tutors being seen as facilitators of learning rather than as responsible for delivering knowledge. Participation marks will be given based on how a student contributes to class discussions: knowledge and skills across the levels of Bloom's taxonomy should be demonstrated. Generally, half of the total weight will be assessed before the mid-term, and the other half post mid-term, providing students with an opportunity to improve their performance.

    a. Strong participation means the ability to express information and opinions accurately with reference to the subject matter under discussion (quoting/paraphrasing specific material read in advance), responding to other students' opinions and being able to refute (with evidence) when appropriate, asking relevant questions, and linking to theoretical concepts under discussion. Asking good and thoughtful questions and paying attention to other students' comments will also be counted as valuable class participation.

    b. Students will earn marks for the quality of their participation and not just the quantity; for example, did their contribution help that class to better connect with a module concept or was it distracting and disruptive? Tutors are provided with printed pictures of students to continuously and systematically track class participation.

    c. The way in which this component is marked will depend in part on the module content and on the year level of the students. It is expected that first-year students will require more direct instruction and feedback on what is considered meaningful participation. For this reason, modes of assessing class participation in first-year modules might include a mixture of smaller group discussions (lead by the tutor), self-assessment (a sample of which is included at the end of the section) and online discussions using the VLE. In content heavy modules, class participation might include the tutor soliciting student summaries at the start of class (to recap the

previous lesson) or at the end of the class. In modules with a large amount of reading, tutors might use that start of the class to ask prepared questions about the reading assignment providing an opportunity to earn participation and demonstrate preparedness.

    d. Many modules include student presentations, and thus offer an opportunity for students as audience members to earn participation credit by asking relevant and thoughtful questions to their peers. Other modules have student lead group discussions incorporated into the module, these offer an opportunity for the tutor to be an observer in the classroom, noting the quantity and quality of each student's participation. In every case, it is expected that students are informed at the start of the semester about the opportunities for class participation and preparedness (both verbally and in the work plan) for each module. It is also expected that tutors are consistent and completely transparent about how they are recording participation over the course of the semester, so that at any point in the semester, students have the opportunity to ask for an account of their performance.

8. Module tutors are encouraged to treat CA components as opportunities for giving feedback to students and students are encouraged to improve their work based on the feedback given.

9. Academic dishonesty should be addressed as per the provisions of section D4 of The Wheel of Academic Law. In particular, marks for plagiarized work should reflect the gravity and extent of the plagiarism involved. In cases of substantially plagiarized 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.

10. Cross-grading by tutors is expected in cases where multiple tutors may be sharing a module.

11. Following are the principal teaching, learning and assessment methods to be used to enable achievement of the specific learning outcomes of the programme:

Learning Outcomes	Learning and Teaching Approaches	Assessment Approaches
KU1, KU2, KU4	Formal lectures, tutorial, reading and discussion of texts and journal articles, viewing and discussing ethnographic films, field trips	Examinations, coursework, worksheets, time-constrained quizzes and tests, class participation, presentations (individual and group)
KU3, CS3, AS5, AS6	Guided and independent research, reading and discussion of reading related to research (texts and journal articles), guest lectures (by practicing Anthropologists)	Research projects (of various sizes and duration), reflection papers
CS1, TS8	Writing based tutorial, in class exercises	Essays, coursework, in class exercises (including worksheets)
CS2, CS3, CS4	Reading and discussion of texts and journal articles, seminars, research projects	Student-led discussions, essays (e.g., literature reviews, book reviews), class participation, presentations (individual and group), examinations and tests, in class exercises (including worksheets)
CS5	Research seminar, independent research, regular one-on-one interactions with an assigned research project advisor	Research project (including: proposal, draft, written and oral presentation stages)
CS6	Reading and discussion of texts and journal articles dealing explicitly with ethics, seminars and discussions	In-class discussion, reflection papers, ethics sections within research projects

AS1, AS2	Lectures, guest lectures, field visits, reading and discussing relevant articles	Reflection papers, class participation, presentations (individual and group)
AS3	Case study, field visits, reading and discussion relevant texts and articles	Case study analyses, in class discussions, presentations (individual and group), reflection papers
AS4	Tutorial, in-class exercise	Debates, in-class discussions, presentations (individual and group), opinion pieces

1.8 Regulations

1.8.1 Entry Requirements

Students' Background:	Min. Entrance Requirements / Eligibility Criteria
Bhutanese Students	• 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**	• 50% minimum aggregate average marks in best 4 subjects on ISCE/BHSEC, or equivalent secondary education certificate from home country • 50% marks in English

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.*

1.8.2 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 as 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 Total 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").

1.9 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 programme 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 AC. 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 PBE. 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 teaching-learning 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 teaching-learning, critical thinking and creativity, coaching skills workshop for programme leaders, and professionalism in the classroom. Tutors new to teaching are asked to join for 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 organizes and synchronizes the teaching-learning 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 the RTC Classes database system.

- *Student Module Evaluation* –A system is in place in the College whereby each student evaluates each *module* taught and the tutor at the middle and 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 twice 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 middle and 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 required to conduct their own feedback collection 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 standardized 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 organized. 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.

Staff development strategies and plans

To ensure tutors at RTC are able to deliver quality teaching and learning, the Centre for Innovative Teaching Learning (CITL) is established to promote innovative and effective teaching and learning practices at RTC. The CITL ensures all tutors are given necessary training and opportunities to attend various professional development related sessions. Besides the in-house training provided by the CITL, the college also nominates faculty members to attend training and courses offered by relevant external institutions located within and outside the country. Annual budget committed by the college for various staff development related initiatives is around Nu 300000 (or 1500000 over the course of the programme cycle.) Much staff development at RTC for example new faculty training and nominations for the PgCHE programme offered by the Samtse College of Education, happen each year. Must other training needs are fulfilled by CITL which makes its plans on an annual basis largely based on its own annual needs assessment as well as requests from AAD or individual programmes. Details of the various staff development related trainings for a typical academic year are given below:

#	Component	Timeline
1	Tutor mentorship: new tutors are paired with senior tutors to consult on all aspects of teaching, assessments, and college policies	Current
2	Instructional Skills Workshops (30 hrs, starting at time of joining and extending throughout the first semester) • Introduction to Higher education learning - Learning Theories - Constructivism and Cognitivism & Learning Outcome - constructive alignment in module • Classroom management	At the time of joining for all new tutors Resourced through CITL and its budget from the College's general expenses.

	• Student Centric Learning
	• Lesson planning and essential components
	• Introduction to online teaching
	• Giving & Receiving Feedback (written & verbal) Training
	    ○ Reflection and work on improvement - Working with Feedback from PL, Mentor and Students, and reflection in teaching
	• Problem-based & Active learning
	• Designing Assessments:
	    ○ Guideline, Rubrics, giving feedback, basic intro to Bloom's Taxonomy and Blueprint design
	• Learning to teach higher education Seminar
	• Learning theories in higher Education Seminar
	• Support Group meeting with new faculty facilitated by CITL	

3	The Centre for Innovative Teaching and Learning offers workshops, seminars, training and lectures on a range of teaching and learning topics. Tutors must select up to 6 points worth of engagement within an academic year. In Spring 2023 till summer break of 2023 following sessions will be offered to tutors as part of their Continuous Professional Development plan: • Peer Observation Partnership Training • Problem based teaching-learning seminar • Reflection in Teaching for continuous improvement Seminar • Teaching Design – focused on the creativity of teaching Training • Student-centred lesson planning • Short training sessions on: • Designing meaningful field trip • How to design lecture slides • Designing Assessment guidelines • Group Assignment Design Training • Inquiry-based Learning: Learning to teach practical modules using IBL Training • Effective use of the Virtual Learning Environment	Fortnightly sessions of 1 - 1.5 hrs duration during the semesters and summer vacation of 2023 Tutors must earn 6 points a year by selecting the seminars, workshops and lectures that they (in coordination with the PL) feel are most relevant to their experience and needs. Resourced through CITL and its budget from the College's general expenses.
4	One tutor is undergoing training in research methods through Erasmus+ project on developing qualitative research methods capacity (external funding secured)	Since 2021 winter Externally funded through Erasmus+ (EU) funding.
5	RTC sends about 2 faculty members ever year to attend the PgCHE programme offered by the Samtse College of Education Coordinated by Academic Affairs and its budget from the College's general expenses	Coordinated by the AAD with consultation with the Programme Leader and facilitated by the HR. Its budget from the college's general expenses

2 Module Descriptors

Module Code and Title: **AFD101** Introduction to Anthropology
Programme: BA in Anthropology
Credit: 12
Module Tutor: Karma Thinley (Coordinator), Tashi Choden, Richard Kamei

General Objective: This module introduces students to the basic principles of Anthropology. Using illustrative examples from a variety of different cultures, students will learn how to recognize and employ ethnography as the fundamental methodological tool that anthropologists use to describe, discuss and explain this diversity. The module will also explore common human experiences, behaviours and beliefs to stimulate an understanding and appreciation of the complexity of human cultural differences and similarities.

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

1. Define anthropology
2. Explain what makes anthropology distinct from other disciplines
3. Summarize anthropology's overall history and scope
4. Identify the contributions of some of the most significant anthropologists who have shaped the discipline
5. Critically analyse scholarly writings in the field of Anthropology
6. Explore the core concepts and ideas that are fundamental to an anthropological approach
7. Define the fundamental anthropological method of ethnography and its key features.
8. Identify the key types of social identity studied by anthropologists
9. Compare types of subsistence patterns found in both historical and contemporary contexts
10. Apply key concepts of exchange
11. Illustrate mechanisms of culture change
12. Assess the relevance and value of the discipline of Anthropology to contemporary Bhutan.

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. In-class exercises: 20%

Students will undertake at least six in-class exercises either in small groups (2-3 students) or individually depending on the intended learning outcomes of the exercise. Students will be given the entire class period (50 min) in which to complete the exercises. Doing these activities in-class (rather than as overnight homework) will allow the tutor to provide immediate and meaningful feedback on the process and not just the final result. The in-class exercises will be evaluated on criteria suitable for each mode of exercise. A detailed breakdown of marks will be provided to the students before the exercise.

These in-class activities should include (***but are not limited to***):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these arguments have been supported.
- Identifying ethnographic techniques and elements within anthropological writing.
- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the tutor can supervise and provide immediate support and feedback. This exercise is intended to show students how to study for exams that

are not completely based on recall but also invites them to apply module concepts in novel and unanticipated contexts.

B. Class Tests: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% 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: 10%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. 5% of class participation and preparedness will be assessed before midterm, and the remaining 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. In-class exercises	6	20%
B. Class tests	2	10%
C. Class participation	1	10%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Anthropology

1.1.   Introduction to Anthropology as a field of study including focus and approaches
1.2.   The historical context of the field: origins, influences and key historical trends
1.3.   Different anthropological traditions: American, British and Indian
1.4.   The four-field approach: cultural, archaeological, biological and linguistic anthropology
1.5.   Anthropology in Bhutan

Unit II: Culture

2.1.   Definitions of culture
2.2.   Key characteristics of culture
2.3.   Ethnocentrism and cultural relativity: definitions, comparison and application

Unit III: Anthropology and Methods

3.1.   Participant Observation and Ethnography: definitions, strengths and weakness
3.2.   Overview of the history of ethnography (using the work of Malinowski and Mead as key exemplars)
3.3.   Ethnography as a method: data collection and field work
3.4.   Ethnography as a genre: types of ethnographic writing

3.5. Ethical considerations and responsibilities (using the work of Scheper-Hughes as a case study)

Unit IV: Social Identity

4.1. Defining identity: types and approaches
4.2. Understanding the relationship of identity to culture
4.3. Key types of social identity studied by anthropologists
4.4. Challenges to identity: abnormalities, hybrids and liminalities
4.5. Social Identity in Bhutan

Unit V: Subsistence Patterns

5.1. Defining Subsistence Patterns: types and trends
5.2. Subsistence Patterns within human history
5.3. Comparing food foraging and food producing societies
5.4. Subsistence as environmental adaptation (using the work of Nelson as a case study)
5.5. Subsistence patterns in industrialized societies: changes and trends
5.6. Subsistence Patterns in Bhutan

Unit VI: Exchange and Economic systems

6.1. Reciprocity and gift-giving: definitions and types (using the work of Mauss)
6.2. Anthropological theories of production: definitions and applications
6.3. Methods and theories of distribution: definitions and applications
6.4. Explaining and defining consumption: definitions and applications
6.5. Exchange and gifting giving in Bhutan

Unit VII: Cultural Change

7.1. Defining and describing cultural change
7.2. Mechanisms of cultural change: acculturation and cultural flows
7.3. Migration and cultural change: definitions and applications
7.4. Globalization and cultural change: definitions and applications
7.5. Modernization and cultural change: definitions and applications
7.6. Culture change in Bhutan

Reading List:

Essential Reading

Ahearn, L. (2001). Juggling Roles: Daughter, Development Worker, and Anthropologist. In *Invitations to love: Literacy, love letters and social change in Nepal* (pp. 27-44). University of Michigan Press.

Havilland, W.A., Prins, H. E. L., Walrath, D. & McBride, B. (2009). *Cultural Anthropology.* Cengage Learning.

Penjore (D). (2013) The state of anthropology in Bhutan A*sian and African Area Studies*, 12 (2), 147- 156

Scheper-Hughes, N. (1989). The human strategy: death without weeping. *Natural History Magazine*, *98*(10), 8-16.

Additional Reading

Kinga, S.(2008) Reciprocal Exchange and Community Vitality: The Case of Gortshom Village in Eastern Bhutan in *Towards gobal transformation; proceedings of the third international conference on Gross National Happiness*. The Center for Bhutan Studies

Malinowski, B. (1922/2010). *Argonauts of the Western Pacific: An account of the native enterprise and adventures in the archipelagoes of Melanesian New Guinea.* Routledge.

Mead, M. (1975/2001). *Coming of age in Samoa: A psychological study of primitive youth for western civilization*. William Morrow & Company.

Nelson, R. (1993). Understanding Eskimo Science. *Audubon*, *95*(5), 102-107.

Phuntsho, K. (2015). The cultural construction of Bhutan: An unfinished story. *Druk Journal*, *1*(1).

Spradley, J. & McCurdy, D.W. (Eds.). (2011). *Conformity and conflict. Readings in cultural anthropology*. Pearson.

Williams, W. L. (1986). *The spirit and the flesh: Sexual diversity in American Indian culture*. Beacon Press.

Young, B. (2015) Living with the Brokpa: Economic, Political and Social Change in Bhutan. *Anthropology Now* 7 (2): 98-105

Date: March 2023

Module Code and Title: **AFD102 Biological Anthropology**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Abigail Lalnuneng (Coordinator), Tashi Choden

General Objective: In this module students will learn the principles of evolutionary theory and apply them to improving their own understanding of human development, biology and behaviour. While this module does take a scientific perspective, it does not assume students will have a background in science, and the topics are taught with the context of Anthropology and human evolution in mind.

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

1. Define biological anthropology
2. Recount the key components of the scientific approach
3. Write a hypothesis related to biological anthropology
4. Summarize the key concepts used by biological anthropologists
5. List the key components of modern evolutionary theory
6. Summarize the history of human evolution
7. Construct the biological relationship between humans and their evolutionary relatives
8. Identify human ancestors using physical traits.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Practical In-class exercises	1	
Independent study	Reading, revision, VLE related exercises and written assignments	4	60
	Total		120

Assessment Approach:

A. In-class exercises: 15%

The tutor will conduct 5 in-class exercises during the semester. These in-class exercises led by the tutor will help students to apply the scientific method to understanding topics in biological anthropology. For each exercise, students will work either individually or in a small group (2-3 students) to complete a worksheet that guides them through developing a hypothesis, collecting data, describing their findings, and answering questions about the meaning of their findings. Exercises may last a whole class period or extend over multiple classes. The in-class exercises will be

evaluated on criteria suitable for each mode of exercise. For example, one possible allocation for worksheets is as follows:

    2   Clear and testable hypotheses
    4   Accurate collection and clear record keeping of their data
    4   Clear and accurate presentation and description of their findings including appropriate use of graphs and tables
    5   Answering worksheet questions to test what the findings mean

B. Class Tests: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% 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 hr duration covering topics up to the mid-point of the semester.

E. Semester-end Examination: 50%

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. In class exercises	5	15%
B. Class Tests	2	10%
C. Class participation and preparedness	1	5%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**50%**
Semester-End Examination (SE)		**50%**

Pre-requisites: None

Subject Matter:

Unit I: The Basics of Biological Anthropology

1.1.   Overview of biological anthropology
        1.1.1. History and development of biological anthropology
        1.1.2. The scoop of biological anthropology
        1.1.3. Key subfields of biological anthropology today
        1.1.4. Types of evidence used by biological anthropologists
        1.1.5. The value of biological anthropology
        1.1.6. Recent trends and applications in biological anthropology

Unit II: Science and the Scientific Approach

2.1.   Definition of Science
2.2.   The Scientific Method
2.3.   Theories becoming hypotheses in biological anthropology
2.4.   Biological anthropologists using evidence to test hypotheses

Unit III: Theories and Principles of Evolution

3.1.   Introduction to Evolution
- 3.1.1.   Precursors to and influences on early evolutionary theory
- 3.1.2.   Charles Darwin, Alfred Wallace and early theories of evolution
- 3.1.3.   Definition and examples of natural selection
- 3.1.4.   Problems with early evolutionary theory
- 3.1.5.   Definition of the Modern Synthesis in evolutionary theory
- 3.1.6.   mtDNA theory
- 3.1.7.   Multi-regional hypothesis
- 3.1.8.   Replacement Theory

3.2.   The basics of biological classification
- 3.2.1.   Definition of species
- 3.2.2.   Taxonomy, phylogeny, cladistics, and other key concepts in classification
- 3.2.3.   Classification based on morphological and molecular evidence
- 3.2.4.   Explanation of Binomial nomenclature
- 3.2.5.   Biological anthropologists classifing species

3.3.   Common misconceptions about how evolution works

Unit IV: Primates

4.1.   Key characteristics of primates
4.2.   Similarities to other mammals
4.3.   Important classes of primates
- 4.3.1.   Defining characteristics of Prosimians
- 4.3.2.   Defining characteristics of Anthropoids

4.4.   Defining characteristics Hominoids: The basics of primate behaviour
- 4.4.1.   Reproduction and reproductive behaviours
- 4.4.2.   Primate parenting and life stages among primates
- 4.4.3.   Primate family and group structures
- 4.4.4.   Explaining primate altruism and aggression
- 4.4.5.   Explanation of culture and communication strategies among primates

4.5.   Primates and their environment
- 4.5.1.   Primates as predators
- 4.5.2.   Primates as prey
- 4.5.3.   Primate-plant interactions
- 4.5.4.   Primate parasites and disease
- 4.5.5.   The effects of environmental change on Primates

4.6.   Reasons biological anthropologists study primates
4.7.   Explanation of the relationship between primates and humans

Unit V: Early Hominoids

5.1.   Overview of early Hominins
5.2.   Bipedalism
- 5.2.1.   The evolutionary development of bipedalism
- 5.2.2.   The mechanics of bipedalism
- 5.2.3.   The relationship between bipedalism and the body

5.3.   Discovery, position, and salient features of
- 5.3.1.   *Australopithecus africanus*
- 5.3.2.   *Australopithecus boisei (Zinjanthropus)*
- 5.3.3.   *Australopithecus robustus*
- 5.3.4.   *Homo habilis, Homo erectus* and *Neanderthals*

Unit VI Modern Humans

6.1.   Discovery, characteristics and geographical distribution of modern humans

      6.1.1.   Cro-magnon, Grimaldi and Chancelade

      6.1.2.   Brunn, Offset and Predmost

6.2.   Anatomical changes in human skeleton due to erect posture and bipedal gait

      6.2.1.   Skull, Vertebral column and Thorax

      6.2.2.   Pelvic girdle, Femur, Hand, and Foot

6.3.   Shifts in social organization and technology

      6.3.1.   *Homo sapiens* technological innovations

      6.3.2.   Palaeolithic art

      6.3.3.   Animal domestication and the advent of agriculture

List of practical work:

a. Propose and test basic scientific hypothesis
b. Use biointeractive videos to track key evolutionary trends
c. Comparative anatomical evidence of evolution, colour to describe the homologous and analogous structure (using a worksheet)
d. Identify different primates using pictures and videos
e. Create primate observations playlists
f. Identify key early Hominids and other relevant fossil (using photographs)

Reading List:

Essential Reading

Lewis, B., Jurmain, R., & Kilgore, L. (2013). *Understanding humans: An introduction to physical anthropology and archaeology* (Eleventh Edition). Cengage Learning.

Lewis, S.K. & Garmon, L. (Producers), Lewis, S.K., Espar, D., & Reid, A. (Directors). (2009). *Darwin's dangerous idea* [Motion Picture]. WGBH Boston Video.

University of California Museum of Paleontology. (2004). *Understanding evolution.* http://evolution.berkeley.edu/

WGBH/NOVA Science Unit and Clear BlueSky Productions. (2001). *Evolution* [Website]. http://www.pbs.org/wgbh/evolution/

Additional Reading

Flammer, L., Beard, J., Nelson, C.E., & Nickels, M. (1998). *Evolution lessons* ENSIWEB. Evolution/Nature of Science Institutes. www.indiana.edu/~ensiweb/

Gould, S. J. (1980). *The panda's thumb: More reflections in natural history*. WW Norton & company.

Hawks, J. (June 24, 2014). Laboratory session with Homo erectus. https://youtu.be/lTZM9vtIUn0.

Hens, S. M. (2014). *Method and practice in biological anthropology: A workbook and laboratory manual for introductory courses*. Pearson.

Lewin, R. (2009*). Human evolution: An illustrated introduction*. John Wiley & Sons.

National Academy of Sciences (US) Working Group on Teaching Evolution. (1998). *Teaching about evolution and the nature of science*. National Academy Press.

Sapolsky, R. M. (2007). *A primate's memoir: A neuroscientist's unconventional life among the baboons*. Simon and Schuster.

Spencer, C.L. (2019). *Essentials of Biological Anthropology* (Fourth Edition). WW Norton & Company.

Date: March 2023

Module Code and Title: **AFD103 Introduction to Archaeology**
Programme: BA in Anthropology
Credit: 12

Module Tutor: Shawn Christopher Rowlands (Coordinator), Anden Drolet

General Objective: This module will introduce students to the anthropological subdiscipline of archaeology, including background, history, and methods. The study will provide a survey of key archaeological sites around the globe, key theoretical frameworks for analysing findings and the key research methodologies of the sub-discipline. Through the study of human civilizations, this module helps students to critically challenge historic claims to past events, while broadening the scope of history beyond recent memory. Through hands-on exercise and guided reading, the module will provide the necessary foundational knowledge of the field.

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

1. Define key elements of Archaeology, especially material culture, excavation, survey, and archaeological analysis
2. Identify the historical foundations of Archaeology and its use in this historical context
3. Outline the collection, identification, and analysis of the various types of archaeological remains
4. Interpret key aspects of Archaeological sites
5. Analyze Archaeology in the Bhutanese context
6. Justify how the Archaeological record can be synthesized to yield relevant data on the human and non-human record
7. Evaluate the ethical considerations of Archaeology
8. Explain the meaning and practice of ethnoarchaeology
9. Engage in practical exercises to supplement learned material.

Learning and Teaching Approach:

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

Assessment Approach:

A. In-class exercises: 15%

Students will undertake five in-class exercises either in small groups (2-3 students) or individually. Doing these activities in-class will allow the tutor to provide immediate and meaningful feedback on the process and not just the final results. The in-class exercises will be evaluated on criteria suitable for each mode of exercise. In many cases, the tutors will use a worksheet to structure the assignment.

These in-class activities should include (but are not limited to):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these arguments have been supported

- Learning to examine and document archaeological artifacts such as stone tools.

- Additionally, one in-class exercise will include a field-trip to a relevant heritage-related site (this can include archaeological sites like Drugyel Dzong or conservation projects).

B. Class Tests: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% 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: Portion of Final Mark 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. Field Trip Report: 10%

Students will individually write a report on a field trip made to a relevant archaeological sites like Drugyel Dzong. In the report, students must pick one aspect of the site to focus on and use it to illustrate a key concept or process covered in the module. Students will be provided with a grading rubric that will help to guide the writing of the field report. Reports are expected to be 500-750 words in length.

- 2 Description of the site and its context/summary of the visit (accuracy and completeness)
- 5 Quality of analysis (includes an explanation of a key concept or process from the module, and well-supported argument for how their subject illustrates the concept or process)
- 1 Organization
- 1 Language
- 1 Referencing

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. In-class exercises	5	15%
B. Class tests	2	10%
C. Class participation	1	5%
D. Field Trip Report	1	10%
E. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Prerequisites: None

Subject Matter:

Unit I: Overview of archaeology

1.1. Defining archaeology
1.2. Questions archaeologists ask and try to answer
1.3. Types of evidence archaeologists use
1.4. Basics of interpreting archaeological data
1.5. The idea of prehistory
1.6. Formation and analysis of archaeological sites

Unit II: Foundation and History of Archaeology

2.1. Early archaeology, antiquarians, and religious history

       2.1.1. Ancient archaeology: The first archaeologist, King Nabonidus; Song Dynasty archaeology

       2.1.2. Humanism and the archaeology of the 15th and 16th centuries;

       2.1.3. Pompeii and Herculaneum

       2.1.4. Napoleon Bonaparte and early French archaeology

       2.1.5. Nationalism and colonialism: archaeology for national and ethnic glory, Europe, Africa, and South America

       2.1.6. Nineteenth and early twentieth century archaeology: from Schliemann to Carter

2.2.   Archaeological insights into human civilisations

       2.2.1. Prehistory: Acheulian axes; Sahul; the Lascaux caves, Göbekli Tepe

       2.2.2. Asia: Mesopotamia, Hydraulic theories and practices of early domestication; Indus River Valley, acephalous leadership and civil engineering

       2.2.3. North America: Cahokia, environmental duress and mass culture adaptation

       2.2.4. Central and South America: Mesoamerica, Domestication variation, land tenure, and regional political apparatus; Incan Empire, bonded labour, historical contact and over-determination of industrial construction

Unit III: Archaeology in Bhutan

3.1.   Himalayan archaeology: major sites and findings

3.2.   Emergent studies in Bhutanese archaeology: major sites and findings, potential sites and studies

3.3.   Prehistoric versus historic archaeology

Unit IV: Key Theories in Archaeology

4.1.   Charles Lyell: Uniformitarian Stratigraphy

4.2.   Christian Jürgensen Thomsen and Lewis Henry Morgan: The Three Age System and Unilineal Evolution

4.3.   Flinders Petrie: *The Methods and Theory of Archaeology*

4.4.   Processual Archaeology

4.5.   Social Archaeology: Understanding the past in its own context; being aware of how the present informs the past

4.6.   Cognitive Archaeology: inferring the human mind from the artefact and ruin; connecting archaeology to culture and psychology

Unit V: How Archaeologists collect data

5.1.   Survey: random sampling, intuitive, windshield, gumshoe, and full coverage

5.2.   Excavation: surface sampling, stratigraphic analysis, uniformitarianism

5.3.   Dating Techniques: Law of transposition, Carbon Isotope dating, Tree ring samples, Obsidian hydration

5.4.   Archival data: pottery sherd analysis, repatriation, cataloguing, private collections

5.5.   Modern innovations: satellite imagery, drone use, lidar scanning, soil analysis, and other contemporary, modern technology-based methods.

Unit VI: Ethnoarchaeology

6.1.   From the material to the immaterial: Linking material culture to the human past and behaviour

6.2.   Analogy: Applying observed behaviour to non-observed behaviour

6.3.   The limitations of anthropology for archaeology

List of practical work:

a. Stone tool analysis and categorisation

b. Experimental archaeology (petroglyph creation)
c. Line drawing in archaeology
d. Archaeological mapping
e. Inductive and deductive analysis of archaeological records

Reading List:

Essential Reading

Fux, P., Walser, C., & Tshering, N. (2014). *Archaeology in the Kingdom of Bhutan: Exploring the Country's Prehistory*. SLSA.

Renfrew, C., & Bahn, P. (2013). *Archaeology: the key concepts*. Routledge.

Additional Reading

Carpenter, J. P. & Pailes, M. (eds) (2022). *Borderlands Histories: Ethnographic Observations and Archaeological Interpretations.* University of Utah Press.

d'Alpoim Guedes, J., & Aldenderfer, M. (2020). The archaeology of the Early Tibetan Plateau: New research on the initial peopling through the Early Bronze Age. *Journal of Archaeological Research*, *28*(3), 339-392. https://doi.org/10.1007/s10814-019-09137-6

Davidson, I. & Noble, W. (1996). *Human Evolution, Language, and Mind: A psychological and archaeological inquiry.* CUP Archive.

Dietler, M. & Hayden, B. (2010). *Feasts: Archaeological perspectives on food, politics, and power.* University of Alabama Press.

Division for Conservation of Heritage Sites (Archaeology section). (2014). *Archaeology in Bhutan* (Heritages Sites Journal 3). Department of Culture, Ministry of Home and Cultural Affairs.

Edgeworth, M. (2006). *Ethnographies of Archaeological Practice: Cultural Encounters, material transformations.* Rowman Altamira.

Feder, K. (2019). *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology.* (10th ed) Oxford University Press.

Greenberg, R. & Hamilakis, Y. (2022). *Archaeology, Nation, and Race.* Cambridge University Press.

Hamilakis, Y. (2014). *Archaeology and the Senses: Human experience, memory, and affect.* Cambridge University Press.

Lewis, B., Jurmain, R., & Kilgore, L. (2008). *Understanding humans: An introduction to physical anthropology and archaeology* (Tenth Edition). Cengage Learning.

Nowell, A. & Davidson, I. (2010). *Stone Tools and the Evolution of Human Cognition.* University of Michigan Press.

Olszewski, D. (2020). *Archaeology and Humanity's Story* (2nd Ed.) Oxford University Press.

Penjore, D. (2017). Digging the past: The state of archaeological study of Bhutan. *Journal of Bhutan Studies*, *36* (Summer), 40-57.

Renfew, C & Bahn P (2010). *Archaeology Essentials Theory. Methods and Practices.* 2nd Edition Thams and Hudson.

Date: March 2023

Module Code and Title:	**AID101 Kinship and Family**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Tashi Choden (Coordinator), Karma Thinley

General Objective: The purpose of this module is to explore the universally important social institution of kin or family. Students will be asked to consider the way in which patterns of kinship reflect particular cultural, political and historical contexts. In particular, they will

examine the way in which social changes are reshaping contemporary understandings of family, marriage and relatedness both on a global scale and within Bhutan.

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

1. Define key concepts related to kinship, family and marriage
2. Apply concepts and theories of kinship and family to the Bhutanese context
3. Examine some of the cross-cultural and historical variations in kinship, family and marriage
4. Analyse how the concepts of kinship, marriage and family are historically specific and culturally constructed
5. Evaluate the impact of social change on kinship, marriage and family
6. Assess contemporary trends and controversies related to kinship, family and marriage both at the local Bhutanese level and the global level
7. Evaluate how contemporary development policies impact Bhutanese families.
8. Construct kinship diagrams from collected genealogical data.

Learning and Teaching Approach:

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

Assessment Approach:

A. Kinship Chart: 20%

Students will individually produce a kinship chart to demonstrate that they have understood key concepts about kinship, family and relatedness. Students will have to conduct at least two interviews to collect the information that they need to create a kinship diagram of their own family that includes at least 4 generations. They will also be asked to write a short reflection (500 words long) on the process of collecting the data that was needed to produce the chart.

4 Inclusion of at least 2 interview transcripts (that demonstrates attempts to cross check data)
3 Accuracy and clarity of symbols used
4 All kin relationships to ego clearly and accurately labelled
4 Labels other key relationships (as specified by tutor) including kindred and households
5 Reflection on data collection process (thoughtfulness, clarity and originality)

B. In-class exercises: 10%

Students will undertake at least five in-class writing activities either in small groups (2 or 3 students) or individually depending on the intended learning outcome of the exercise. Doing these activities in-class will allow the tutor to provide immediate and meaningful feedback on the process and not just the final results. The in-class exercises will be evaluated on criteria suitable for each mode of exercise. In many cases, the tutors will use a worksheet to structure the assignment. These in-class activities should include (but are not limited to):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these arguments have been supported

- Applying kinship terminology and concepts to own families and communities. This should help students to produce more comprehensive and accurate kinship charts
- Analysis of representation of family, courtship or marriage in familiar Bhutanese and Non-Bhutanese cultural products such as literature, films, television or popular news sources.

C. Class Tests: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% each). The written tests will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

D. Class Participation: Portion of Final Mark 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. Midterm Examination: 15%

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. Kinship Chart	1	20%
B. In-class exercises	5	10%
C. Class tests	2	10%
D. Class participation	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Prerequisites: None

Subject Matter:

Unit I: Introduction to Kinship

1.1.   Defining kinship: key concepts
1.2.   Importance of kinship to understanding society and culture
1.3.   History of studying kinship in Anthropology
1.4.   Contemporary approaches to kinship: changes and trends

Unit II: Kinship Systems

2.1.   Types and example of kinship systems
2.2.   Impact of residence, inheritance and succession on understanding kinship
2.3.   The relationship between kinship and political systems
2.4.   Social relations and roles within kinship systems
2.5.   The incest taboo as a near universal phenomenon
2.6.   Methods for documenting kinship: kinship charts/diagrams

Unit III: Marriage

3.1.   Definitions of marriage and related key concepts
3.2.   Marriage types and patterns; historical and contemporary trends
3.3.   Theories on marriage function
3.4.   Marriage breakdown and divorce: historical and contemporary approaches and trends

Unit IV: Family

4.1.   Definitions of family and related key concepts
4.2.   Types of family and examples
4.3.   Theories on family function
4.4.   Families within a cross-cultural perspective: patterns and comparisons
4.5.   Contemporary trends in family type and formation
4.6.   Non-traditional/Alternative families and family members (e.g., pets): descriptions and implications
4.7.   Violence within families: domestic violence, child abuse, elder abuse
4.8.   Representations of family in media and art

Unit V: Social Change, Kinship and Family

5.1.   Introduction to demographic transitions; key terms and trends
5.2.   Changing gender roles and the family
5.3.   The impact of modernity and globalization on kinship and family
5.4.   The impact of new technologies on kinship and family (e.g., ultrasounds, sex selective abortions and surrogacy)

Unit VI: The Bhutanese Context of Kinship

6.1.   Historical approaches to kinship
6.2.   Historical approaches to courtship
6.3.   The impact of social change on Bhutanese families and kinship
6.4.   The impact of contemporary policy on Bhutanese families (e.g., Marriage Act, Parental Leave Policy, Child Care and Protection Act)

Reading List

Essential Reading

Chuki, S. (2014). Marriage in Bhutan: At the confluence of modernity and identity. *Marrying in South Asia: Shifting concepts, changing practices in a globalising world*, 49-69.

Coontz, S. (2004). The world historical transformation of marriage. *Journal of Marriage and Family*, *66*(4), 974-979. https://doi.org/10.1111/j.0022-2445.2004.00067.x

Parkin, R. (1997). *Kinship: An introduction to basic concepts*. Blackwell

Penjore, D. (2009). *Love, courtship and marriage in rural Bhutan: A preliminary ethnography of Wamling Village in Zhemgang*. Galing Printer and Publisher.

Additional Reading

Bonvillain, N. (2006). Kinship and decent. In N. Bonvillain, *Cultural Anthropology* (pp. 211-238). Pearson.

Bonvillain, N. (2006). Marriage and the family. In N. Bonvillain, *Cultural Anthropology* (pp. 239-169). Pearson.

Brunson, J. (2016). *Planning families in Nepal: Global and local projects of reproduction*. Rutgers University Press.

Collier, J. F., & Yanagisako, S. J. (1990). *Gender and kinship: Essays toward a unified analysis*. Stanford University Press.

Davidson, J. K., & Moore, N. B. (1996). *Marriage and family: Change and continuity*. Allyn and Bacon.

Dorji, L. (2004). *Sergmathang kothikin and other Bhutanese marriage customs* (Monograph No.3). The Centre for Bhutan Studies.

Dorji, T. (2008). *Flute of Diza: Marriage customs and practices among the Brogpa of Merak and Sakteng.* Bhutan Times Ltd.

Fox, R. (1984). *Kinship and marriage an anthropological perspective.* Cambridge University Press.

Garey, A. (1995). Constructing motherhood on the night shift: 'Working mothers' as 'stay-at-home moms'. *Qualitative Sociology*, *18*(4), 415-437. https://doi.org/10.1007/bf02404489

Owens, E. (2007). The sociology of love, courtship and dating. In C. Bryant & D. Peck (Eds.), *21ˢᵗ Century Sociology: A reference handbook* (pp. 266-271). SAGE Publications.

Peletz, M. G. (1995). Kinship studies in late twentieth-century anthropology. *Annual Review of Anthropology*, *24*(1), 343-372. https://doi.org/10.1146/annurev.an.24.100195.002015

Stone, L. (2013). *Kinship and gender: An introduction.* Westview press.

Vogler, C. (2005). Cohabiting couples: Rethinking money in the household at the beginning of the twenty first century. *The Sociological Review, 53*(1), 1-29. https://doi.org/10.1111/j.1467-954x.2005.00501.x

Williams, S. (2008). What is fatherhood? Searching for the reflexive father. *Sociology, 42*(3), 487-502. https://doi.org/10.1177/0038038508088837

Date: March 2023

Module Code and Title:	**EAP101 Intermediate English for Academic Purposes**
Programme:	BA in English Studies (borrowed)
Credit:	12
Module Tutor:	Dechen Pelden (Coordinator), Sangay C. Wangchuk, Mohan Rai, Palden Wangmo and Ruma Tamang

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. This module includes topics that are relevant to students' specific subject areas, which will help students apply the skills learned in context of their respective fields of study.

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

Reading Skills

1. Closely read key terms and guess meanings in context, key information, ideas and concepts
2. Skim and scan relevant sources for essays
3. Analyse information in more complex texts
4. Parse essay questions to give answers

Writing Skills

1. Outline an essay
2. Organize ideas by using linkers, and signposts
3. Draft and build arguments
4. Paraphrase written texts
5. Create a bibliography

Listening and Speaking Skills

1. Listen for gist and details through scan listening and interactive listening
2. Interview subjects to write short reports

3. Express one's point of view in a discussion
4. Describe the process narrated in a pre-recorded audio clip
5. Participate in a panel discussion

Grammar and Vocabulary

1. Explain targeted grammatical structures in both spoken and written forms
2. Apply targeted grammatical structures appropriately in both written and oral production
3. Self-correct while using targeted grammatical structures.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture, discussions, and practice (2 x 2 hr). In-class time in each block is used in a workshop style with a review of prior topics and introduction to a new topic, at least one hour on practice, and debrief / reflection / assessment time at the end. Each major unit includes some assessment involving approximately 30 min of in-class time per week on average. Students are expected to use a significant portion of the total in-class time on practice with selected exercises.	4	60
Independent study	Writing assignments and Learning Journal VLE discussions	4	60
	Reading and review of class materials		
Total			120

Assessment Approach:

A. Note-Taking Exercise 5%

Each student has to maintain class notes containing series of exercises from both within and outside the class. It will be assessed before the mid-semester.

'Note-Taking Exercise' will be assessed using the following rubric:
Relevance and Completeness: 10 marks
Coherence and Organisation: 10 marks
Language and clarity: 10 marks

B. VLE Discussion 10%

Students will participate in two VLE discussions on topics assigned by the tutor. It will be conducted one before mid-semester and one after mid semester.

Each task will be assessed on 5%, and will be based on the following rubric:
Quality of Discussion: 12 marks
Interaction with peers: 4 marks
Language and Grammar: 4 marks

C. Learning Journal: 20%

Students will have to maintain a journal incorporating two entries of 250-350 words each related to discipline-specific topics. Each of the two entries will be submitted as first and final drafts. The first will be assessed for a total weightage of 7%, and the second 13%.

The entries will be assessed as per the Learning Journal rubric based on the following rubric:
Critical Thinking: 10 marks

Personal Reflection: 10 marks
Language and Grammar: 10 marks

D. Panel Discussion: 20%

Each student will speak for 5-7 minutes in a panel discussion. Students will be assigned topics related to their discipline, or an evidence-based subject of their interest. This assessment will be divided into two components: one pre-discussion meeting and the final panel discussion. In the pre-discussion meeting, students will meet the tutor to update on the progress, confer on the direction of the presentation, and set goals if applicable.

The pre-discussion meeting will be evaluated on 3% and the final panel discussion will on 17%.

The pre-discussion rubric will be based on the following rubric:
Completion of task: 5 marks
Planning and preparedness: 10 marks

The final panel discussion will be based on the following rubric:
Relevance of argument: 30 marks
Coherence and logical flow of ideas: 30 marks
Language and grammar: 30 marks
Respect for the other panellists' views: 10 marks

E. Written assignment: 20%

The student will write a 750 – 1000-word reflective academic essay on the topics assigned by the tutor. This is not expected to be an extensively researched essay. The assignment will be written in two drafts: the first draft will be worth 5%; and the final draft will be worth 10% with 5% on the improvement on the first draft.

Both drafts will be evaluated using the following criteria:
Depth of reflection: 35 marks
Critical thinking: 25 marks
Use of sources: 20 marks
Language and grammar: 20 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

F. Class Tests: 25%

Three class tests (5%+10%+10%) of 60 minutes will be held within class hours, each covering approximately 3-4 weeks of subject matter. These tests should be based on the four skills.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Note-Taking Exercise	1	5%
B. VLE Discussion	2	10%
C. Learning journal	2	20%
D. Presentation	1	20%
E. Written assignment	1	20%
F. Class tests	3	25%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: None

Subject matter:

Unit I: Academic orientation

1.1. Setting study goals in academic English
1.2. Focusing on academic study
1.3. Reading and writing in academic English
1.4. Attending lectures
1.5. Studying independently on an academic English course
1.6. Thinking about the role of language in academic English
1.7. Plagiarism and how to avoid it

Unit II: Topic/context: Problems in the natural world

2.1. Reading: Understanding essay questions; Identifying the relevance of the text; Grammar in context: noun phrases
2.2. Listening and speaking: Making sure you have understood
2.3. Writing: Paragraph building; Grammar in context: present perfect
2.4. Grammar and vocabulary practice: Word families; Quantifying expressions; Noun phrases; Clause structure; Present perfect and past simple

Unit III: Lecture Skills I

(Lecture Skills A and B)

3.1. Preparing for lectures: Talking about products; Vocabulary for the context
3.2. Preparing for lectures: Chemical elements; predicting information from visuals; vocabulary for the context.
3.3. Listening: Listening for gist and detail
3.4. Language focus: If structures 1; Vocabulary: key expressions; Pronunciation: emphasising words
3.5. Follow-up: Organising notes; Further listening

Unit IV: Topic/context: Indications and trends

4.1. Reading: Deciding what to read for an essay; Approaches to note-taking 1; Grammar in context: past perfect
4.2. Listening and speaking: Giving advice; Asking for help
4.3. Writing: Planning the main paragraphs of an essay; Writing a short report; Vocabulary in context: language for describing trends
4.4. Grammar and vocabulary practice: Corpus language; Past simple; Past perfect; Language to describe statistics; Words for economic graphs

Unit V: Topic/context: The information age

5.1. Reading: Interactive reading Grammar in context: phrases of frequency Reading for the main ideas in a text; Grammar in context: prepositional phrases
5.2. Listening and speaking: Outlining issues and putting forward your point of view
5.3. Writing: Drafting and building arguments
5.4. Grammar and vocabulary practice: Word building; Noun phrases; Phrases of frequency; Vocabulary families; Prepositional phrases; Reporting verbs

Unit VI: Topic/context: On budget

6.1. Reading: Reading for key information and concepts; Grammar in context: expressing different levels of certainty; Vocabulary in context: language to define terms
6.2. Listening and speaking: Describing a process in a seminar presentation; Giving a presentation: describing a process
6.3. Writing: Drafting and revising content
6.4. Grammar and vocabulary practice: Words associated with planning; Language of possibility; Definitions; Language of presentations; Word families from the Academic Word List

Unit VII: Topic/context: Being objective

7.1.　Reading: Close reading for key ideas; Analysing information in more complex texts; Grammar in context: modal expressions; Grammar in context: relative clauses

7.2.　Listening and speaking: Agreeing and disagreeing

7.3.　Writing: Paraphrasing information for essays; Avoiding plagiarism; Linking words 2

7.4.　Grammar and vocabulary practice: Verb and noun collocations; Language of agreement; Modal expressions; Relative clauses; Linking words and phrases

Unit VIII: Topic/context: Sensing and understanding

8.1.　Reading: Text organisation 1; Grammar in context: passive constructions; Vocabulary in context: word building

8.2.　Listening and speaking: Signposting in seminar presentations; Giving a presentation

8.3.　Writing: Linking words 3; Grammar in context: using the passive to manage information in texts

8.4.　Grammar and vocabulary practice: Art and design vocabulary; Passive forms; Perceive word family; Signposting in seminar presentations; Linking words

Unit IX: IT issues

9.1.　Reading: Text organisation 2; Grammar in context: hedging language

9.2.　Listening and speaking: Problem–solution patterns and repair strategies

9.3.　Writing: Generating ideas; Grammar in context: cohesive devices; In-text referencing (particular focus on APA)

9.4.　Grammar and vocabulary practice: Subordination; Crime vocabulary; Hedging language; Cohesion

Unit X: Topic/context: Culture shock

10.1.　Reading: Text organisation 3; Grammar in context: reduced relative clauses

10.2.　Listening and speaking: Concluding a presentation

10.3.　Writing: Planning the overall shape of an essay; Reading for relevant information; Writing the conclusion; Creating a bibliography (APA style references list – basic rules and format for end-text references for different types of sources)

10.4.　Grammar and vocabulary practice: Word building; Reduced relative clauses; Participle clauses; Compound words

Unit XI Lecture Skills II

(Lecture Skills C)

11.1.　Preparing for lectures: Thinking about the purposes of lectures

11.2.　Listening: Understanding evaluations; Understanding lists

11.3.　Language focus: Noticing differences in the language of lectures and academic writing; Noticing prominent words

11.4.　Follow-up: Taking notes: annotating; Reconstructing your notes

(Lecture Skills D)

11.5.　Preparing for lectures: Building basic information

11.6.　Listening: Understanding the relationship between parts of the lecture; Understanding descriptions of processes

11.7.　Language focus: Understanding vague language

11.8.　Follow-up: Listening for a lecture summary; Comparing notes

(Lecture Skills E)

11.9.　Preparing for lectures: Overcoming problems in listening to lectures

11.10.　Listening: Understanding specialised terms; Understanding reasons

11.11.　Language focus: Understanding signals of incomplete information; Understanding forward and backward reference

11.12. Follow-up: Listening and annotating slides; Writing up your notes; Overcoming problems

Reading List:

Essential reading

Paterson, K. & Wedge, R. (2013*). Oxford grammar for EAP*. Oxford University Press.
Thaine, C. & McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B1+ (Intermediate) student's book*. Cambridge University Press.

Additional reading

Hacker, D. (2021). *Writer's reference* (10th ed.). Bedford/St. Martin's.
Hyland, K. (2006). *English for academic purposes.* Routledge.

Date: June 2022

Module Code and Title:	**AFD104 Language and Culture**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Karma Thinley (Coordinator), Dolma Choden Roder, Tashi Choden

General Objective: This module explores the relationship between language and culture. Students will learn theoretical concepts and practical methods that will allow them to document and analyse real-world instances of language use from an anthropological perspective. The module will use case studies from a wide range of cultural, geographical and historical settings in order to help students gain a better appreciation for linguistic and cultural diversity.

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

1. Define linguistic anthropology
2. Transcribe linguistic data
3. Identify concepts used to study language
4. Construct language as a form of social action using real world examples
5. Illustrate the relationships between language and other aspects of culture
6. Analyse linguistic data using key concepts from the anthropology of language
7. Summarize key research on language classification and language conservation in Bhutan
8. Apply sociolinguistic concepts to language practices in Bhutan.

Learning and Teaching Approach:

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

Assessment Approach:

A. In-class exercises: 15%

Students will undertake five in-class writing activities either in small groups (2-3 students) or individually. Doing these activities in-class will allow the tutor to provide immediate and meaningful feedback on the process and not just the final results. The

in-class exercises will be evaluated on criteria suitable for each mode of exercise. In many cases, the tutors will use a worksheet to structure the assignment. These in-class activities should include (but are not limited to):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these arguments have been supported.
- Applying linguistic terminology and concepts to own language and communities.
- Practicing interview and transcription skills.
- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the tutor can supervise and provide immediate support and feedback. The exercise is intended to show students how to study for exams that are not completely based on recall but also invite them to apply module concepts in novel and unanticipated contexts.

B. Linguistic Autobiography Essay: 15%

Students will individually construct a linguistic autobiography. The essay will encourage students to reflect on their own linguistic experiences and preferences will also offer them an opportunity to apply class concepts to their own lives. Essays are expected to be 500-750 words in length.

    3   Draft
    7   Content (how well the essay addresses specified criteria, relevance and support for claims, use of module concepts)
    1   Organization
    2   Language and Referencing
    2   Improvement (in comparison to the draft, with particular emphasis on consideration and incorporation of feedback provided)

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: 15%

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: 50%

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. In-class exercises	5	15%
B. Linguistic Autobiography Essay	1	15%
C. Class participation	2	5%
D. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**50%**
Semester-end Examination (SE)		**50%**

Pre-requisites: None

Subject Matter:

Unit I: The Basics of Linguistic Anthropology

1.1.   Defining linguistic anthropology
1.2.   A brief overview of the history of linguistic anthropology
1.3.   Key terms in linguistic anthropology
1.4.   Transcription: definition and practice
1.5.   Analysis of linguistic data
1.6.   Difference between language and communication used by other animals
1.7.   The earliest examples of human language
1.8.   Overview of methods in linguistic anthropology
1.9.   Basic overview of morphology and phonology

Unit II: Language, Thought and Culture

2.1.   Definitions and examples of signifiers, signified, and signs
2.2.   Language as a "symbolic system"
2.3.   Linguistic relativity and Sapir-Whorf hypothesis
2.4.   The relationship between discourse, power, and thought
2.5.   Language acquisition and socialization: definitions and examples
2.6.   Narratives as part of culture

Unit III: Language Communities and Hierarchies

3.1.   Definition and examples of speech communities
3.2.   Accents, dialects, languages: forms and classifications of linguistic diversity
3.3.   Multilingualism and debates about language and identity
3.4.   Examples of language as cultural capital
3.5.   Language in social context: hidden transcripts and code switching

Unit IV: Performativity

4.1.   Introduction to understanding language as social action
4.2.   Definitions and examples of locution, perlocution, illocution
4.3.   Complaints, insults, magic spells and other examples of speech acts
4.4.   Voice, sound, and non-verbal communication
4.5.   Gendered ways of speaking and using language

Unit V: Literacy

5.1.   A brief overview of the history of writing
5.2.   Debates about the social and cultural effects of literacy
5.3.   Degrees and types of literacy
5.4.   Autonomous vs. situated approaches to literacy
5.5.   The interaction between language and social media

Unit VI: Language Practices in Bhutan

6.1.   Etiquette, honorifics, and other examples of language and culture in Bhutan
6.2.   Discourses about the link between language and values in Bhutan
6.3.   Policies and challenges of language conservation

Reading List

Essential Reading

Dorjee, K. (2014). Linguistic landscape of Bhutan: An overview of number of languages, language policy, language education, and language use in Bhutan. *Bhutan Journal of Research & Development*, *3*(1), 79-101.

Dorji, J. (2011). Hen Kha: A dialect of Mangde Valley in Bhutan. *Journal of Bhutan Studies*, *24*, 69-86.

Hyslop, G. (2008). Kurtöp and the classification of the languages of Bhutan. *Proceedings from the Annual Meeting of the Chicago Linguistic Society, 44*(1), 141-152.

Ottenheimer, H. J. (2008). *The anthropology of language: An introduction to linguistic anthropology.* Cengage Learning.

Phuntsho, K. (2004). Echoes of ancient ethos: Reflections on some popular Bhutanese social themes. In K. Ura & S. Kinga (Eds.), *The spider and the piglet: Proceedings from the first international seminar on Bhutan studies* (pp. 364-80). Centre for Bhutan Studies.

Van Driem, G. (1994) Language policy in Bhutan. *Bhutan Aspects of culture and development*, 87- 105

Van Driem, G. (2014) Language and identity in Bhutan. *Druk Journal* 1, 61- 67

Additional Reading

Abu-Lughod, L. (1999). *Veiled sentiments: Honor and poetry in a Bedouin society.* University of California Press.

Ahearn, L. M. (2001). *Invitations to love: Literacy, love letters, and social change in Nepal.* University of Michigan Press.

Ahearn, L. M. (2016). *Living language: An introduction to linguistic anthropology.* John Wiley & Sons.

Basso, K. H. (1979). *Portraits of the whiteman: Linguistic play and cultural symbols among the Western Apache.* Cambridge University Press.

Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the Western Apache.* University of New Mexico Press.

Duranti, A. (2009). *Linguistic anthropology: A reader* (Vol. 1). John Wiley & Sons.

Goody, J. (1975). *Literacy in traditional societies.* Cambridge University Press.

Lakoff, G., & Johnson, M. (2008). *Metaphors we live by.* University of Chicago press.

Mendoza-Denton, N. (2014). *Homegirls: Language and cultural practice among Latina youth gangs.* John Wiley & Sons.

Rosaldo, M. Z. (1982). The things we do with words: Ilongot speech acts and speech act theory in philosophy. *Language in Society, 11*(02), 203-237. https://doi.org/10.1017/s0047404500009209

Thinley, D. (2005). *The boneless tongue: Figurative proverbs, wise sayings and incidental remarks that articulate a people's way of life, cultural experience and accumulated wisdom.* KMT Publishers.

Wilce, J. M. (1998). *Eloquence in trouble: The poetics and politics of complaint in rural Bangladesh* (No. 21). Oxford University Press.

Date: March 2023

Module Code and Title:	**AFD105 Heritage Studies**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder (Coordinator), Shawn Christopher Rowlands, Karma Thinley

General Objective: This module explores the concept of cultural heritage both at a local and global scale. Students will learn about both international and national cultural heritage practices, regulations and policies. In addition to gaining a scholarly understanding of heritage, students will also learn basic heritage practices including standard preservation, research, documentation, display and interpretation methods.

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

1. Define tangible, intangible, and natural heritage

2. Document examples of heritage
3. Interpret and discuss examples of heritage for cultural meaning.
4. Illustrate some of the basic aspects of heritage protection, collection management, and exhibition display.
5. Assess the relationship between tourism, heritage and heritage management
6. Critically evaluate the role of power and politics in heritage practices.
7. Express the value of Bhutan's heritage
8. Summarise Bhutan's policies of heritage preservation.

Learning and Teaching Approach:

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

Assessment Approach:

A. In-class exercises: 10%

Students will undertake five in-class writing activities either in small groups or individually. The instructor will provide feedback during the exercises. The exercises (each graded out of 10), will have their marks averaged to compute the final mark for this assessment. In many cases, the instructors will use a worksheet to structure the assignment. These in-class activities should include (but are not limited to):

- Analysing and documenting material culture: students will be given or shown an object and made to write a short description and analysis of the object applying module concepts and methods. This will provide students with hands on experience writing about material culture and applying proper documentation techniques.

- Answering questions based on the reading: students will answer a set of questions based on the week's reading that teach them to read critically for argument, method, and evidence.

- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the instructor can supervise and provide immediate support and feedback. The exercise is intended to show students how to study for exams that are not completely based on recall but also invite them to apply module concepts in novel and unanticipated contexts.

B. Application for heritage recognition (Written report): 20%

Students, working in small groups or pairs will pick some aspect of tangible, intangible, or natural heritage that they believe deserves recognition as an important part of Bhutanese heritage. Students must use some form of primary source material in their paper, which could include participant observation, archival research, material culture analysis and documentation, or any other relevant method. The written report should describe the object, site, or practice they wish to preserve and justify its importance to Bhutanese heritage. The application is expected to be 750-1,000 words long.

1 Proposal (based on specified criteria and rubric)
2 Draft (description and quality of argument)
3 Choice and description of heritage object, site or practice (completeness, originality, thoughtfulness)

    8   Quality of argument (logical, relevant and adequate supported, adherence to set criteria)

    1   Language

    1   Organization

    1   Referencing

    2   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

    1   Individual contribution (process)

C. Field trip report: 10%

Students will individually write a report on a field trip made to a relevant heritage-related site (this can include the Institute for Zorig Chusum, the Royal Textile Academy, the National Museum in Paro, archaeological sites like Drugyel Dzong or conservation projects). In the report, students must pick one aspect of the heritage-related site to focus on and use it to illustrate a key concept or process covered in the module (e.g., the commodification of heritage). Students will be provided with a grading rubric that will help to guide the writing of the field report. Reports are expected to be 500-750 words in length.

    2   Description of the site and its context/summary of the visit (accuracy and completeness)

    5   Quality of analysis (includes an explanation of a key concept or process from the module, and well-supported argument for how their subject illustrates the concept or process)

    1   Organization

    1   Language

    1   Referencing

D. Class Participation: 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. Midterm Examination: 15%

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. In-class exercises	5	10%
B. Heritage recognition (written report)	1	20%
C. Field trip report	1	10%
D. Class participation	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Prerequisites: None

Subject Matter:

Unit I: Overview of heritage

1.1.   Introduction to the meanings of 'heritage' (Harrison)
1.2.   Definitions and examples of tangible, intangible, and natural heritage
        1.2.1.   Tangible heritage of Bhutan
        1.2.2.   Intangible heritage of Bhutan
        1.2.3.   Elements of tangible, intangible and natural heritage in the *Zorig Chusum*
1.3.   Definitions and examples of official and unofficial heritage
1.4.   A brief history and overview of heritage studies

Unit II: A History of Heritage

2.1.   Origins of the concept of heritage
2.2.   Colonialism and early ideas of heritage
        2.2.1.   Colonial powers documenting material culture
        2.2.2.   Colonial powers using heritage to justify their rule
2.3.   Heritage and nation building
2.4.   Using heritage to contest colonial domination
2.5.   The United Nations and the rise of the idea of 'world heritage'
2.6.   World heritage sites and artefacts
2.7.   Debates about what counts as 'global heritage'

Unit III: Conservation, Collection, and Display

3.1.   A brief history of the museum as an institution
3.2.   The role museums play in heritage
3.3.   How museums collect and display material culture
3.4.   Basics of collection acquisition and management
3.5.   Basics of conservation techniques
3.6.   Exhibition and display as an act of cultural representation
3.7.   The difficulties of practicing conservation across cultural differences
3.8.   Bhutan's history of cultural and heritage preservation
3.9.   Overview of Bhutan's current policies on cultural and heritage preservation
3.10.   Implications of Bhutan's current policies on cultural and heritage preservation
3.11.   Challenges in the conservation of Bhutanese culture

Unit IV: Tourism, Heritage and Environment

4.1.   Definitions of tourism
4.2.   A brief history of tourism
4.3.   Experiences and souvenirs: heritage as a resource and commodity
4.4.   Tourism of natural heritage
4.5.   Eco-tourism and sustainable heritage
4.6.   Natural heritage and tourism in Bhutan

Unit V: Heritage and conflict

5.1.   War and the destruction of heritage
5.2.   Understanding the theft of heritage
5.3.   Debates about the antiquities market
5.4.   Debates about the repatriation of heritage

Reading List

Essential Reading

Clark, L., & Schreiber, L. (2003). *Lost treasures of Tibet* [Television Series Episode]. In L. Clark, *Nova*. WGBH Boston Video & PBS.

Harrison, R. (Ed.). (2010). "Chapter 1: What is Heritage." In R. Harrison (Ed.), *Understanding the politics of heritage* (Vol. 5) (pp5-42). Manchester University Press.

Labadi, S. (2007). Representations of the nation and cultural diversity in discourses on world heritage. *Journal of social archaeology*, *7*(2), 147-170.https://doi.org/10.1177/1469605307077466

Additional reading

Adams, K. M. (1998). More than an ethnic marker: Toraja art as identity negotiator. *American Ethnologist*, *25*(3), 327-351. https://doi.org/10.1525/ae.1998.25.3.327

Appiah, K. A. (2006). Whose culture is it? *New York Review of Books*, *53*(2), 38-42.

Bartholomew, T. T., & Johnston, J. (2008). *The dragon's gift: the sacred arts of Bhutan*. Serindia Publications.

Boylan, P. (Ed.). (2004). *Running a Museum: A Practical handbook*. ICOM.

Clifford, J. (1988). On Collecting Art and Culture. In J. Clifford (Ed.), *The Predicament of Culture,* (215-251). Harvard University Press.

Cotte, S. (2013). Reflections Around the Conservation of Sacred Thangkas. *Journal of Conservation and Museum Studies*, *11*(1). https://doi.org/10.5334/jcms.1021207

Dorji, J. (2015). *Intangible cultural heritage of Bhutan.* Research & Media Division, National Library & Archives of Bhutan.

Hall, A. (2004). A case study on the ethical considerations for an intervention upon a Tibetan religious sculpture. *The Conservator*, *28*(1), 66-73. https://doi.org/10.1080/01410096.2004.9995205

Hoskins, J. (1997). *Biographical objects: How Things Tell the Stories of People's Lives*. Routledge.

Institute of Language and Cultural Studies. (2016). *Bhutan cultural atlas: Bumthang district and Trongsa district.* Institute of Language and Cultural Studies.

Lees, E. (2011). Intangible cultural heritage in a modernizing Bhutan: The question of remaining viable and dynamic. *International Journal of Cultural Property*, 18(2) https://doi.org/10.1017/s0940739111000129

Malkogeorgou, T. (2013). Everything Judged on Its Own Merit? Object Conservation and the Secular Museum. *Journal of Conservation and Museum Studies*, *10*(2). https://doi.org/10.5334/jcms.1021203

Meskell, L. (Ed.). (2015). *Global heritage: a reader* (Vol. 12). John Wiley & Sons

Pearce, S (Eds.). (1994). Objects as meaning; or narrating the past. *Interpreting Objects*. Routledge. 19-29.

Pedersen, A. (2002). *Managing tourism at world heritage sites. A practical manual for World Heritage site managers*. ICOMOS.

Date: March 2023

Module Code and Title:	**AFD106 Human Variation and Adaptation**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Abigail Lalnuneng (Coordinator), Tashi Choden

General Objective: In this module, students will learn how geographical and cultural contexts shape human variation. The interplay between the science of human biological variation and the cultural context will be explored with a few examples of human adaptation. This module will also explore the fundamentals of genetics and biocultural anthropology, the biocultural

aspects of health and diseases, anthropological demography, human growth and development, and applied Biological Anthropology.

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

1. Identify the basics of genetic inheritance
2. Assess the theoretical framework and approaches of Biocultural Anthropology
3. Identify examples of the impact of the forces of evolution on variation within the human species
4. Compare the multiple ways humans have adapted
5. Interpret demographic phenomena in current and past populations.
6. Examine the critical dialogues concerning human variation and adaptation,
7. Critically evaluate human growth and development and its application in Anthropology
8. Recognize the non- academic contexts which use insights from biological anthropology.

Learning and Teaching Approach:

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

Assessment Approach:

A. In-class exercises: 15%

The tutor will conduct 5 in-class exercises during the semester. These in-class exercises led by the tutor will help students to apply the scientific method to understanding topics in biological anthropology. For each exercise, students will work either individually or in small groups (2-3 students) complete a worksheet that guides them through developing a hypothesis, collecting data, describing their findings, and answering questions about the meaning of their findings. Exercises may last a whole class period or extend over multiple classes. The in-class exercises will be evaluated on criteria suitable for each mode of exercise. For example, one possible allocation for worksheets is as follows:

   2   Clear and testable hypotheses
   4   Accurate collection and clear record keeping of their data
   4   Clear and accurate presentation and description of their findings including appropriate use of graphs and tables
   5   Answering worksheet questions to test what the findings mean

B. Report on recent findings related to human biological variation: 10%

Using a reputable journalistic or popular science periodical, students will individually write an 800 to 1000 word report about a recent finding relevant to human biological variation. Students will be expected to summarize the subject of the finding. Students will also be expected to use concepts and knowledge learned in class to explain the significance of the finding. The tutor will provide a list of approved periodicals. Essays will be evaluated on:

   1   Quality of the source used
   5   Accuracy and completeness of summary
   3   Insightful use of class material to explain the significance of the finding
   1   Language, Organization and Referencing

C. Class Tests: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% each). The written tests will be conducted within the class for a duration of 40-50 min and cover 2-4 weeks of material.

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. Midterm Examination: 10%

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. In-class exercises	5	15%
B. Report on recent finding	1	10%
C. Class Tests	2	10%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	10%
Total Continuous Assessment (CA)		**50%**
Semester-End Examination (SE)		**50%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject Matter:

Unit I: The basics of genetic inheritance

1.1. Meaning and scope of Human Genetics
1.2. Concept and function of gene, DNA and RNA
1.3. Process by which genes are passed on
        1.3.1. Mitosis and Meiosis
        1.3.2. A brief overview of reproduction
        1.3.3. The relationship between genotype and phenotype
1.4. Patterns of inheritance
        1.4.1. Human genetic variation
        1.4.2. Methods of studying heredity
        1.4.3. Causes of genetic variation between and within human populations
1.5. Conceptual overview of population genetics and the Hardy – Weinberg equilibrium

Unit II: Biocultural Anthropology

2.1. Definition and scope of bio-cultural approaches in Anthropology
2.2. Human adaptations – definition and examples
2.3. Anthropological Demography
        2.3.1. Factors influencing fecundity, fertility and mortality
        2.3.2. Bio-cultural approaches to aging
2.4. The concept of "race"

Unit III: Bio-cultural aspects of health and disease

3.1. Health and disease in relation to culture

3.2.   Coevolution of humans and disease
3.3.   Reproduction and child health
3.4.   Biocultural aspects of genetic diseases
3.5.   Emerging Diseases

Unit IV: Human Growth and Development

4.1.   Concepts and stages of growth and development
4.2.   Methods for studying growth and development
4.3.   Human nutritional needs
4.4.   Physiology and body composition

Unit V: Applied Biological Anthropology

5.1.   Defining the nature and scope of Applied Biological Anthropology
5.2.   Overview of use of biological anthropology in medical fields such as dentistry and human anatomy
5.3.   Introduction to use of biological anthropology in sports and nutrition
5.4.   Introduction to real-work applications of Forensic Anthropology
5.5.   Overviews of non-academic applications of Genetics

List of practical work:

a. Use Punnett squares to prejudice offspring
b. Apply disease sorting of emerging diseases
c. Practice using basic anthropometric measures and tools
d. Use a virtual forensic anthropology lab to solve a crime

Reading List

Essential Reading

Adams, B. J. (2007). *Forensic Anthropology*. Infobase publishing.
Brown, D. E (2020). *Human Biological Diversity.* Routledge

Additional Readings

Aemelagos, G. J., Ryan, M., & Leatherman, T. (1990). Evolution of infectious disease: A biocultural analysis of AIDS. American Journal of Human Biology, 2(4), 353-363. https://doi.org/10.1002/ajhb.1310020404

Antonarakis, S.E., & Motulsky, A.G. (2010). Vogel and Motulsky's human genetics: problems and approaches. (Fourth Edition). Springer.

Beall, C. M. (2014). Adaptation to high altitude: phenotypes and genotypes. Annual Review of Anthropology, 43, 251-272. https://doi.org/10.1146/annurev-anthro-102313-030000

Cameron, N., & Bogin, B. (2012). *Human growth and development.* Academic press.

Crawford, M. H. (2006). Anthropological Genetics: theory methods and applications. Cambridge University press.

Eaton, S. B., Konner, M., & Shostak, M. (1988). Stone agers in the fast lane: chronic degenerative diseases in evolutionary perspectives. The American Journal of Medicine, 84(4), 739-749. https://doi.org/10.1016/0002-9343(88)90113-1

Fuentes, A. (2012). Race, monogamy, and other lies they told you: Busting myths about human nature. University of California Press.

Holmes, E. C., Dudas, G., Rambaut, A., & Andersen, K. G. (2016). The evolution of Ebola virus: Insights from the 2013–2016 epidemic. Nature, 538(7624), 193–200. https://doi.org/10.1038/nature19790

Irish, J. D., & Nelson, G.C. (2008). Technique and application in dental Anthropology. Cambridge University Press.

Lewis, B., Jurmain, R., & Kilgore, L. (2013). Understanding humans: An introduction to physical anthropology and archaeology (Eleventh Edition). Cengage Learning.

Ulijaszek, S.J., & Mascie-Tylor, C.G.N. (1994). Anthropometry: the individual and the population. Cambridge University Press.

Zukerman, M. K., & Martin, D.L. (2016). New directions in biocultural anthropology. John Wiley & Sons.

Date: March 2023

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 slide shows
4. Organize 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
Independent study	Practical assignments and practice	3	60
	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. Summarizing 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%   Organization/ 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 – Student selects 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; crosschecking 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: Organizing data and solving problems using spreadsheets

2.1.   Introduction to Excel: types of basic problems that can be solved
      2.1.1.   Calculation of a specific answer to a narrow problem (e.g., average and weighted averages, Min/Max, Count, Present value, IRR)
      2.1.2.   Statistical overview of a dataset
2.2.   Basic workflow for problem solving: Identifying different types of problems; setting up problem/data on Excel; Assessing the correctness of results
      2.2.1.   Sample types of problems that can be solved with basic math of general relevance

      2.2.1.1. 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

      2.2.1.2. Percentages: % increases, decreases, commissions, discounts

      2.2.1.3. Weighted averages, e.g., marks calculation

      2.2.1.4. Quantitative trends over time

      2.2.1.5. Basic probability

   2.2.2. Assessing the correctness of the answer (i.e., comparing quick estimations with calculated answers as a way of finding mistakes and approximating answers)

      2.2.2.1. Basic "reasonableness": identifying answers which are clearly out of the possible range of answers

      2.2.2.2. Doing rough calculations to get approximate answers

      2.2.2.3. 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

3.1. Introduction to structuring a complex problem, asking the right questions, analysing the data, drawing conclusions. Examples in various subject areas:

   3.1.1. Business: Market/Customer data regarding demand for competing products

   3.1.2. Economics: Price vs. Demand

   3.1.3. Environment: Correlation of an environmental hazard with a health issue

   3.1.4. 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.* Sebastapol, CA: Microsoft Press.

Weverka, P. (2013). *Microsoft Office 2013: All-in-one for dummies.* Delhi: Wiley India.

Date: January 2021

Module Code and Title:	**EAP102 Upper-Intermediate English for Academic Purposes**
Programme:	BA in English Studies (borrowed)
Credit Value:	12
Module Tutor:	Dechen Pelden (Coordinator), Sangay C. Wangchuk, Palden Wangmo, Mohan Rai and Ruma Tamang

General objective: EAP102 is the second 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 second part builds on the skills learned in EAP101 and focuses on further helping students to improve their proficiency in English Language and communication.

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

Reading skills

1. Research texts for essays and apply skimming and scanning while doing so.
2. Identify the progression of ideas in a text.
3. Predict the content of a text and infer the meanings of words.
4. Read for detail, collect information for an essay and take notes for essay-writing and summarise what they have read.
5. Recognize and verify the detection of plagiarized text.

Writing skills

Write using discipline-specific language.
Defend claims by using evidence, paraphrase information and use quotations in their writing.
Identify language for academic writing.
Examine the structure and content of reports.
Take a stance and express disagreement.
Write text using and citing sources appropriately, incorporating summarization, paraphrasing, quotation, and synthesis as appropriate.

Listening and Speaking skills

1. Make and respond to suggestions in a group work.
2. Collaborate with peers to generate ideas.
3. Participate in tutorials and discussions to ask for and give information.
4. Deliver a well-structured formal oral presentation.

Grammar and Vocabulary

1. Explain targeted grammatical structures in both spoken and written forms.
2. Apply targeted grammatical structures appropriately in both written and oral production.
3. Self-correct while using targeted grammatical structures.

Learning and Teaching Approach:

Type	Approach	Hours per Week	Total Credit Hours
Contact	Lecture, discussions, and practice (2 x 2 hr). In-class time in each block is used in a workshop style with a review of prior topics and introduction to a new topic, at least one hour on practice, and debrief / reflection / assessment time at the end. Each major unit includes some assessment involving approximately 30 min of in-class time per week on average. Students are expected to use a significant portion of the total in-class time on practice with selected exercises.	4	60
Independent study	Writing assignments, Learning journal, VLE discussions	2	60
	Reading and review of class materials	2	
Total			120

Assessment Approach:

A. Note-Taking Exercise 5%

Each student has to maintain class notes containing series of exercises from both within and outside the class. It will be assessed before the mid-semester.

'Note-Taking Exercise' will be assessed using the following rubric:
Relevance and Completeness: 10 marks
Coherence and Organisation: 10 marks
Language and clarity: 10 marks

B. VLE Discussion 10%

Students will participate in two VLE discussions (5%+5%) on topics assigned by the tutor. It will be conducted one before mid-semester and one after mid semester for 5% each.

The task will be assessed based on the following rubric:
Quality of Discussion: 12 marks
Interaction with peers: 4 marks
Language and Grammar: 4 marks

C. Essay Writing Portfolio: 20%

Students will write a persuasive essay and an argumentative essay of 350-500 words each. These essays will be on discipline-specific topics, each submitted as first and

final drafts. The two first drafts will be assessed out of 3% each and the final submission will be out of 7% each.

The first draft of the persuasive essay will be assessed on the following rubric:
Quality of persuasion: 60 marks
Organisation and Structure: 20 marks
Language and Grammar: 20 marks

The first draft of the argumentative essay will be assessed on the following rubric:
Quality of arguments: 60 marks
Organisation and Structure: 20 marks
Language and Grammar: 20 marks

The final drafts for both the (persuasive & argumentative) essays will be assessed on the following rubric:
Quality of persuasion/ arguments: 50 marks
Organisation and Structure: 15 marks
Language and Grammar: 20 marks
Improvement made on the first draft: 15 marks

D. Presentation: 20%

Each student will make a 7–10-minute presentation. with clear, systematically developed, detailed descriptions on a subject of their interest, expanding and supporting ideas with subsidiary points and relevant examples, and rounding off with an appropriate conclusion The student can choose one presentation topic of their interest.

The presentations will be assessed based on the following criteria:
Content: 15 marks
Structure: 25 marks
Use of sources and citation: 10 marks
Use of visual aids: 5 marks
Language: 15 marks
Delivery: 25 marks
Time Management: 5 marks

E. Written assignment: 25%

Students will write a 1000-1250 word researched assignment in an academic style, incorporating at least 3 reference sources. The assignment will consist of an outline with an annotated bibliography, followed by the first and final drafts of the essay. The annotated bibliography will be worth 5%. The first draft will be worth 5%; improvement on the first draft will be 5%; and the final draft will be worth 10%.

The annotated bibliography will be assessed based on the following rubric:
Quality and reliability of sources: 15 marks
Quality of summary and evaluation: 20 marks
Citation: 5 marks
Language: 10 marks

The first and final drafts of the essay will be assessed using the following criteria:
Depth of reflection: 25 marks
Critical thinking: 25 marks
Use of sources: 20 marks
Language and Grammar: 20 marks
Use of annotated bibliography: 10 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

F. Class Tests: 20%

Two class tests (10%+10%) of 45-50 minutes will be held within class hours, each covering approximately 3-4 weeks of subject matter. These tests should be based on the four skills. These will be marked out of 10 each.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Note-Taking Exercise	1	5%
B. VLE Discussion	2	10%
C. Essay Writing	2	20%
D. Written assignment	1	25%
E. Presentation	1	20%
F. Class tests	2	20%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: EAP101 Intermediate English for Academic Purposes

Subject matter:

Unit I: Academic orientation

1.1.   Assessing one's academic skills
1.2.   Thinking about academic culture
1.3.   Thinking critically
1.4.   Avoiding plagiarism
1.5.   Recognising variation across academic subjects
1.6.   Focusing on academic vocabulary

Unit II: Topic/context: Choices and implications

2.1.   Reading: Researching texts for essays; Skimming and scanning; Identifying the sequence of ideas; Understanding implicit meanings; Inferring the meaning of words; Vocabulary building: adjectives
2.2.   Listening and speaking: Introducing your presentation; Clarifying key terms
2.3.   Writing: Understanding how essay types are organised; Drafting the introduction to an essay; Language for writing: common knowledge
2.4.   Grammar and vocabulary practice: Avoiding repetition: that (of) and those (of); Word families: linking parts of texts; Verb-noun collocations

Unit III: Topic/context: Language and communication

3.1.   Reading: Predicting the content of a text; Reading for detail; Scanning for information; Understanding implicit meanings; Vocabulary building: adjectives; Thinking about ways of taking notes
3.2.   Listening and speaking: Making suggestions in group work; Pronunciation: stress in adjectives ending in -ic and -ical
3.3.   Writing: Referring to other people's work; Using in-text references (particular focus on APA style); Language for writing: reporting verbs
3.4.   Grammar and vocabulary practice: Impersonal it-clauses: saying that something is important, interesting, etc.; Word families; Nouns with related adjectives ending in -ic and -ical; Reporting verbs

Unit IV: Lecture Skills I

(Lecture Skills A)

4.1.   Preparing for lectures: Lecturing styles; Revising basic information
4.2.   Listening: Understanding lecture aims; Understanding outlines; Identifying main and secondary points; Taking notes: annotating slides 1
4.3.   Language focus: Repetition and rephrasing
4.4.   Follow-up: Taking notes: annotating slides 2; Reviewing your notes

(Lecture Skills B)

4.5.   Preparing for lectures: Using preparation strategies; Making predictions before a lecture starts
4.6.   Listening: Making predictions during a lecture; Identifying topic change; Following an argument
4.7.   Taking notes: using symbols and abbreviation in notes
4.8.   Language focus: Organising questions and topic changes
4.9.   Follow-up: Expanding your vocabulary

Unit V: Topic/context: Difference and diversity

5.1.   Reading: Thinking about what you already know; Reading in detail; Taking notes; Vocabulary building 1: word families; Vocabulary building 2: adjective-noun collocations; Collecting information for an essay; Taking notes for essay writing
5.2.   Listening and speaking: Working with colleagues: generating ideas and reporting; Pronunciation: dividing speech into units
5.3.   Writing: Language for writing 1: the grammar of reporting verbs; Language for writing 2: comparing and contrasting; Reporting from a reading
5.4.   Grammar and vocabulary practice: Linking parts of a text: conjunctions and sentence connectors; Single-word verbs and multi-word verbs; Word families

Unit VI: Topic/context: The world we live in

6.1.   Reading: Recognising plagiarism; Getting started; Identifying the main ideas in a text; Summarising what you have read; Vocabulary building: single-word verbs and multi-word verbs; Vocabulary in context: hedging adverbs
6.2.   Listening and speaking: Reaching a consensus in group work; Pronunciation: contrasts
6.3.   Writing: Using paraphrases; Including quotations in writing
6.4.   Grammar and vocabulary practice: Articles: zero article and the; Complex prepositions; Person, people, peoples

Unit VII: Topic/context: Bringing about change

7.1.   Reading: Reading critically; Finding information and taking notes; Vocabulary in context 1: inferring the meaning of words; Vocabulary in context 2: hedges; Retelling what you have read
7.2.   Listening and speaking: Concluding your presentation; Pronunciation: linking words in speech units
7.3.   Writing: Using an academic style
7.4.   Grammar and vocabulary practice: Adding information about nouns: relative clauses; It-clauses: expressing personal opinions impersonally; Abstract nouns + of + -ing/to-infinitive

Unit VIII: Topic/context: Work and equality

8.1.   Reading: Understanding figures and tables; Scanning for information; Taking notes; Understanding the significance of references; Vocabulary in context: avoiding repetition
8.2.   Listening and speaking: Taking part in tutorials and joining in discussions; Pronunciation: stress in compound nouns 1
8.3.   Writing: Looking at the structure and content of reports; Language for writing 1: describing events in a time sequence; Language for writing 2: cause and effect

8.4. Grammar and vocabulary practice: Passive voice; Past perfect; -ing nouns

Unit IX: Topic/context: Controversies

9.1. Reading: Understanding the writer's opinion; Identifying main ideas and supporting information; Recognising general nouns; Understanding hedges; Vocabulary building 1: formal and informal verbs; Vocabulary building 2: opposites

9.2. Listening and speaking: Tutorials: asking for and giving more information; Pronunciation: intonation in wh-clefts

9.3. Writing: Describing information in figures and tables; Language for writing 1: referring to figures and tables; Language for writing 2: referring backwards and forwards; Writing practice

9.4. Grammar and vocabulary practice: Verbs followed by a noun phrase or that-clause; Non-finite relative clauses; Adverbials used to comment

Unit X: Topic/context: Health

10.1. Reading: Reading for evidence; Thinking about what you already know; Preparing for essay writing; Vocabulary in context: inferring the meaning of words; Understanding connections in texts: this/these; Developing hedging skills

10.2. Listening and speaking: Summarising what has been said; Evaluating visual aids; Pronunciation: stress in compound nouns 2

10.3. Writing: Contrasting information; Taking a stance: expressing disagreement; Writing practice

10.4. Grammar and vocabulary practice: Referring to quantities; Evaluative adjectives and adverbs; Phrases connecting sentences: this/these; Non-finite relative clauses

Unit XI: Lecture Skills II

(Lecture Skills C)

11.1. Preparing for lectures: Thinking about the purposes of lectures
11.2. Listening: Understanding evaluations; Understanding lists
11.3. Language focus: Noticing differences in the language of lectures and academic writing; Noticing prominent words
11.4. Follow-up: Taking notes: annotating; Reconstructing your notes

(Lecture Skills D)

11.5. Preparing for lectures: Building basic information
11.6. Listening: Understanding the relationship between parts of the lecture; Understanding descriptions of processes
11.7. Language focus: Understanding vague language
11.8. Follow-up: Listening for a lecture summary; Comparing notes

(Lecture Skills E)

11.9. Preparing for lectures: Overcoming problems in listening to lectures
11.10. Listening: Understanding specialised terms; Understanding reasons
11.11. Language focus: Understanding signals of incomplete information; Understanding forward and backward reference
11.12. Follow-up: Listening and annotating slides; Writing up your notes; Overcoming problems

Reading List:

Essential reading

Hewings, M. and McCarthy, M. (2014). *Cambridge academic English – An integrated skills course for EAP: B2 (Upper Intermediate) Student's Book*. Cambridge University Press.

Paterson, K. and Wedge, R. (2013). *Oxford grammar for EAP*. Oxford University Press.

Additional reading

Hacker, D. (2021). *A writer's reference* (10th ed.). Bedford/St. Martin's.

Hyland, K. (2006). *English for academic purposes*. Routledge.

Date: June 2022

Module Code and Title:	**ETY201 Ethnographic Monographs**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Shawn Christopher Rowlands (Coordinator), Anden Drolet, Karma Thinley

General Objective: This module explores and analyses both classic and contemporary ethnographic monographs written by well-known anthropologists. The module discusses the impacts of these core ethnographic texts on the development of Anthropology as a discipline. Each ethnographic text will be engaged with critically; this includes a critical appreciation of the time-period in which it was written and the monograph's relevance for Anthropology today.

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

1. Identify core ethnographic texts that have helped shape the discipline
2. Situate ethnographic monographs within their historical and theoretical context
3. Justify the development of the discipline through critical readings of key ethnographic texts
4. Critically evaluate ethnographic monographs
5. Construct the influence of the authors' background and contexts on their publications
6. Explore the relationship between theory and ethnography through readings selected from different historical periods, theoretical perspectives, and geographical areas
7. Examine current themes and trends in ethnography.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Tutorials	1	
Independent study	Assignments	2	60
	Reading, revision and VLE related exercises	2	
	Total		120

Assessment Approach:

A. Reading Quiz: 5%

Students will be given a quiz on assigned reading material. The quiz will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/lectures.

B. Book Review of Monograph: 20%

Students will select and read a classical or contemporary monograph and submit a written review, which includes a critical summary of the book and an analysis of the

theoretical and methodological choices made by the author. This assignment, to be completed before the semester-end examination, will be assessed for 20% of the module. The expected length of this assignment is 1,200 – 1,500 words. The book-review will be marked based on the following criteria:

3 Draft (summary and quality of analysis and reflection)
8 Summary of the book (accuracy and completeness)
4 Quality of analysis and reflection (includes well stated and original analysis, thoughtfulness of reflection, uses relevant and adequate support for all claims made)
1 Organization
1 Language
1 Referencing
2 Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

C. Group Presentations: 10%

In groups students will present on assigned chapter of the early ethnography that the whole class reads. Presentations are expected to go beyond the summary of the book to provide historical and intellectual context as well as critical analysis. This presentation will take place orally inside the classroom. Each presentation will last no more than 30 minutes. Students will be marked based on the following criteria:

3 quality and completeness of summary of the chapter's main findings and arguments
4 quality of analysis
2 presentation skills (organization, structure, delivery, language use and time management)
1 Individual contribution

D. Class participation and preparedness: Portion of Mark: 10%

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. An additional 5% for preparedness will focus on the student reading notes as this is a reading intensive module.

E. Midterm Examination: 15%

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. Reading quiz	1	5%
B. Book Review of monograph	1	20%
C. Group presentation	1	10%
D. Class participation and preparedness	1	10%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject Matter:

Unit I: Ethnography in Anthropology (a review)

1.1.   Review of origins and evolution of ethnography within anthropology
1.2.   Histories of ethnographic traditions

Unit II: Ethnography in its Context

2.1.   The connection between ethnography and the colonial encounter
2.2.   The relationship between the ethnographer and their ethnography
2.3.   Changes in postcolonial ethnography: key trends and debates

Unit III: Ethnography and the Production of Anthropological Knowledge;

3.1.   Key themes in ethnographs
3.2.   Defining ethnographic theory
3.3.   The role of theory in ethnography
3.4.   The influence of Clifford Geertz and the 'Interpretive Turn'
3.5.   Ethnographic controversies

Unit IV: Contemporary Trends and Topics in Ethnography

4.1.   Defining and describing the crisis of representation
4.2.   'The social lives of things'
4.3.   New directions in ethnographic research

Unit V: Auto-ethnography

5.1.   The merits and challenges of native anthropology
5.2.   Defining and critiquing ethnographic authority
5.3.   Dilemmas in auto-ethnography
5.4.   The effect of subjectivity on ethnography
5.5.   The role of positionality and reflexivity in ethnography

Reading List

Essential Reading

Evans-Pritchard, E.E. (1940/2015). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people.* Oxford University Press.
Gay y Blasco, P., & Wardle, H. (2006). *How to Read Ethnography.* Routledge.
Malinowski, B. (1922/2010). *Argonauts of the Western Pacific: An account of the native enterprise and adventures in the archipelagoes of Melanesian New Guinea.* Routledge.

Additional Reading

Abu-Lughod, L. (1986). *Veiled sentiments: Honor and poetry in a Bedouin society.* University of California Press.
Barth, F., Parkin, R., Gingrich, A., & Sylverman, S. (2005)*. One discipline, four ways: British, French, German, and American anthropology*. University of Chicago Press.
Blasco, P., & Wardle, H. (2007). *How to read ethnography.* Routledge.
Boddy, J. (1989). *Wombs and alien spirits: Women, men, and the Zar cult in Northern Sudan.* University of Wisconsin Press.
Bourgois, P. (1995). *In search of respect: Selling crack in El Barrio.* Cambridge University Press.
Briggs, J.L. (1970). *Never in anger: Portrait of an Eskimo family.* Harvard University Press.
Clifford, J., & Marcus, G.E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography.* University of California Press

Cohen, L. (1998). *No aging in India: Alzheimer's, the bad family, and other modern things.* University of California Press.

Eriksen, T.H. (2001). *Small places, large issues: An introduction to social and cultural anthropology* (2nd ed.). Pluto Press.

Evans-Pritchard, E.E. (1976). *Witchcraft, oracles, and magic among the Azande.* Oxford University Press.

Ferguson, J. (2006). *Global shadows: Africa in the neoliberal world order.* Duke University Press.

Fürer-Haimendorf, C. V. (1939/2016). *The naked Nagas.* Methuen & Co

Geertz, C. (1973). *The interpretation of cultures.* Basic Books.

Leach, E. (1954/2008). *Political systems of highland Burma: A study of Kachin social structure.* Athlone Press.

McCurdy, D.W., Spradley, J.P., & Shandy, D.J. (2004). *The cultural experience: Ethnography in complex society.* Waveland Press.

Mead, M. (1975). *Coming of age in Samoa: A psychological study of primitive youth for western civilization.* William Morrow & Company. (Original work published in 1928)

Penjore, D. (2009). *Love, courtship and marriage in rural Bhutan: A preliminary ethnography of Wamling Village in Zhemgang.* Galing Printer and

Rabinow, P., & Sullivan, W.M. (1987). *Interpretive social science: A second look. University of California Press.*

Robben, A.C.G.M, & Sluka, J.A. (Eds.). (2007). *Ethnographic fieldwork: An anthropological reader.* Blackwell.

Scheper-Hughes, N. (1992). *Death without weeping: The violence of everyday life in Brazil.* University of California Press.

Srinivas, M.N. (1976). *The remembered village.* University of California Press.

Stonington, S. (2020). *The spirit ambulance: Choreographing the end of life in Thailand* (Vol. 49). University of California Press.

Turner, V. (1966). *The ritual process: Structure and anti-structure.* Aldine Transaction.

Date: March 2023

Module Code and Title:	**UGR202 Anthropological Research Methods**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder (Coordinator), Tashi Choden, Anden Drolet

General Objective: This research skills-oriented module aims to teach students the basic principles of research design, data collection methods and data analysis from an anthropological perspective. Students will have the opportunity to practice and master the most significant anthropological data collection methods. They will be expected to collect and analyse primary data during the course of the module. The module will lay the foundation for what students will be learning in ETY302 Writing Ethnography as well as help prepare students to undertake UGR303 in their third year and UGR407 in their final year.

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

1. Apply standard research process to their own projects
2. Evaluate the range of data collection and analytical methods used by anthropologists
3. Assess ethical issues related to anthropological research
4. Debate the opportunities and challenges presented by various research strategies.
5. Write clearly articulated research questions
6. Choose appropriate data collection strategies to address research questions.
7. Collect data using a range of research strategies
8. Analyze collected data using a range of data analysis strategies

9. Present data interpretations in an academic format.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	2	60
	Tutorials / practicing methods	2	
Independent study	Assignments	2	60
	Reading, revision and VLE related exercises	2	
	Total		120

Assessment Approach:

A. Life History Interview and Analysis: 20%

Students will to select a person with whom to individually conduct a life history interview, they are expected to turn in the transcript of their interview as well as a 750–1000-word analysis of the content and themes of the interview. Before conducting the interview, they must submit a proposal describing who they plan to interview and providing a justification for why this person would be a good subject for a life history interview.

2 Proposal (completeness, thoughtfulness, quality of research question, quality of justification)

3 Transcript (completeness, clarity, accuracy and consistency)

5 Draft of report (quality of summary and analysis, thoughtfulness, use of adequate and relevant support for all claims made)

10 Report (quality of summary and analysis, thoughtfulness, use of adequate and relevant support for all claims made, improvement form draft)

B. Group research project: 40%

Throughout the semester students will work in small groups (3- 4 students) to carry out a research project using anthropological research methods. The final project report will be between 1500 – 2500 words in length.

5 Proposal (completeness, quality of literature review, quality of research question, quality of description of methodology and justification, awareness of logistical challenges)

5 Annotated Bibliography

5 Draft of Project (quality of summary of findings, quality and thoughtfulness of analysis, use of adequate and relevant support for all claims made, thoughtfulness, language, organization and referencing)

20 Final Project Report (quality of summary of findings, quality and thoughtfulness of analysis, use of adequate and relevant support for all claims made, thoughtfulness language, organization and referencing, improvement from draft)

2 Team work

3 Individual Viva (process)

C. Leading discussion: 10%

During the semester, students will lead a class discussion with one or two partners to lead a class discussion on a particular academic reading selected to illustrate a particular data collection or analytical method. 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) summarizing the reading in their own words, including identifying and explaining key terms and concepts; in particular students must be able to articulate the relationship between an article's research question(s) and the methods that were used to collect or analyse the data; (2) preparing discussion questions to stimulate class discussion; (3) helping the class understand how the reading links to class concepts; (4) facilitating a clear and helpful discussion that will help them 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.

1   Pre-discussion meeting (attendance and preparedness)
2   Quality and accuracy of summary (focus should be on arguments)
4   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 adequate preparation for topics under discussion. 5% of class participation and preparedness will be assessed before midterm, and the remaining 5% post midterm.

E. Methods Exercises: 20%

Students will undertake 4 methods exercises either in small groups (2-3) or individually. As much as possible these exercises will be conducted on the RTC campus. Doing these exercises in-class will allow the instructor to provide immediate and meaningful feedback on the process and not just the final results. These exercises could for example include:

Practice finding and evaluating academic sources
Practice writing and evaluating research questions
Practice matching research questions to appropriate methods
Designing, conducting, coding and analysing a set of interviews
Designing, conducting and coding a focus group
Using discourse analysis
Evaluating research situation for ethical concerns

Methods exercises are likely to have different marking schemes based on the nature of the exercise but the components of each scheme will include at the minimum marks for completeness, relevance, accuracy, and language clarity.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Life history interview	1	20%
B. Group research project	1	40%
C. Leading in class discussion	1	10%
D. Class participation and preparedness	1	10%
E. Methods exercises	4	20%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Research Design

1.1.   The purpose of research

1.2. The steps in conventional research process: explanation and key terms
1.3. Annotated Bibliographies and literature reviews as an essential step in the research process
1.4. Formulating research questions
1.5. Features of Anthropological Research
1.6. Types of Anthropological Research

Unit II: Research Ethics and Power in Anthropology

2.1. Historical overview of research ethics: key concerns and a review of key controversies
2.2. Voluntary participation and informed consent: definition and implications
2.3. Anonymity and confidentiality: definition and implications
2.4. Research ethics in the Bhutanese context

Unit III: Interviews

3.1. The kinds of research questions which interviews can answers
3.2. Types of interviews: formal, informal, life history
3.3. Preparing to interview
3.4. Translating interview questions
3.5. During an interview: tips and tricks
3.6. Review of transcription techniques and best practices
3.7. Transcription and translation
3.8. Coding and analysing interview data
3.9. Sensitive topics and other ethical considerations
3.10. Limitations and challenges of interviews

Unit IV: Oral History

4.1. Definition and types of research questions which oral history can answer
4.2. Identifying and approaching sources
4.3. Organizing and analysing collected materials
4.4. Limitations and challenges of using oral history

Unit V: Archival Research

5.1. Archives and Archival Research: definition and types
5.2. Research questions which can be answered using Archival research
5.3. Working with and analysing archival sources
5.4. Archival sources within the Bhutanese context
5.5. Limitations and challenge of using archival sources

Unit VI: Overview of other methods used by anthropologists

6.1. Focus groups: definition, strengths and weaknesses, examples
6.2. Discourse analysis: definition, strengths and weaknesses, examples
6.3. Surveys and other quantitative methods: definitions, strengths and weaknesses, examples
6.4. Anthropological Research in virtual communities: definitions. Strengths and weaknesses, examples

Unit VII: Communicating findings

7.1. Defining an audience
7.2. Written reporting: reports, academic articles, policy papers, blogging
7.3. Oral reporting: tips and tricks
7.4. Visual reporting: posters, film, photography

Reading List

Essential Reading

Bernard, R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches.* AltaMira Press.

Finnegan, R. (1996). Using documents. In R. Sapsford & V. Jupp (Eds.), *Data collection and analysis* (pp. 138-152). Sage Publication.

Additional Reading

Aris, M. (1987). 'The boneless tongue': Alternative voices from Bhutan in the context of Lamaist societies. *Past & Present, 115*, 131-164. https://doi.org/10.1093/past/115.1.131

Ljunggren, A., Johansson, E., Wang, C., & Pettersson, K.O. (2009). Endurance of aloneness among Tibetan indigenous women in Western China: Application of repeat focus group discussions as a tool for empowerment and for data collection. *Health Care for Women International, 30*(9), 824-844. https://doi.org/10.1080/07399330903066210

Seidman, I. (2013). Technique isn't everything, but it's a lot. In I. Seidman, *Interviewing as qualitative methods: A guide for researchers in education and the social sciences* (pp. 78-94). Teachers College Press, Columbia University

Spradly, J. (1979). *The ethnographic interview* (pp. 55-68). Harcourt, Brace, Jovanovich.

Date: March 2023

Module Code and Title:	**ATH201 Medical Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Abigail Lalnuneng (Coordinator), Dolma Choden Roder, Tashi Choden

General Objective: This module aims to provide an introduction to the central concepts and concerns of medical anthropology. Students will learn to think critically about the body, health, and medicine. In particular, they will look at the way in which ideas around these topics are historically, culturally and politically contingent. The module will take a cross-cultural approach to exploring a range of relevant topics.

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

1. Outline the anthropological approach to issues around health, illness and the body
2. Define health, illness, and the body from a cross-cultural perspective
3. Apply a biocultural perspective of health and the body
4. Examine medical beliefs and practices within particular cultural, historical and political contexts
5. Summarize the history and implications of biomedicine
6. List the impacts of medicalization on human culture and health
7. Analyse individual experiences of illness and healing
8. Demonstrate an ability to reflect on ethical issues relevant to health research
9. Critically evaluate health inequalities at both the local and global level.

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. Field trip report: 10%

Students will individually write a report on a field trip made to a relevant health-related site (logistics of the field trip will be organized by the tutor who will work to ensure ethical considerations such as voluntary consent and protection of the vulnerable shape the selection of the site as well as the way students interact with people at the chosen site). These reports are expected to be both descriptive (for example, describing the site, the people at the site) 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 doctor-patient interactions, medicalization or medical pluralism. Students will be provided with a grading rubric that will help to guide the writing of the field report. Reports are expected to be 500 – 750 words in length.

- 2   Description of the site/ summary of the visit (accuracy and completeness)
- 5   Quality of analysis (includes well stated and original analysis, uses relevant module concepts and adequate support for all claims made)
- 1   Organization
- 1   Language
- 1   Referencing

B. Illness narrative: 15%

Students will individually interview someone who has either experienced an illness or a medical event. Students will need to secure formal ethical approval from their tutor before they can conduct the interview and they will have to demonstrate that they will follow standard ethical practices such as acquiring voluntary consent. They will then produce an "illness narrative" based on the interview that recounts the experience as well as analyse its contents in relation to topics and ideas covered in the module. The narratives will be 750-1000 words long.

- 2   Ethical proposals
- 2   Draft of Illness Narrative (adherence to set criteria, quality of observations, quality of reflection on ethical issues, uses relevant and adequate support for all claims made)
- 6   Quality of Narrative (adherence to set criteria, quality of observations, quality of reflection on ethical issues, uses relevant and adequate support for all claims made)
- 2   Improvement of final product (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
- 1   Organisation
- 2   Language and Referencing

C. Illness narrative presentation: 5%

Students will orally present their illness narratives to their classmates. The presentations will be between 7 and 10 minutes long. The presentation will be assessed on:

- 3   Content (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
- 1   Organization and language use
- 1   Delivery (volume, pace, efforts to engage audience) and time management

D. Class participation and preparedness: 10%

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. An additional 5% for preparedness will focus on the student reading notes as this is a reading intensive module.

E. Midterm Examination: 15%

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 Reports	1	10%
B. Illness narrative (written report)	1	15%
C. Illness narrative (oral presentation)	1	5%
D. Class participation and preparedness	1	15%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: None

Subject Matter:

Unit I: Introduction to Medical Anthropology

1.1.   History of medical anthropology: origin and influences
1.2.   Definitions of key terms and concepts in medical anthropology
1.3.   The importance of context to medical anthropology
1.4.   Cross-cultural approaches to medicine and health: method, justification and strengths
1.5.   Ethical issues and dilemmas in health research
1.6.   Emergent health research in Bhutan

Unit II: Anthropological Approaches to Health and Illness

2.1.   The differences between health and illness
2.2.   Definitions and scope of "normal"
2.3.   Cross cultural understandings of well-being and illness
2.4.   Biocultural understanding of well-being and illness
2.5.   Bhutanese understandings of well-being and illness
2.6.   The sick role and illness narratives

Unit III: An introduction to Biomedicine

3.1.   Definition and implications of biomedicine
3.2.   The history and spread of biomedicine
3.3.   The medicalization of everyday life: implications, impacts and examples
3.4.   The relationship of biomedicine to non-western cultures
3.5.   Biomedicine's entanglements with political economy
3.6.   Alternatives to biomedicine (e.g., Homeopathy, Ayurvedic, Chinese)
3.7.   Tibetan Buddhist discourses of health, illness and the body: definitions and implications
3.8.   Systems of medical pluralism: definitions, implications and examples

3.9.   Medical pluralism in Bhutan: description and implications

Unit IV: Bodies and Selves

4.1.   Anthropological theories of the body: definitions and key debates
4.2.   Biocultural approaches to the body
4.3.   The relationship between embodiment, identity and suffering: definitions and implications
4.4.   The relationship between stigma and illness: definitions and examples
4.5.   Medical anthropology approaches to mental health
4.6.   The relationship between understandings of the body and the life course
          4.6.1. Birth and reproduction: descriptions and examples
          4.6.2. Dying and death: descriptions and examples

Unit V: Illness and Inequality

5.1.   Social Stigma
5.2.   Human rights discourses and health: definitions and debates
5.3.   Understanding and describing health care disparity: descriptions and implication
5.4.   Structural violence: definition, description and implications
5.5.   Critical medical anthropology

Reading List

Essential Reading

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures*. Farrar, Straus and Giroux.

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

Taylor, J. (2003). The story catches you and you fall down: Tragedy, ethnography and 'cultural competence'. *Medical Anthropology Quarterly,17*(2), 159-181. https://doi.org/10.1525/maq.2003.17.2.159

Yangchen, S., Tobgay, T. & Melgaard, B. (2016). Bhutanese health and health care system: Past, present and future. *The Druk Journal, 2*(1).

Additional Reading

Adams, V. (1992). The production of self and body in Sherpa-Tibetan Society. In M. Nichter (Ed.), *Anthropological approaches to the study of ethnomedicine* (pp. 149-190). Gordon and Breach.

Adams, V. (2001). The sacred in the scientific: ambiguous practices of science in Tibetan Medicine. *Cultural Anthropology, 16*(4), 542–575. https://doi.org/10.1525/can.2001.16.4.542

Benedict, R. (1934/2017). Anthropology and the Abnormal. In M. Mead (Ed.), *An anthropologist at work: Writing of Ruth Benedict* (pp. 262-283)*.* Avon Books.

Choden, K., Tobgay, S., & Ugyen. (2013). Healthy Gross National Happiness. *Indo-Bhutan International Conference on Gross National Happiness,2,* 221-228.

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

Good, B. (1994). How does Medicine Construct its Objects? In *Medicine rationality and experience: An anthropological perspective* (Lewis Henry Morgan Lectures) (65-87). Cambridge University Press.

Gyatso, J. (2004). *The authority of empiricism and the empiricism of authority: Medicine and Buddhism in Tibet on the eve of modernity. Comparative Studies of South Asia, Africa and the Middle East*, *24*(2), 83-96.

Kleinman, A. (1988). Personal and Social Meaning of Illness. In *The illness narratives: Suffering, healing and the human condition* (pp. 31-55). Basic Books

Lock, M. (1993). Cultivating the body: Anthropology and the epistemologies of bodily practice and knowledge. *Annual Review of Anthropology,22*, 133-155. https://doi.org/10.1146/annurev.an.22.100193.001025

Lorway, R., Dorji, G., Bradley, J., Ramesh, B.M., Shajy, I., & Blanchard, J. (2011). The Drayang Girls of Thimphu: Sexual network formation, transactional sex and emerging modernities in Bhutan. *Culture, Health & Sexuality: An International Journal of Research, Intervention and Care, 13*(sup2), S293-S308. https://doi.org/10.1080/13691058.2011.607243

Martin, E. (2001). *The women in the body: A cultural analysis of reproduction* Beacon Press.

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

Rosenhan, D. L. (1973). On Being Sane in Insane Places. *Science,179*(4070), 250-8. https://doi.org/10.1126/science.179.4070.250

Taee, J. (2017). *The Patient Multiple: An Ethnography of Healthcare and Decision-Making in Bhutan* (Vol. 4). Berghahn Books

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

Wangchuk, P., Wangchuk, D., & Hansen, J. A. (2007). Traditional Bhutanese Medicine (GSo-Ba Rig Pa): An integrated part of the Formal Health Care System *Southeast Asian Journal of Tropical Public Health* Vol. 38

Wiley, A. S. (1992). Adaptation and the biocultural paradigm in medical anthropology: a critical review. *Medical anthropology quarterly, 6*(3), 216-236. https://doi.org/10.1525/maq.1992.6.3.02a00030

Date: March 2023

Module Code and Title:	**ATH202 Political Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Richard Kamei (Coordinator), Jelle Wouters

General Objective: This module examines politics, political organization and questions of power through anthropological perspectives and in a wide range of societies, both past and present. It explores the origins and scope of political anthropology and discusses how anthropologists analyse power and political life. The module also discusses how political organization of societies evolved throughout human history and discusses the use of anthropological knowledge and methods to engage modern political themes such as civil society, citizenship, nationalism, and democracy.

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

1. Outline the origins, scope, and growth of political anthropology as a sub-discipline of Anthropology.
2. Define the field of political anthropology within the broader field of cultural anthropology
3. Critically evaluate anthropological perspectives on contemporary politics

4. Examine major anthropological perspectives on state and stateless forms of political organization.
5. Evaluate key theories and ethnographic works in political anthropology.
6. Interpret and critically analyse contemporary political life.
7. Categorize past and present theoretical paradigms used in the field of political anthropology.
8. Analyse the workings of power as a critical point of investigation in theorizing in Anthropology
9. Assess political anthropology within Bhutan's context.

Learning and Teaching Approach:

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

Assessment Approach:

A. Essay Based on Prompt: 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. 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 ethnographic examples. The essay will be 1000-1250 words in length. The essay will be marked based on the following criteria:

   9   Quality of response (relevance to question asked, thoughtfulness and accuracy of response)
   2   Language
   2   Organization
   2   References

B. Descriptive Essay: 15%

Students will be asked to select a salient theme in political anthropology (e.g., power, authority, legitimacy, nationalism, citizenship, civil society) and individually write an essay that traces, first, how anthropological approaches and understandings of this theme have changed in the discipline's theoretical history, and, secondly, critically apply the concept to Bhutanese society. The essay will be 1000-1250 words in length. This essay will be marked on the following criteria:

   3   Proposal outlining the selected topic and proposed argument
   5   Quality of content and argument (includes well stated and original analysis, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
   4   Quality of application to the Bhutanese context
   1   Language
   1   Organization
   1   References

C. Reading Quizzes: 10%

Students will be given two quizzes on assigned reading material at individual level. The quizzes will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/ lectures. Each quiz will take between 15 and 20 minutes of class time to complete.

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. Midterm Examination: 15%

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. Argumentative Essay	1	15%
B. Descriptive Essay	1	15%
C. Reading Quizzes	2	10%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites:

Subject Matter:

Unit I: Introduction to Political Anthropology

1.1.   Introduction to the origins, growth and scope of political anthropology
1.2.   Precursors of political anthropology
1.3.   The position of political anthropology vis-à-vis other sub-disciplines in Anthropology

Unit II: Political Organization and Social Control: State and Stateless societies

2.1.   The establishment of political and social order in stateless societies
2.2.   The role of kinship in political organization
2.3.   Impact of colonization on local political systems
2.4.   Political forms: bands, tribes, chieftainships, and states, empires
2.5.   Bhutan and political anthropology

Unit III: The Question of Power

3.1.   Basics of Foucault – key terms such as panopticism, bio-power, normativity, subjectivity, governmentality
3.2.   The idea and functioning of bureaucracy
3.3.   Defining legitimacy and authority
3.4.   Debates about hegemony, ideology, and sub-alterity
3.5.   Definitions and examples of violence and resistance

Unit IV: The State and Modern Political Processes

4.1.   Basic overview of the anthropology of the modern state: key terms and examples
4.2.   Anthropological approaches to democracy
4.3.   Understanding the concepts and workings of civil-society and public space
4.4.   Theories and debates about citizenship
4.5.   Imagined communities and nationalism

Reading List

Essential Reading

Kurtz, D.V. (2001). *Political anthropology: Paradigms and power.* Westview Press.

Leach, E.R. (1954). *Political systems of highland Burma: A study of Kachin social structure.* Athlone.

Additional Reading

Anderson, B. (2006). *Imagined communities: Reflections on the origin and spread of nationalism.* Verso. (Original work published 1983).

Clastres, P. (1977). *Society against the state: The leader as servant and the humane uses of power among the Indians of the Americas.* Basil Blackwell.

Corbridge, S., William, G., Srivastava, M., & Veron, R. (2005). *Seeing the state: Governance and governmentality in India.* Cambridge University Press.

Evans-Pritchard, E.E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people.* Oxford University Press.

Fortes, M., & Evans-Pritchard, E.E. (1940). *African political systems.* Oxford University Press for the International African Institute.

Foucault, M. (1980). *Power/Knowledge: Selected interviews and other writings 1972-1977.* Pantheon Books.

Foucault, M. (1991). D*iscipline and punish: The birth of the prison.* Penguin Books. (Original work published 1977)

Gramsci, A. (1971). *Selections from the prison notebooks of Antonio Gramsc*i. Q. Hoare & G. Nowell-Smith (Trans. and Eds.). Lawrence and Wishart.

Hansen, T.B., & Stepputat, F. (Eds.) (2005). *Sovereign bodies: Citizens, migrants, and states in the postcolonial world.* Princeton University Press.

Kinga, S (2019) *Democratic Transition in Bhutan: Political Contests as Moral Battles* Routledge

Schatz, E. (Ed.) (2009). *Political ethnography: what immersion contributes to the study of power.* University of Chicago Press.

Scott, J.C. (1985). *Weapons of the weak: Everyday forms of peasant resistance.* Yale University Press.

Scott, J.C. (1990). *Domination and the arts of resistance: Hidden transcripts.* Yale University Press.

Scott, J.C. (1998). *Seeing like a state: How certain schemes to improve the human condition have failed.* Yale University Press.

Scott, J.C. (2009). *The art of not being governed: An anarchist history of upland Southeast Asia.* Yale University Press.

Spencer, J. (2007). *Anthropology, politics, and the state: Democracy and violence in South Asia.* Cambridge University Press.

Wolf, E.R. (1982). *Europe and the people without history.* University of California Press.

Date: March 2023

སྦྱོང་ཚན་གྱི་མིང་དང་སྦྱོང་ཚན་ཨང་།   **DZG101** རྫོང་ཁ་བརྡ་དོན་སྦྱོང་ལེན།

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སྡོང་ཚན་བདུན་པ། གུན་ལེགས་ཚེ་རིང་།

སྙེར་བཏང་ལས་དོན།

སྡོང་ཚན་འདི་གི་ནང་ཤེས་ཡུལ་གཙོ་བོ་ར་ སྡོབ་སྦྱོང་པ་ཚུ་གིས་ རང་གི་མི་ཚེ་དང་ ལྷ་གཡོག་དང་འབྲེལ་བའི་གནད་དོན་ གཞི་རབ་ལས་འབད་དང་ ལྟོ་ཁའི་ཕོག་ལུ་ བཏོན་ སྐྱོར་ལེན་ ཆུལ་དང་མཐུན་ཏོག་ཏོ་ཁ་ འབད་ཚུགས་ཉེ་དོ་ལུ་ཨིན། དེ་མ་ཚད་ སྡོང་ཚན་འདི་གིས་ ལྟོ་ཁའི་ཕོག་ལུ་ ཤེས་ཡོན་འདི་ཚུལ་གྱི་ལས་ལུགས་དང་འབྲེལ་ཏེ་ དྲི་ཚུལ་ལུ་ ནེ་ལུ་ཡང་ དམིགས་གཏད་བསྐྱེད་ཉེན།

སྡོབ་སྦྱོང་སྒྲུབ་འབྲས།

སྡོང་ཚན་འདི་མཇུག་བསྡུ་ཥ་ད་ སྡོབ་ཕྲུག་ཚུ་གིས་

1. ལྟོ་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས་དང་ ལྟོ་ཁ་ལྷག་དགོ་པའི་ཁུངས་དང་དགོལས་པ་ སྐྱ་ཚུགས།
2. སྡོག་རིག་ནན་ལུ་ ལྟོ་ཁའི་མཇུག་སྦོན་ རྒྱབ་ཚུགས།
3. འཕྲེ་སྐྱ་དང་ཁྱེ་སྐྱ་ ལྷག་བཅུས་ ཚིག་གྲོགས་ འཕྲེལ་ཚིག་ ཚན་ཁད་ཚུ་ དངུདྱུང་འབད་ཏེ་ མ་འཛོལ་བར་ ལཀ་ལེན་འཐབ་ཚུགས།
4. ཡུལ་ དུས་ གནས་སྐྱང་དང་བསྟུན་ཏེ་ ལྟོ་ཁའི་ཕོག་ལུ་ ཉེན་སྐྱ་འཐབ་ཚུགས།
5. ལྟོ་ཁའི་ཕོག་ལུ་བྲིས་ཏེ་ཡོད་མི་ཚུ་ དགགགཉིས་དང་མཐུནས་སྱེ་ལྷག་ཚུགས།
6. གནས་སྐྱངས་དང་འབྲེལ་བའི་དྱེ་གཏམ་ ལཀ་ལེན་འཐབ་ཚུགས།
7. ལྟོད་ཚིག་དང་དོན་མཚམས་ ཚུལ་མཐུན་སྱེ་བྲི་ཚུགས།
8. ལྟོ་ཁའི་ནན་ཡོད་པའི་འདི་ཕོག་གི་རིགས་ག་ཅི་ར་ཨིན་རུང་ བཀོད་ཚུགས།
9. ཡིག་རིགས་ཚུ་ ལྱུགས་མཐུན་ དང་ལྱུགས་ཡས་གཉིས་ཆ་ར་འི་ཕོག་ལུ་བྲི་ཚུགས།
10. ལྱུ་འཛིན་དང་རྒྱབ་རྟེན་གྱི་ཕོ་ ཚོས་འབབ་ཥན་ཏོག་ཏོ་སྱེ་ ལཀ་ལེན་འཐབ་ཚུགས།

སྡོབ་སྦྱོན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	བདུན་ཕྲག་གཅིག་ནང་ཆུ་ཚོད།	སྡོང་འཕྲས་ཆུ་ཚོད།
དངོས་འབྲེལ།	གསལ་བཤད།	2	
	སྡོང་ལུ།	1	40
	སྦུན་ལུ།	1	
རང་སྦྱོང་།	ལས་འགུལ་བྲི་ནི།	2	40
	དཔེ་མཛོད། ལྷག་དེབ་ལྷག་ནི།	2	
ཀྲུ	སྡོང་ཚན་འདི་གི་དོན་ལུ་ ཡོངས་བསྡོམས་ཆུ་ཚོད།		120

དབྱེ་ཞིབ་ཐབས་ལམ།

སྡོང་ཚན་འདི་གི་དོན་ལུ་ དུས་རྒྱུན་དབྱེ་ཞིབ་དང་སྡོང་རྒྱུགས་དབྱེ་ཞིབ་ གཉིས་ཆ་ར་འི་ཕོག་ལས་ དབྱེ་ཞིབ་འབད་དགོལ་ཨིན།

ཀ ལས་འགུལ་དང་པ། ཉན་ཞིའི་རིག་ཚལ་དབྱེ་ཞིབ། (སྐྱགས 20%)

སྡོབ་སྦོན་པ་གིས་ཤེས་འབབ་ཥན་པའི་དོན་ཚན་ (སྐྱ་བཟུང་ཡོད་མི་ཅིག) གདམ་ཁ་རྒྱབ་སྱེ་ རང་རྒྱུད་ཀྱི་ཕོག་ལས་ ཁྱིམ་མི་སྱེ་ཉན་བཤུག དེ་དུང་ ཚར་ཅིག ཉན་ཚིག་དང་གཅིག་ཁར་ཟེར་ཞིས་བཤུག་བཤུག་ཞིནམ་ལས་ ཉན་མི་འདི་ ཚོས་ཕབ་འབད་དེ་ བྲི་བཤུག དེ་གི་དགེལས་ཡུལ་གཙོ་བོ་ ཉན་དེ་ད་གོ་ནི་དང་ ཉན་དེ་བྲི་ ཚུགས་མི་ཚུལ་གྱི་དབྱེ་ཞིབ་ འབད་ཉིའི་དོན་ལུ་ཨིན།

སྐྱགས་ཀྱི་ཆད་གཞི།

- གོ་དོན་ལེན་ཏེ་ རང་ཚིག་ནང་བཀད་པ་རྒྱབ་ཐངས། 10%
- ཐྲ་སྡོར། 4%
- ཉན་ཏེ་བྲིས་མི་དེ་གི་དབྱེ་དཔྱད་སྐྱན་ལུ། 3%
- རང་གི་ཉན་ཞིའི་རིག་ཚལ་ཡར་རྒྱ་གྱི་གྲོས་འཆར། 3%

དྲན་གསོ། དབྱེ་དཔྱད་སྐྱ་ལུ་དང་ གྲོས་འཆར་ བསྒོམས་ཏེ་ ཕོག་ལེན་གཅིག་བྲི་དགོ།

ཁ ལས་འགུལ་གཉིས་པ། སྡབ་ཞིའི་རིག་ཚལ་དབྱེ་ཞིབ། (སྐྱགས 20%)

སྡོབ་སྦོན་པ་གིས་ སྙེར་བཏང་མི་སྲིའི་ནང་ ལྟོ་ཁ་བད་དོན་སྡོང་ལེན་ནང་ལུ་ དག་འབལ་བ་ཅི་ར་འབྱུང་དོ་ཡོད་པལ་ཨིན་ན་དང་གཅམ་ཁ་བྲབ་ཞིནམ་ལས་ འཐུས་མི་ 5 རེ་འབད་མི་སྡེ་ཚོགས་ནང་སྱེ་ སྡོབ་ཁང་ནང་ལུ་ སྐར་མ་ 15 ནི་རིང་ལུ་ སྦུན་ཞུ་འབད་བཤུག་དགོ འཐུས་མི་རེ་གིས་ སྐར་མ་ 3 རེ་གསལ་བཤད་འབད་དགོ དེ་གི དམིགས་ཡུལ་གཙོ་བོ་ སྡབ་ཞིའི་རིག་ཚལ་གྱི་དབྱེ་ཞིབ་འབད་ཉིའི་དོན་ལུ་ཨིན།

སྐྱགས་ཀྱི་ཆད་གཞི།

- དོན་ཚན་དང་འབྲེལ་བ། 4%
- སྐད་ཡིག་སྦོར་བ། 3%

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- གསལ་བཤད་འབད་ཐངས།
  - ཐོབགས་ཆགས་མེད་པ། ༣%
  - རྩོད་སྒྲ་དག་པ། ༣%
  - སྐད་ཀྱི་མེང་ཕབ། ༣%
  - གཟུགས་ཀྱི་རྣམ་འགྱུར། ༡%
  - བློ་སྤོབས། ༣%
- ཉན་མི་ཚུ་འབྲེལ་གཏོགས་འབད་ཐངས། ༣%

ག   ལས་འགུལ་གསུམ་པ། སྐྱ་ནེ་དང་བྱི་�་རིག་རྩལ་འབྲི་ཞིབ།   (སྐུགས་ ༣༠%)

ཚིག་འབྲུ་ ༡༥༠༠–༢༠༠༠ གི་བར་ན་ཡོད་པའི་ཚོམ་བྲིས་ཆེ་ཆུང་ སྐྱབ་དཔོན་དང་སྐྱོབ་ཐུབ་མཐའ་ཙུབ་ཀྱི་ཐོག་ལས་ གདམ་ཁ་རྒྱབ་ཞིནམ་ལས་ རང་རྒྱུད་ཀྱི་ཐོག་ལས་ འབྲི་དཔྱད་སྙན་ཞུ་བྲི་ནི། དེ་གི་འགེལགས་གཏང་ནི། སྐྱོབ་ཐུབ་ཚུ་ གིས་ སྐྱབ་ནེ་དོན་ཚན་ནི་ དོན་ལ་དེ་ བཅུད་དོན་ད་གི་ནི་དང་ འབྲི་དཔྱད་འབད་ཐངས་ཀྱི་རིག་རྩལ་ཐོབ་ ཐ། ཡིག་ཐོག་ལུ་ བཀོད་རྒྱུགས་ནེ་དོན་ལ་དང་ ཡུང་འ‌ཛིན་དང་རྒྱབ་རྗེན་ལག་ལེན་འཐབ་ཐངས་ཚུ་ འབྲི་ཞིབ་འབད་ནེ་ཨིན། སྐྱོབ་ ཕུག་རེ་གིས་ ཚོམ་བྲིས་ཀྱི་ བཅུད་དོན་རེ་དང་ འབྲི་དཔྱད་སྙན་ཞུ་རེ་བྲི་དགོས་ཨིན། འབྲི་དཔྱད་སྙན་ཞུའི་ ཚིག་འབྲུ་ ༡༠༠༠ ཀྱི་ནང་འཁོད་བྲི་དགོས་ཨིན།

སྐུགས་ཀྱི་ཚད་གཞི།

- ཚོམ་བྲིས་ཀྱི་བཅུད་དོན་གཙོ་བོ་ཚུ་ མ་འཛོལ་བར་ བཀོད་ཐངས། ༥%
- དཔྱད་པ་གི་ཐོག་ལས་ འབྲི་དཔྱད་འབད་ཐངས། ༧%
- གནད་དོན་ཚུ་གི་རིམ་སྒྲིག་ཐངས། ༣%
- ཚོས་འབབ་དང་འབྲེལ་བ་ཡོད་པའི་མིང་ཚིག་ལག་ལེན་འཐབ་ཐངས། ༣%
- ལུགས་མཐུན་དང་འབྲིལ་ཏེ་འབྲི་ཐངས། ༨%
- སྦྱ་སློར་དག་པ། ༣%
- ཚིག་སློར་ཚུལ་མཐུན་ལག་ལེན་འཐབ་ཐངས། ༣%
- ཡུང་འཛིན་དང་རྒྱབ་རྗེན་ལག་ལེན་འཐབ་ཐངས། ༣%
- འབྲི་བཀོད། ༣%

ང   སློབ་དུས་ཚོས་རྒྱུགས། (སྐུགས་ ༣༠%)

ལས་རིམ་འདི་ཉན་བཅའ་མར་གཏོགས་མི་ཚུ་གིས་ སློབ་དུས་མཇུག་བསྡུ་ད་ དུས་ཡུན་ཆུ་ཚོད་ ༣ ་རེ་ ལུ་ སྐུགས་ ༣༠ ནི་འབྲི་རྒྱུགས་ཕུལ་དགོས་ཨིན།

དྲན་གསོ།   འབྲི་རྒྱུགས་ཀྱི་སྐུགས་དང་དུས་ཡུན་ཆུ་ཚོད་ཆུ་ རང་སོའི་མཐོ་རིམ་སློབ་གྲྭའི་ལམ་ལུགས་དང་ འཁྲིལ་ཏེ་ལེན་ཞིནམ་ལས་ སྐུགས་བཅུ་ཆ་ ༣༠ ནང་ལུ་ ཕབ་དགོས་ཨིན།

འབྲི་ཞིབ་ཐབས་ལམ་དང་སྐྱེད་ཚད་ཀྱི་བཀོད་རིག།

ཐབས་ལམ།	འབྲི་ཞིབ་ཀྱི་དབྱེ་བ།	གྱངས་ཁ།	སྐུགས་ཀྱི་བརྒྱ་ཆ།
དུས་རྒྱུན་འབྲི་ཞིབ།	ཀ་ ཉན་ནེའི་རིག་རྩལ་འབྲི་ཞིབ།	༡	༣༠%
	ཁ་ སྐྱབ་ནེའི་རིག་རྩལ་འབྲི་ཞིབ།	༡	༣༠%
	ག་ སྐྱ་ནེ་བྱི་ནེའི་རིག་རྩལ་འབྲི་ཞིབ།	༡	༣༠%
སློབ་དུས་ཚོས་རྒྱུགས།	ང་ འབྲི་རྒྱུགས།	༡	༣༠%
སྐུགས་བསྡོམས་ ༡༠༠			

ཕྱིན་ཚོད། མེད།

ཤད་དོན།

ལས་ཚན་དང་པ། སྐད་ཡིག་གི་ཙོ་སྐྱོང་།

༡.༡   ཚོང་ཁའི་སྐད་ཡིག་གི་འ‌ཕྱུང་རབས།

༡.༢   སྦྱིར་བཏང་ ཚོང་ཁ་སྐྱབ་དགོ་པའི་དགོས་པ།

༡.༣   དམིགས་བསལ་ མཐོ་རིམ་སློབ་གྲྭ་ནང་ལུ་ ཚོང་ཁའི་སློར་ཚན་འདི་ སྐྱབ་དགོ་པའི་དགོས་པ།

ལས་ཚན་གཉིས་པ། བརྗོད་དོན་འཕུལ་རིག།

74

75

༥.༣.༡   དཔེ་དེབ་ཀྱི་རིགས་པོ་བཀོད་འབད་ཐངས།

༥.༣.༢   གནས་དེབ་ཀྱི་རིགས་པོ་བཀོད་འབད་ཐངས།

ཕྱག་དཔེའི་དཔེ་ཐོ།

ཉེས་པར་དུ་ཕྱག་དཔེའི་དཔེ་ཐོ།

ཀུན་བཟང་རྡོ་རྗེ། (༢༠༡༢) རྫོང་ཁའི་རྫོང་སྒྲ་དག་རྒྱུན་དག་པའི་ཁྱུས་ཁྲ། ཐིམ་ཕུ། རྫོང་ཁ་གོང་ལྡན་ཚོགས།

ཀུན་བཟང་རྡོ་རྗེ། (༢༠༡༥) དཔེ་གཏན་དགོན་གྱི་རྒྱུན་ཁ། ཐིམ་ཕུ། རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༣) རྫོང་ཁའི་བརྡ་གཞུང་སྐྱང་བའི་སྒྲོན་མེ། ཐིམ་ཕུ། རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༤) འབྲུག་གི་ཡིག་བསྐུར་རྣམ་གཞག ཐིམ་ཕུ། རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

གཙུག་ལག་སློབ་སྦྱིའི་སློབ་སྟོང་རྗེ་བ། (༢༠༡༨) ལུང་འཛིན་དང་། རྒྱལ་རྗེ་འབད་ཐངས། ཐིམ་ཕུ། འབྲུག་རྒྱལ་འཛིན་ གཙུག་ལག་སློབ་སྦྱེ།

ཁ་སྐོང་ཕྱག་དགོ་པའི་དཔེ་ཐོ།

སྐལ་བཟང་དབང་ཕྱུག (༢༠༠༢) རྫོང་ཁ་བརྡ་དོན་རྒྱུན་འཕེལ། བསམ་རྩེ།

རྫོང་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༡) ཕལ་སྐད་དང་ཞེ་སའི་རྣམ་གཞག སྐར་མའི་འོད་ཟེར། ཐིམ་ཕུ། རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས།

སྤྱི་ཚེས།   ༢༢/༡༢/༢༠༡༠ །

Module Code and Title: **ASC201 Anthropology of Globalization**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Tashi Choden (Coordinator), Shawn Christopher Rowlands, Anden Drolet

General Objective: This module examines the social and cultural dynamics of globalization by drawing on anthropological theory and ethnographic studies from societies across the world. By drawing on ethnographic case studies, this module will study local manifestations and discuss, more broadly, the relationships between the local and the global.

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

1. Define globalization
2. Identify key terms in the study of globalization
3. Summarize the history of globalization
4. Explain various anthropological approaches to understanding local and global forces of globalization
5. Document key research in the field of globalization
6. Evaluate the case for and against globalization
7. Analyze the effects and responses to globalization in Bhutan
8. Produce a biography of a Bhutanese commodity.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Tutorials	1	
Independent study	Reading, revision, VLE related exercises and written assignments	4	60
	Total		120

Assessment Approach:

A. Biography of a Bhutanese Commodity: 25%

Using the anthropological approach to studying commodity chains, students will individually write an analytical biography of a commodity commonly found in Bhutan.

During their research they will explore how their object of study is produced, distributed, and consumed as well as in what sense their object is local and in what sense it is global. Students must use ethnographic methods for at least one part of their commodity chain. Students will present their findings in their paper and use class concepts to analyse their object of study. Students will submit a proposed topic with research plan to the tutor for feedback. The biographies will be 750-1000 words long.

5	Proposal (completeness, thoughtfulness, feasibility)
5	Draft (completeness, quality and clear description)
5	Description of the object and ethnographic account
7	Quality of analysis (includes well stated, thoughtful and original analysis, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
1	Language
1	Organization
1	Referencing

B. Lead a class discussion: 10%

Students will lead a class discussion with one or two partners about a particular academic reading. The discussion will be expected to last most of a class period or at least 40 min. 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) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) facilitating a clear and helpful discussion that will help them 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, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

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)

C. Class participation and preparedness: 10%

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

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. 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. Commodity Biography	1	25%
B. Lead a class discussion	1	10%
C. Class participation and preparedness	1	10%
D. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites:

Subject Matter:

Unit I: Defining Globalization

1.1.   Anthropological definitions of "local" and "global"
1.2.   Shifts in thinking about culture and place in anthropology
1.3.   Defining cultural hybridity, "scapes", and other key terms
1.4.   Defining multi-sited ethnography and other new methods
1.5.   Critiquing the "clash of civilizations" approach to globalization

Unit II: History of Globalization

2.1.   World systems theory and the argument for globalization as beginning with capitalism
2.2.   The evidence for pre-modern world systems
2.3.   Cultural exchange in the colonial world system
2.4.   "People without history" and the world system
2.5.   Arguments for qualitative shifts in globalization in the 20th and 21st centuries
2.6.   Bhutan's pre-modern regional connections
2.7.   Bhutan's links to the colonial world system

Unit III: The Social Life of Things

3.1.   Defining commodities
3.2.   Using commodity chains as a method
3.3.   Anthropological approaches to the production of commodities
3.4.   Anthropological approaches to the distribution of commodities
3.5.   Anthropological approaches to the consumption of commodities

Unit IV: The Movement of People and Ideas

4.1.   Definitions and examples of immigration, emigration, and diaspora cultures
4.2.   The motivations for and effects of rural-urban migration
4.3.   Maintaining links to "home" after leaving it
4.4.   Examining how global cultural forms are adapted to local contexts
4.5.   The cultural effects of pilgrimage
4.6.   The origins and cultural effects of tourism
4.7.   "Cultural loss" and the rise of new cultures in Bhutan

Reading List

Essential Reading

Lechner, F. J., & Boli, J. (Eds.). (2014). *The globalization reader*. John Wiley & Sons.

Marcus, G. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology 24,* 95-117 https://doi.org/10.1146/annurev.an.24.100195.000523

Redmon, D. (2008). *Mardi Gras: Made in China* [Motion Picture]. Calley Media.

Ueda, A. (2003). *Culture and modernization from the perspectives of young people in Bhutan.* Centre for Bhutan Studies.

Additional Reading

Abu-Lughod, J. (1987). The shape of the world system in the thirteenth century. *Studies in Comparative International Development* (SCID), *22*(4), 3-25. https://doi.org/10.1007/bf02717367

Appadurai, A. (1988). *The social life of things: Commodities in cultural perspective.* Cambridge University Press.

Appiah, K. (1998). Cosmopolitan patriots. *Critical Inquiry*, *23*(3), 617-639. https://doi.org/10.1086/448846

Bhabha, H. (1996). Unsatisfied: Notes on vernacular cosmopolitanism. In L. Garcia-Moreno & P.C. Pfeiffer (Eds.), *Text and Nation: Cross-Disciplinary Essays on Cultural and National Identities* (pp 191–207). Camden House.

Clifford, J. (1988). *The predicament of culture*. Cambridge, MA: Harvard University Press.

Diehl, K. (2002). *Echoes from Dharamsala: Music in the life of a Tibetan refugee community*. University of California Press.

Gaonkar, D. P. (2001). *Alternative modernities* (Vol. 1). Duke University Press.

Gurung, D. B., & Seeland, K. (2008). Ecotourism in Bhutan: Extending its benefits to rural communities. *Annals of Tourism Research*, 35(2), 489-508. https://doi.org/10.1016/j.annals.2008.02.004

Harari, Y. N. (2015) *Sapiens: A Brief History of Humankind* Penguin Random House.

Khamrang, L. (2013). Modernisation, Globalisation and Development in Bhutan: Tourism as a Catalyst. *Journal of Management & Public Policy*, *5*(1). https://doi.org/10.4324/9780080481401-11

Miller, D. (1995). *Worlds apart: modernity through the prism of the local*. Routledge.

Mills, M. B. (1999). *Thai women in the global labor force: Consuming desires, contested selves.* Rutgers University Press.

Mintz, S. W. (1985). *Sweetness and power*. Viking.

Nash, J. C. (2001). *Mayan visions: The quest for autonomy in an age of globalization*. Routledge.

Schicklgruber, C., & Pommaret, F. (Eds). (1998). *Bhutan: Mountain fortress of the gods.* Serindia Publications.

Tsing, A. L. (2011). *Friction: An ethnography of global connection*. Princeton University Press.

Turino, T. (2000). *Nationalists, cosmopolitans, and popular music in Zimbabwe.* University of Chicago Press.

Wolf, E. R. (2010). *Europe and the people without history.* University of California Press. (Original work published 1982).

Date: March 2023

Module Code and Title:	**ATH203 History and Theory of Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Shawn Christopher Rowlands (Coordinator), Dolma Choden Roder, Karma Thinley

General Objective: This module traces the origins and history of Anthropology as a subject and offers an outline of the development of theory in the field since the discipline's inception in the 19th century. It introduces students to some of the major anthropological theories, debates, and themes that inspire and inform anthropological analyses. This module approaches each theoretical paradigm on three levels: (1) its analytical and explanatory power for understanding and explaining the social world; (2) the historical and social context in which the theory was produced, and (3) its contribution and relevance to ongoing dialogues and debates in Anthropology.

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

1. Recount the origins of Anthropology as a discipline
2. Identify major theoretical paradigms in Anthropology
3. Interpret intellectual developments within the discipline of Anthropology
4. Compare major theoretical perspectives within Anthropology
5. Link theory and theoretical advancements to ethnographic examples
6. Place debates in Anthropology within their socio-historical contexts
7. Analyse critical issues encountered in anthropological theory
8. Develop an annotated bibliography.

Learning and Teaching Approach:

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

Assessment Approach:

A. Essay Based on Prompt: 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. 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 ethnographic examples. The essay will be 1000-1250 words in length. The essay will be marked based on the following criteria:

9	Quality of response (relevance to question asked, thoughtfulness and accuracy of response)
2	Language
2	Organization
2	References

B. Annotated Bibliography: 10%

Students will turn in a properly formatted annotated bibliography of at least 5 appropriate academic sources that they plan to use for their historical description essay. Each annotation will be expected to both summarize and critically evaluate the sources. Each annotation will be between 250 – 400 words in length. The bibliography will be evaluated based on the following:

2	Quality and variety of sources selected
3	Accuracy and clarity of the summary of the sources
3	Thoughtfulness and quality of evaluation of the sources
2	Language and Referencing

C. Historical Description Essay: 20%

Students will select a salient theme in anthropological scholarship (e.g., ritual, kinship, religion) and individually write an essay tracing how anthropological approaches and understandings of this theme have changed in course of the discipline's theoretical history. The essay will be 1200-1500 words in length.

2	Proposal outlining the selected topic and proposed argument
3	Draft (description of theme and quality of analysis)
3	Descriptive of selected salient theme (completeness, relevance)

8 9 Quality of analysis and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
1 Language
1 Organization
1 Referencing

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. Midterm Examination: 15%

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: 35%

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. Essay Based on Prompt	1	15%
B. Annotated Bibliography	1	10%
C. Historical Description Essay	1	20%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**65%**
Semester-End Examination (SE)		**35%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Early Anthropological Theories

1.1. Precursors of the anthropological tradition
1.2. The origin and pretentions of classical evolutionism
1.3. Defining historical particularism
1.4. Defining diffusionism

Unit II: Functionalism, Structuralism, and their Critics

2.1. The contributions and criticisms of functionalism and structural functionalism
2.2. The difference between descent and alliance theory
2.3. The emergence and implications of conflict theory
2.4. Approaches and examples of structuralism

Unit III: Symbolic and Interpretive Anthropology

3.1. From function and structure to processes and meanings
3.2. Debates about cultural materialism and cultural symbols
3.3. Definition and examples of interpretive anthropology
3.4. 'Rituals of Rebellion' by Max Gluckman: key terms, key arguments and implications
3.5. 'Symbols in Ndembu Ritual' by Victor Turner: key terms, key arguments and implications

3.6. ‘Deep Play: Notes on a Balinese Cock Fight’ by Clifford Geertz: key terms, key arguments and implications

3.7. ‘Thick Description’ by Clifford Geertz: key terms, key arguments and implications

Unit IV: Key Concepts and Major Debates in Anthropology

4.1. Kinship and relatedness: definition, key terms, examples, comparison
4.2. Nature versus nurture: definition, key terms, examples, comparison
4.3. Ritual and religion: definition, key terms, examples, comparison

Unit V: Contemporary trends in anthropological theory

5.1. Understanding post-modernism and its critics
5.2. Debates about the feminist critique
5.3. The role of migration and globalization

Reading List

Essential Reading

Barnard, A. (2008). *A history and theory in anthropology.* Routledge
Eriksen, T.H., & Nielsen, F.S. (2013). *A history of anthropology.* Pluto.

Additional Reading

Barth, F., Parkin, R., Gingrich, A., & Sylverman, S. (2005). *One discipline, four ways: British, French, German, and American Anthropology.* University of Chicago Press.
Beattie, J. (1964). *Other cultures: Aims, methods, and achievements in social anthropology.* Routledge.
Clifford, J., & Marcus, G.E. (Eds.). (1986/2010). *Writing culture: The poetics and politics of ethnography.* University of California Press.
Geertz, C. (1973/2017). *The interpretation of cultures.* Basic Books.
King, C. (2020). *Gods of the upper air: How a circle of renegade anthropologists reinvented race, sex, and gender in the twentieth century.* Anchor.
Kuper, A. (1988). *The invention of primitive society: transformation of an illusion.* Routledge.
Leach, E. (1961). *Rethinking anthropology.* Athlone Press.
Levi-Strauss, C. (1966). *The savage mind.* University of Chicago Press.
McGee, R.J., & Warns, R.L. (2004). *Anthropological theory: An introductory history.* The McGraw-Hill Companies.
Needham, R. (1971). *Rethinking kinship and marriage.* Tavistock.
Said, E. (1978). *Orientalism.* Vintage.
Stocking, G. (1996). *After Tylor: British social anthropology, 1888–1951.* University of Wisconsin Press.
Wolf, E.R. (1982/2010). *Europe and the people without history.* University of California Press.

Date: March 2023

Module Code and Title:	**ATH204 Ecological Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Jelle Wouters (Coordinator), Abigail Lalnuneng, Richard Kamei

General Objective: This module introduces students to theories and ethnographies in the field of ecological anthropology. It focuses on ecological and cultural adaptation and particularly discusses how culture influences and allocates meanings to the dynamic interactions between human societies and their environments. It concentrates both on how

humans have influenced the environment, and how a changing environment, in turn, affects human behaviour.

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

1. Indicate the relationship between human societies and their environments through understandings of human ecology, culture, and adaptation
2. Analyse the relationships between economic activities and ecological relationships in a range of human societies
3. Examine the basic concepts and principles of cultural ecology and biological adaptation
4. Document core debates in selected thematic areas within ecological anthropology
5. Apply anthropological perspectives to the analysis of environmental debates
6. Construct the multispecies and more-than-human linkages between society, culture, and landscapes
7. Critically analyse how people culturally conceptualize, manipulate, transform, and humanize their natural environments over time
8. Evaluate the relationship between culture and the natural environment in Bhutan.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Tutorials	1	
Independent Study	Reading, revision, VLE related exercises and written assignments	4	60
	Total		120

Assessment Approach:

A. Response Paper: 15%

Students will individually write a response paper in which they relate key module concepts (such as political ecology or cultural materialism) to an article or reading selected by the tutor. The response paper will be 1000-1250 words in length.

- 3   Draft (Summary and Quality of analysis)
- 2   Summary of the article's main arguments (accuracy and completeness)
- 5   Quality of analysis (includes well stated and original analysis, thoughtfulness of reflection, use of relevant and adequate support for all claims made, ties analysis to relevant module concepts)
- 1   Organization
- 1   Language
- 1   Referencing
- 2   Improvement (in comparison to the draft, with particular emphasis on consideration and incorporation of feedback provided)

B. Research Essay: 15%

Students are required to individually write a research essay discussing one of the key topics from ecological anthropology as selected by the tutor, for example sacred landscapes, the impact of climate change or multispecialty. They are required to substantiate their arguments with ethnographic examples and theoretical arguments discussed during class lectures, as well as add to these through library research. The assignment will be 1000- 1250 words in length.

- 1   Proposal outlining the selected topic and proposed argument
- 2   Draft (Quality of content and arguments)

7	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)
1	Language
1	Organization
1	References
2	Improvement (in comparison to the draft, with particular emphasis on consideration and incorporation of feedback provided)

C. Reading Quizzes: 10%

Students will be given two quizzes on assigned reading material. The quizzes will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/lectures. Each quiz will take between 15 and 20 minutes of class time to complete.

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. Preparedness can include online discussion forums, reading notes, or other measures of intellectual engagement.

E. Midterm Examination: 15%

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. Response Paper	1	15%
B. Research Essay	1	15%
C. Reading quizzes	2	10%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Introduction to Ecological Anthropology

1.1. Defining ecological anthropology: key terms and trends
1.2. Introduction to human and cultural ecology: key terms and trends
1.3. Introduction to Traditional Ecological Knowledge (TEK)
1.4. Definitions and examples of cultural and biological adaptation
1.5. Debates about cultural materialism

Unit II: Ethnoecology

2.1. Bhutanese and other indigenous ecologies
2.2. 'The Giving Environment'
2.3. The relationships between ecology and social structure

2.4. The significance of Multispecies Ethnography
2.5. The imperative of More-Than-Human imaginations

Unit III: Supernatural and Sacred Landscapes

3.1. The relationship between religion and ecology
3.2. Meanings and examples of sacred landscapes in Bhutan
3.3. Defining spiritual ecology: key terms and examples
3.4. The relationship between environment and cosmology

Unit IV: Political Ecology

4.1. Introduction to political ecology - origins, approaches, critiques
4.2. Key causes of environmental conflicts
4.3. Commodification of the commons: key terms and examples
4.4. The rise of neo-tribal capitalism
4.5. Debates about gender and feminist political ecology

Unit V: The Anthropocene and Climate Change

5.1. Processes of environmental justice and equity
5.2. Contemporary human ecological issues: key terms and examples
5.3. Interrelatedness of climate change and cultural change
5.4. Roles of state and community in environmental protection

Reading List

Essential Reading

Bird-David, N. (1990). The giving environment: Another perspective on the economic system of gatherer-hunters. *Current Anthropology*, *31* (2), 189-196. https://doi.org/10.1086/203825

Harris, M. (1966). The cultural ecology of India's sacred cattle. *Current Anthropology*,*7*(1), 51-66. https://doi.org/10.1086/200662

Kuyakanon, R., & Gyeltshen, D. (2017). Propitiating the Tsen, Sealing the Mountain: Community Mountain-closure Ritual and Practice in Eastern Bhutan. *Himalaya, 37* (1), 8-25. https://doi.org/10.17863/CAM.47840

Sutton, M.Q., & Anderson, E.N. (2009). *Introduction to cultural ecology*. Altamira Press.

Additional Reading

Chao, S., Bolender, K., & Kirksey, E. (Eds.). (2022). T*he Promise of Multispecies Justice.* Duke University Press

Donaldson, S., & Kymlicka, W. (2013). *Zoopolis: A Political Theory of Animal Rights*. Oxford University Press

Dove, M. R., & Carpenter, C. (2008). *Environmental anthropology: A historical reader*. Blackwell Pub

Eck, D. (2013). *India: A sacred geography*. Harmony.

Evans-Pritchard, E.E. (2011). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford University Press.

Govindrajan,R. (2018). *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas.* Chicago University Press

Karlsson, B. (2011). *Unruly hills: A political ecology of India's Northeast*. Berghahn.

Kirskey, S. Eben., & Stephen Helmreich. 2010. 'The emergence of Multispecies Ethnography', *Cultural Anthropology 25*(4), 545-576. 2. https://doi.org/10.1111/j.1548-1360.2010.01069.x

Lipset, D. (2014). Place in the Anthropocene: A mangrove lagoon in Papua New Guinea in the time of rising sea-levels. *HAU: Journal of Ethnographic Theory*,*4*(3), 215-243.https://doi.org/10.14318/hau4.3.014

Mathur, N. (2015). It's conspiracy theory and climate change: Of beastly encounters and corvine disappearances in Himalayan India. *HAU: Journal of Ethnographic Theory*,*5*(1), 87-111. https://doi.org/10.14318/hau5.1.005

Nadasdy, P. (2003). *Hunters and bureaucrats: Power, knowledge, and aboriginal-state relations in the Southwest Yukon.* UBC Press.

Ogden, L., et al. (2013). Global assemblages, resilience, and earth stewardship in the Anthropocene. *Frontiers in Ecology & the Environment*,*11*(7), 341-347.

Rata, E. M. (1999). A theory of neotribal capitalism. *Journal of the Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations*, *22*(3), 231-288

Rata, E. (2002). The transformation of indigeneity, *Review (Fernand Braudel Center), 25*(2), 173-195.

Van Dooren, T (2014) *Flight Ways: Life and Loss at the Edge of Extinction*, Columbia University Press

Van Dooren, T. & Bird-Rose, D. (2016). Lively Ethnography: Storying Animist Worlds. *Environmental Humanities 8*(1): 77-94. https://doi.org/10.1215/22011919-3527731

Vitebsky, P. (2006). *The reindeer people: Living with animals and spirits in Siberia*. London: Mariner books.

Wangchuk, T. (2010). Change in the land use system in Bhutan: Ecology, history, culture, and power. *Journal for Bhutan Studies*, *2*(1), 1-31.

Wouters, J. J. (2021). Relatedness, trans-species knots and yak personhood in the Bhutan highlands. In *Environmental Humanities in the New Himalayas* (pp. 27-42). Routledge.

Zimmerer, K., & Bassett, T. (Eds.). (2003). *Political ecology*. Guilford.

Date: March 2023

Module Code and Title:	**QRE101 Quantitative Reasoning**
Programme:	BSc in Environmental Management (borrowed)
Credit:	12
Module Tutor:	Jigme Tashi

General objective: This module enables students without strong backgrounds in maths or statistics to understand and analyse real-world problems on a variety of themes from a quantitative perspective. Students should develop general purpose skills with basic algebra, statistics, and probability for problem solving.

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

1. Interpret authentic real-world texts and visuals containing quantitative information
2. Draw inferences from quantitative models such as graphs, tables, and formulas
3. Represent quantitative information symbolically, visually, and verbally using appropriate quantitative mathematical language
4. Apply arithmetic, algebraic, and statistical methods to solve problems
5. Develop solutions to open-ended questions requiring multiple problem-solving steps
6. Determine reasonableness of quantitative results to problems
7. Evaluate possible biases in quantitative information presented in real-world contexts such as in news, advertising, or internet postings
8. Use technology tools appropriate for a given problem solving context such as interest calculation.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures	2	60
	Tutorials	1	

	Computer lab practice	1	
Independent study	Written assignments and project	2	60
	Reading and review of class materials	2	
Total			120

Assessment Approach:

A. Class exercises: 20%

Two in-class group exercises (groups of 3-4) will be conducted (each worth 5%), that will comprise 100-min duration and cover (1) logical arguments and (2) percentages and ratios.

B. Problem-solving individual assignments: 20%

Once before and once after the midterm, students will individually be assigned distinct problem-solving scenario assignments to assess problem-solving skills, ability to identify a problem, and decide why and how a particular quantitative analysis technique can be applied to find and present a solution. Problem definitions, approaches, and solutions should be concisely described in 200 - 300 words, accompanied by appropriate graphical visuals. Each assignment is marked on:

1% Ability to understand a problem
2% Identifying and using appropriate quantitative techniques to solve the problem
5% Finding accurate solutions
2% Interpretation of the findings

C. Individual AV Presentation: 5%

Students will individually submit an AV presentation on assigned topics related to interpreting and evaluating real-world recent information in news, reports, and online media drawing on quantitative data and figures.

1% Identifying the data sources, inputs, variables
2% Description of the data presented including how it has been derived
2% Interpretation and evaluation of the presented quantitative information including assumptions, biases, and other limitations

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 problem-solving and scenario interpretation questions.

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. 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 problem-solving and scenario interpretation questions.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Class exercises	2	20%
B. Problem-solving individual assignment	2	20%
C. Individual AV presentation	1	5%
D. Midterm Examination	1	15%

Total Continuous Assessment (CA)	60%
Semester-end Examination (SE)	**40%**

Pre-requisites: None

Subject matter:

Unit I: Introduction to Quantitative Reasoning

1.1. Quantitative reasoning as an important type of literacy ("numeracy") for general purposes
1.2. Relevance and applications of quantitative reasoning in coursework, careers, and daily life
1.3. Accuracy vs. precision; emphasis of accuracy over precision in estimations; importance of reasoning vs. purely mechanical computation

Unit II: Critical thinking foundations

2.1. Concept of a logical argument, common fallacies
2.2. Building a logical argument
      2.2.1. Propositions
      2.2.2. Logical connectors (and, or, not; inclusive vs. exclusive)
      2.2.3. Conditionals (if … then)
      2.2.4. Converse, inverse
      2.2.5. Determining truth values for one or two propositions using a truth table
2.3. Sets and relationships in venn diagrams; venn diagrams for categorical propositions; numerical values in venn diagrams
2.4. Analysing inductive and deductive arguments; evaluating validity and soundness using venn diagrams

Unit III: Approaches to quantitative problem solving

3.1. Unit analysis
      3.1.1. Understanding key words and symbols (such as "per", "of", hyphens) when interconverting between verbal/written statements and mathematical expressions of the same (including common fractions, decimal forms, percentages)
      3.1.2. Squares and cubes
      3.1.3. Unit conversions; principles of the metric system
      3.1.4. Problem solving with Units, preventing errors
      3.1.5. Unit-based problem-solving scenarios: distance, time, speed, and mileage; pricing; electricity consumption and bills; density and concentration
3.2. Working forwards and backwards from inputs and outputs with elementary algebra
      3.2.1. Representing general numbers using variables
      3.2.2. Structure, components, and notation of algebraic expressions; simplifying expressions
      3.2.3. Solving algebraic expressions; basic rules for adding/subtracting, multiplying/dividing
3.3. General problem-solving process: understanding a problem, making a problem-solving strategy, carrying out the strategy, interpreting and checking the result
3.4. Approaching problems from different angles; considering simpler / similar problems; using approximations

Unit IV: Uses of percentages and ratios

4.1. Percentages as fractions (proportions) of larger totals
4.2. Use of percentages to describe changes in quantities; absolute vs. relative changes
4.3. Use of percentages for comparisons; absolute vs. relative differences

4.4. Interpreting and using appropriate terminology in relation to percentages: *Of, More than, Less than*

4.5. Use and examples of ratios

4.6. Inappropriate uses of percentages: incomparable reference values; impossible percentage decreases; illogical averaging of percentages

Unit V: Quantities in perspective

5.1. Perspective through estimation

5.2. Orders of magnitude perspective (powers of 10); magnitudinally smaller and larger quantities and related vocabulary

5.3. Perspective through comparisons

5.4. Perspective through scaling

5.5. Case studies: global vs. local population sizes, distances and areas; sizes of different national economies; extreme wealth vs. poverty; timeframe of human history vs. age of the earth

Unit VI: Quantitative reasoning in understanding and managing financial matters

6.1. Essentials of managing personal finance: tracking inputs, balances, expenditures

6.2. Basics of budgeting

6.3. Savings and loans: interest

    6.3.1. Simple interest

    6.3.2. Basics of powers and roots; rules for solving algebraic expressions with powers and roots

    6.3.3. Compound interest formula

    6.3.4. Case study: power of compounding; compound interest as exponential growth

    6.3.5. Impacts of interest rate differences

    6.3.6. Making personal savings and investment plans; working backwards from targets

    6.3.7. Using software tools (online, desktop, mobile) for savings and loan calculations

6.4. Taxation basics

Unit VII: Statistical reasoning

7.1. Concept of statistics as the science of collecting, organizing, and interpreting data

7.2. Most common statistical figures and their presentation in tables and graphs: frequencies, means, distributions in quartiles (boxplots), or histograms

7.3. Basis of statistical figures and conclusions: studies of samples and populations

7.4. Drawing conclusions and making claims using statistical figures

7.5. Areas of caution: assumptions; biases; poorly defined, hidden or poorly measured variables; improper presentation or graphical distortion of results; considering the context

7.6. Case studies on interpreting infographics

Unit VIII: Modelling

8.1. Interpreting and writing functions for mathematical models: independent and dependent variables; notation

8.2. Representing simple functions on the coordinate plane

8.3. Linear models: slopes as rates of change; intercepts as constants

8.4. Linear vs. exponential growth; doubling time

8.5. Approaching carrying capacity: logistic growth (visual approach)

8.6. Case studies on population growth; spread of COVID-19

Reading Lists:

Essential Reading

Bennett, J. & Briggs, W. (2018). *Using & understanding mathematics: A quantitative reasoning approach* (7th ed.). London, UK: Pearson.

Few, S. (2021). *Now you see it: An introduction to visual data sensemaking* (2nd ed.). El Dorado Hills, CA: Analytics Press.

Praveen, R.V. (2012). *Quantitative aptitude and reasoning* (3rd ed.). New Delhi: PHI Learning.

Saraf, S., & Swarup, A. (2019). *Quantitative aptitude and reasoning*. New Delhi: Cengage India.

Additional Reading

Grawe, N. (2018, May 07). Developing quantitative reasoning. Retrieved April 1, 2021, from https://serc.carleton.edu/sp/library/qr/index.html

Zaslow, E. (2020). *Quantitative reasoning: Thinking in numbers*. New York, NY: Cambridge University Press.

Date: August 2021

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

General objective: This module aims at developing critical and analytical thinking skills of students to enhance their creativity and ability to think laterally that will aid problem solving and decision-making abilities. With these essential analytical thinking and problem-solving skills students gain an edge in a competitive world.

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

- articulate thinking paradigms;
- explain creativity and barriers to creative thinking;
- apply creative thinking skills to spot unnoticed opportunities;
- describe problem solving process;
- apply appropriate problem-solving tools to a given issue;
- evaluate issues to make informed decisions;
- generate creative solutions by using appropriate methods.

Teaching and learning approaches

Approach	Hours per week	Total Credit Hours
Lectures	1	15
Group and Panel Discussions, Presentations, Case Study	1	15
Role Plays/Demonstrations, Mock sessions, Audio visuals	2	30
Independent Study, Reflection, Written Assignments, Project Work, Individual Reading	4	60
Total		**120**

Assessment approach

A. Written Assignment: Portion of final Marks - 20%

Students will be required to complete one written assignment on the contemporary issue of a subject. The required data and contextual information will be provided to students. Students will be required to read, analyse and interpret the data and contextual information, and communicate the result to the intended audience. Wherever there is a need, students should substantiate the existing data with their own

data collection. The length of the assignment should be anywhere between 1000 and 1500 words.

Criteria:
4% - Originality and creativity
2% - Clarity of the points and opinions
4% - Reliability of data and accuracy of data interpretation
8% - Analysis of the issue
2% - Overall effectiveness of writing style

B. Class Participation: Portion of the final Marks - 10%

Students will participate in class discussions, contributing their ideas and opinions about the methods and tools being taught in the module.

Criteria:
2% - frequency of participation in class
3% - quality of comments –involving critical thinking and analysis of information and reasoning
5% - contribution in a group discussion in class –understanding of group dynamics and processes

C. Case Analysis and Presentation: Portion of Final Marks - 30%

Students will solve one case study in a group which will be assessed in two components. The case can be related to any field of knowledge such as engineering, climate change, biotechnology, sustainable development, procurement, production, marketing, strategic management, human resource and current economic and social development.

1. Written

Criteria:
5% identifying the problem
10% choosing the right approach for the analysis and solving the problem
5% drawing the correct conclusion with a recommendation

2. Presentation

Criteria:
2% Creativity in delivery of the presentations;
2% Visual appeal
2% Confidence
4% Content analysis

D. Panel Discussion: Portion of Final Mark - 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.

Criteria:
5% - Preparedness on the topic
5% - Relevance of the argument
5% - Respect for other panelists' views
5% - Coherent and logical flow of ideas

E. Debate: Portion of the Final Mark - 20%

Students in groups of four or five will debate on a given topic against another group.

Criteria:
5% - Language Proficiency

5% - Intelligence, ability and competence
5% - Logical thinking and reasoning
5% - Ability to use appropriate information

Overview of the assessment approaches and weighting

Areas of Assignment	Quantity	Weighting
A. Written Assignment	1	20%
B. Class Participation	NA (non-definite/should participate in the class discussion at least 5 times)	10%
C. Case Analysis & Presentation	1 + 1	30%
D. Panel Discussion	1	20%
E. Debate	1	20%
TOTAL		**100%**

Pre-requisite: None

Subject matter

UNIT I: Thinking process & Reflection

1.1.   Introduction to the Thinking Process & Reflection
1.2.   Concept of mind mapping
1.3.   Metacognition and thinking about thinking
1.4.   Thinking Paradigms: Lateral and Vertical thinking
        1.4.1. Whole brain (system 1 and system 2)
        1.4.2. Analytical
        1.4.3. Critical
        1.4.4. Creative
        1.4.5. Logical
        1.4.6. Scientific
        1.4.7. Statistical
        1.4.8. Systems
        1.4.9. Visual
        1.4.10. Ethical

UNIT II: Overview of analytical thinking skills

2.1.   Concept of analytical skills
2.2.   Competencies of analytical thinking
2.3.   Benefits of analytical thinking
2.4.   Analytical thinking process
2.5.   Tools and techniques for analytical skills
2.6.   Application of analytical thinking
2.7.   Validity and strength in arguments

UNIT III: Creative Thinking

3.1.   Definition of creativity
3.2.   Creative thinking – Self-Assessment
3.3.   Characteristics of a creative person
3.4.   Barriers to creativity and overcoming the barriers
3.5.   Ways to enhance creative thinking (e.g., brain storming)
3.6.   Methods of creativity

UNIT IV: Problem solving process

4.1.   Understanding problem analysis
4.2.   Conventional problem-solving process
        4.2.1. Present the problems
        4.2.2. Ask solutions
        4.2.3. Shoot down ideas

4.2.4. Make consensus
4.3. Creative problem-solving process
 4.3.1. Problem definition
 4.3.2. Problem analysis
 4.3.3. Generating possible solutions
  4.3.3.1. Brain storming process and rules
  4.3.3.2. Fishbone Analysis
  4.3.3.3. Mind mapping
 4.3.4. Analysing the solutions
 4.3.5. Selecting the best solution
 4.3.6. Implementing the best solution
 4.3.7. Planning the next course of action
4.4. Questioning techniques

UNIT V: Decision making process

5.1. Introduction to Decision making process
5.2. Six Thinking Hats
5.3. SWOT Analysis
5.4. Decision Tree analysis/what-if analysis
5.5. Pareto chart
5.6. Logical Framework Analysis

Reading List

Essential Reading

Bono, E. d. (2000). *Six Thinking Hats* (2nd ed.). New Delhi, India: Penguin India.

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, US

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

Additional Reading

Bono, E. d. (2005). *Thinking course (Revised Edition)*.

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

Bono, E. d. (2009). *Lateral Thinking.* e-Penguin.

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 maximizing creativity and achieving success.* Amacom.

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

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

Date: January 2018

Module Code and Title:	**AID302 Anthropology of Identity**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Richard Kamei (Coordinator), Jelle Wouters

General Objective: This module aims to provide students with an orientation to theories, concepts, and phenomena within the field of identity. Identity will be approached as a social

construct, and this module will consider the ways in which social, racial, gendered, religious and national components interact in the constructions of the self and social groups in places across the globe. Students will be introduced to cross-cultural variation in how personhood and social identity are formulated, as well as to the form and substance of modern-day identity politics and nationalism.

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

1. Define the social construction of identity
2. Examine the relationship between culture, society, and personhood
3. Evaluate anthropological perspectives as relevant theoretical frameworks for understanding identity construction
4. Identify contemporary anthropology's relationship to questions of social group formation, nationalism and identity within a developing historical trajectory
5. Critically analyse the relationships between politics, state, and identity
6. Contrast and compare various theories of national and nationalist identities which have been elaborated by anthropologists and other social theorists
7. Assess the emergence of nationalism as a form of collective organisation in anthropological terms
8. State the relationship of nationalism to modernity and the state.

Learning and Teaching Approach:

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

Assessment Approach:

A. Essay Based on Prompt: 15%

Students will be given a question that will ask them to individually identify the scope 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 ethnographic examples. The essay will be 1000-1250 words in length. The essay will be marked based on the following criteria:

   9   Quality of response (relevance to question asked, thoughtfulness and accuracy of response)
   2   Language
   2   Organization
   2   References

B. Research Essay: 15%

Students are required to individually write a research essay discussing some key aspect of the module as selected by the tutor, for example nationalism or group identity. They are required to substantiate their arguments with ethnographic examples and theoretical arguments discussed during class lectures, as well as add to these through library research. Students are required to combine historical sources, contemporary insights, and theoretical paradigms to substantiate their arguments. The essay will be 1000-1250 words in length.

3	Proposal outlining the selected topic and proposed argument
7	Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
2	Quality of selected references and sources
1	Language
1	Organization
1	References

C. In-class role play: 10%

Students in small groups (2-3 students) must decide one identity of their choice. Based on the identity they have chosen; they have to do a role play in the class. During the role play, students have to demonstrate the features of the identity and identity politics going beyond language and dress. Assessment will be done on the students' understanding and thoughtfulness about identity. The role play must go beyond language and dress, and incorporates the various aspects of identity.

6	Enactment of the chosen identity (the extent of the understanding of identity and identity politics)
2	Creativity and thoughtfulness
2	Language and engagement

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. Role play	1	10%
B. Essay based on prompt	1	15%
C. Research Essay	1	15%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: None

Subject Matter:

Unit I: Personhood and Identity

1.1.   Introductions to culture in relation to personhood
1.2.   The relationship between self, categories, and institutions
1.3.   The relationship between identity, identification, and difference
1.4.   Debates about race, gender, class, and sexuality

Unit II: Social group identities

2.1.   Approaches to understanding group identities: primordialism, instrumentalism, constructionism
2.2.   Anthropological conceptions of belonging: key issues and terms
2.3.   Identities through social belonging, distinctive lifestyles, and social divisions

2.4.   Group boundaries and transgressions: key terms and issues

Unit III: The Politics of Identity

3.1.   Introduction and examples of identity politics
3.2.   Basics of ethnosymbolism: definition and examples
3.3.   The inventions of traditions
3.4.   The role of ethnonationalism in today's world
3.5.   Debates and complexities of indigeneity
3.6.   Cultural identities through performative practices

Unit IV: Nation and Nationalism

4.1.   Definitions of nation
4.2.   A brief history of the rise of the nation-state
4.3.   Anthropological approaches to nationalism
4.4.   Imagined communities
4.5.   The relationship between nationalism, globalization, and modernization
4.6.   Nation and nationalism in Bhutan's context

Reading List

Essential Reading

Anderson, B. (2016). *Imagined communities: Reflections on the origin and spread of nationalism* (4th ed.)*.* Verso.

Jenkins, R. (2008). *Social Identity.* Routledge.

Additional Readings

Balakrishnan, G. (Ed.). (1996). *Mapping the nation.* Verso.

Barth, F. (1998). *Ethnic groups and boundaries: The social organization of cultural difference* (2nd ed.)*.* Waveland Press.

Brubaker, R. (2004). *Ethnicity without groups.* Harvard University Press.

Cohen, A. (Ed.). (2000). *Signifying identities: Anthropological perspectives on boundaries and contested values.* Routledge.

Comaroff, J., & J. Comaroff (2001). On personhood: an Anthropological Perspective from Africa. *Journal for the Study of Race, Nation, and Culture, 7*(2), 267-283.

Donnan, H., & Wilson, T.M. (1999). *Borders: Frontiers of identity, nation and state.* Berg.

Eriksen, T.H. (2010). *Ethnicity and nationalism: Anthropological perspectives.* Pluto.

Friedman, J. (1992). The Past in the Future: History and the Politics of Identity. *American Anthropologist, 94*(4), 837-59.

Gellner, E. (2009). *Nations and nationalism* (2nd ed.). Cornell University Press.

Gilroy, P. (1991). '*There ain't no black in the Union Jack': The cultural politics of race and nation.* Chicago University Press.

Hobsbawm, E., & T. Ranger (Eds.). (2012). *The Invention of Tradition* (Reissue ed.). Cambridge University Press.

Hobsbawm, E. J. (1990). *Nations and nationalism since 1780: Programme, myth, reality.* Cambridge University Press.

Miguel, A. (2004). Tribe or nation? Nation-building and public goods in Kenya versus Tanzania. *World Politics, 56*(3), 327-362. https://doi.org/10.1353/wp.2004.0018

Schopflin, G. (2000). *Nations, Identity, Power: The New Politics of Europe.* C. Hurst.

Schuelka, M. (2018). The cultural production of the "disabled" person: Constructing difference in Bhutanese schools. *Anthropology & Education Quarterly*, *49*(2), 183-200.https://doi.org/10.1111/aeq.12244

Date: March 2023

Module Code and Title: **ETY302 Writing Ethnography**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Anden Drolet (Coordinator), Dolma Choden Roder

General Objective: This hands-on module aims to develop student's ethnographic writing skills, a core research skill in anthropology. It builds on the knowledge and critical readings abilities that students developed in ETY201 Ethnographic Monographs and compliment what they learnt in UGR202 Anthropological Research Methods. Students will explore the relationship between the kinds of data collected during fieldwork and how they can be used to support theory in ethnographic writing. The module also includes workshop-like practical classes aimed at giving students the time, support and space to hone their ethnographic technique. This module will be important for preparing students to undertake UGR407 Undergraduate Ethnographic Research in their final year.

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

1. Outline the relationship of ethnography to the discipline of Anthropology
2. Recognize ethnographic writing conventions and genre
3. Compare different ethnographic writing styles
4. Critically examine a range of canonical ethnography with particular attention to cliches and ethical concerns
5. Practice a range of ethnographic writing conventions to their own writing
6. Practice writing ethnographic field notes
7. Analyse ethnographic data
8. Produce a diverse sample of ethnographic writing.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	2	60
	Writing workshop/tutorials	2	
Independent study	Written assignments	2	60
	Reading and VLE related exercises	2	
Total			120

Assessment Approach:

A. Reading Quizzes: 15%

Students will be given three quizzes on assigned reading material. The quizzes will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/ lectures. Each quiz will take between 15 and 20 minutes of class time to complete.

B. In class writing exercises: 25%

Students will be asked to individually practice ethnographic writing in class, focusing on core issues such as combining observation and theory, descriptions of people, events and places, positioning, reflexivity and voice. The writing activities will generally be short (between 200-350 words in length). Students will also be given time in class to provide constructive feedback to their classmates. The tutor will provide appropriate feedback during the exercise. This means a single exercise might take up to two or three class periods to complete. The exercises will be evaluated on criteria suitable for each mode of exercise. The exercises may include:

- Description and observation exercises
- Applying theory to data exercises
- Exercises exploring voice and representation

- Reflexivity exercises
- Flash ethnography

C. Leading discussion: 15%

During the semester students will lead a class discussion with one or two partners about a particular ethnography selected because it illustrates an ethnographic technique or analytical genre. 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) summarizing the ethnography in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion and (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, clarify any doubts or questions they have about the reading. Discussion facilitation will be assessed based on:

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

D. Ethnographic Portfolio: Portion of Final Mark 45%

Students will spend a large part of the semester working on an individual ethnographic portfolio that will demonstrate mastery of the ethnography as both a genre and a research methodology. Since this work is on-going, at least 15% of the final mark will be allotted to process (including viva and draft stages) a further 10% of the final mark will be allotted to improvement based on feedback. Two milestones will be included (namely an update viva and a draft) in order to ensure that students are on-track, supported and working throughout the semester. The final project is expected to be 2,000-2,500 words in length.

3	Update Viva (oral account of progress, process and challenges to take place at the midway point, students will be evaluated based on their progress, organization and thoughtful reflection)
6	Quality of Draft (including the quality of the ethnographic account, ability to apply relevant module concepts and techniques, claims made in the ethnography are well stated and supported)
25	Quality of content (including the quality of the ethnographic account, ability to apply relevant module concepts and techniques, claims made in the ethnography are well stated and supported)
2	Language
2	Referencing
2	Organization
5	Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Reading quizzes	3	15%
B. In class writing exercise	5	25%
C. Leading class discussion	1	15%

D. Ethnographic Portfolio	1	45%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: AFD101: Introduction to Anthropology, URG202 Anthropological Research Methods

Subject Matter:

Unit I: Review of Ethnography

1.1. Review of key terms, history and logic of ethnography
1.2. The value of ethnography as an academic exercise

Unit II: Ethnographic Genres

2.1. Realistic ethnography: definition and key features
2.2. Reflexive ethnography: definition and key features
2.3. Experimental ethnography: definition and key features
2.4. Critical ethnography: definition and key features
2.5. Virtual ethnography: definition and key features
2.6. Multi-sited ethnography: definition and key features
2.7. Native ethnographies: definition and key features

Unit III: Ethnographic Conventions and Clichés

3.1. Arrival stories; function and key features
3.2. The use of vignettes: function and key features
3.3. Review of thick description: definition, function, and key features
3.4. Incorporating holism and context: definition and function
3.5. Review of authorial authority and challenges to authorial authority: definition, function and critique
3.6. Avoiding the ethnographic present: definition, function, and critique
3.7. Insider view(s): definition, function, and key features

Unit IV: "Doing" Ethnography

4.1. Review of participant observation: definition and function
4.2. Practical concerns in fieldwork: types
4.3. Building and maintaining rapport: function and key feature
4.4. Recognizing "ethnographic data": key features
4.5. Formal and informal interviews: key features and process
4.6. Making ethnographic field notes: key features and process
4.7. Coding ethnographic field notes: key features and process
4.8. Analysing ethnographic field notes: key features and process

Unit V: Writing Ethnography

5.1. Writing thick description; process and practice
5.2. Creating scenes: process and practice
5.3. Building contexts: process and practice
5.4. Creating characters and personalities: process and practice
5.5. Incorporating voices: process and practice
5.6. Choices about representation: process and practice
5.7. Positioning the author: process and practice
5.8. Language and tone: practice
5.9. Fitting together theory and ethnographic data: process and practice

Unit VI: Ethic of Ethnography

6.1. Ethics in the field: key issues and concern
6.2. The politics of representation: definition and implications
6.3. The ethnographer's obligations: debates and implications

Reading List

Essential Reading

Clifford, J. (1983). On Ethnographic Authority. *Representations*, *2*, 118- 146. https://doi.org/10.2307/2928386

Geertz, C. (1998). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of culture* (pp. 3-32). Basic Books.

Narayan, K. (2012). *Alive in the writing: Crafting ethnography in the company of Chekhov*. University of Chicago Press.

Additional Reading

Basso, K. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. University of New Mexico Press.

Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart*. Beacon Press.

Benedict, R. (1946/ 2006). *The chrysanthemum and the sword*. Houghton Mifflin Harcourt.

Biehl, J. (2005). *Vita: Life in a zone of social abandonment*. University of California Press.

Bonilla, Y., & Rosa, G. (2015). "#Ferguson: Digital Protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist,* 42(1), 4-17 https://doi.org/10.1111/amet.12112

Cerwonka, A., & Malkki, L.H. (2007). *Improvising theory: Process and temporality in ethnographic fieldwork*. University of Chicago Press.

Ghodsee, K. (2016). *From notes to narrative: Writing ethnographies that everyone can read*. University of Chicago Press.

Mann, A., Mol, A., Satalkar, P., Savirani, A., Selim, N., Sur, M., & Yates-Doerr, E. (2011). "Mixing methods, tasting fingers: Notes on an ethnographic experiment." *HAU: Journal of Ethnographic Theory*, *1*(1), 221-243 https://doi.org/10.14318/hau1.1.009

Marcus, G. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology*, *24*, 95-117. https://doi.org/10.1146/annurev.an.24.100195.000523

Passaro, J. (1997). You can't take a subway to the field! In A. Gupta & J. Ferguson (Eds.), *Anthropological locations: Boundaries and grounds of field science* (pp. 147-162). University of California Press.

Rosaldo, R. (2014). *The Day of Shelly's Death: The Poetry and Ethnography of Grie*f. Duke University Press.

Tsing, A. L. *(2015). The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins.* Princeton University Press.

Turner, E. (1997). "There Are No Peripheries to Humanity: Northern Alaska Nuclear Dumping and the Iñupiat's Search for Redress." *Anthropology and Humanism, 22*(1), 95-109. https://doi.org/10.1525/ahu.1997.22.1.95

Date: March 2023

Module Code and Title:	**ETY303 Visual Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Shawn Christopher Rowlands (Coordinator), Dolma Choden Roder

General Objective: This module explores the rich and varied cultural meanings present in human visual expression. Students will learn how to document, describe, analyse and, in select cases, produce a variety of visual cultural expressions including photography, film,

material culture, museum displays and art. They will also engage in theoretical discussion around issue considered central to visual anthropology.

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

1. Apply the methods of visual anthropology to interpret visual culture
2. Illustrate the politics of representation, especially across cultures
3. Trace the history of photography and film in Anthropology
4. Elucidate key debates in the study of visual culture
5. Apply visual methods to an original visual ethnography
6. Demonstrate representation as a social practice
7. Analyse agency in both the production and consumption of images
8. Provide examples of cultural variation in aesthetics.

Learning and Teaching Approach:

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

Assessment Approach:

A. Proposal for visual ethnographic presentation: 15%

As preparation for their visual ethnographic presentation (done later), students will individually complete a preparatory assignment in the form of a proposal, which will help students pick a topic and find sources that will help them complete a better final project. It will also allow the tutor to provide feedback and guidance along the way. The expected length for this proposal 750 to 1000 words.

- 5   Content (description of visual culture and its significance)
- 3   Methodology (relevance of methodology to the project, description of methodology and justification of its use)
- 3   Description and justification of presentation style
- 2   Language and references
- 2   Organization

B. Visual ethnographic presentation: 35%

Students will be required to use visual media to present a visual ethnography to the class. The presentation will be graded on how clearly they summarize their research as well as how creatively and insightfully they make use of visual media in their presentation. Students will use methods described in class to produce a visual ethnography. This may include video, photography, drawing a comic, or any other visual method for conveying ethnographic information. Presentations can be between 15 and 20 minutes. Marks will be allocated in the following way:

- 2   Update viva
- 15   Content (including summary of research, creative use visual media in presentation, how well visual media pairs with content, how well does the presentation address specified criteria, quality of overall analysis, all claims relevant and supported)
- 4   Use of visual presentation method (effectiveness, creativity, appropriateness)
- 2   Organization and structure; Language use

2 Delivery (volume, pace, efforts to engage audience) and time management

C. Midterm Examination: 15%

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: 35%

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. Visual ethnography proposal	1	15%
B. Visual ethnography presentation	1	35%
C. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**65%**
Semester-End Examination (SE)		**35%**

Prerequisites: None

Subject Matter:

Unit I: Introduction to Visual Anthropology

1.1. Introducing visual anthropology and anthropology of the visual
1.2. Overview of the history of visual anthropology
1.3. Exploring the similarities and differences between "visual" and "material" culture

Unit II: Seeing Like an Anthropologist

2.1. Introduction to visual methodologies: key terms
2.2. The basics of formal analysis and visual Interpretation
2.3. Methods for studying audiences and other social activity surrounding visual objects
2.4. Applying visual methods

Unit III: Ethnographic Photography

3.1. Early anthropological uses of photography: examples
3.2. The myth of photographic objectivity: definition and implications
3.3. Using photographs as sources
3.4. Photography as ethnography
3.5. Analysing photographic representations of Bhutan: key trends and examples

Unit IV: Ethnographic Film

4.1. Overview of the history ethnographic film
4.2. Discussions about the politics of representation in film
4.3. Important examples of film as ethnography
4.4. Reflexivity in ethnographic film: *Chronicle of a Summer* by Jean Rouch
4.5. Auto-ethnography and the use of film by indigenous communities
4.6. Analysing non-fiction films about Bhutan: key terns and examples

Unit V: Anthropology of visual culture

5.1. Aesthetics across cultures
5.2. Orientalism and the politics of representation
5.3. "Beyond aesthetics:" looking at art as social action
5.4. National identity and the development of national visual cultures
5.5. The effects of globalization on visual culture: key trends
5.6. Visual culture in Bhutan: key elements of Bhutanese visual culture

5.7.   Social and historical analysis of Buddhist art in Bhutan
5.8.   Efforts to preserve Bhutanese visual culture
5.9.   New forms of visual culture in Bhutan
5.10. The relationship between new and old art forms in Bhutan

Reading List

Essential Reading

Beckham, M., & Turner, T. (1989). *The Kayapo: Out of the forest* [Motion Picture]. Royal Anthropological Institute.

Centre for Bhutan Studies. (2007). *Media and public culture: Proceedings of the second international seminar on Bhutan studies*. Centre for Bhutan Studies.

Dauman, A., Rouch, J., & Morin, E. (1961). *Chronicle of a summer* [Motion Picture]. Criterion Collection.

Dorji, K., & Wild, M. (2013). *Bhutan's cultural diversity: Life and culture in four remote communities of Bhutan.* Helvetas Swiss Intercoopertion.

Maki, A. (2011). A Zhabdrung Phunsum Tshogpa (zhabs drung phun sum tshogs pa) thangka from the National Museum of Bhutan Collection. *Journal of Bhutan Studies, 25* (winter), 1-49.

Additional Reading

Geertz, C. (1976). Art as a cultural system. *MLN, 91*(6), 1473-1499. https://doi.org/10.2307/2907147.

Ginsburg, F. D., Abu-Lughod, L., & Larkin, B. (2002). *Media Worlds: Anthropology on New Terrain.* University of California Press

Hagaman, D. (1996). *How I learned not to be a photojournalist.* University Press of Kentucky.

Hagaman, D. (1993). The joy of victory the agony of defeat: Stereotypes in newspaper sports feature photographs. *Visual Studies, 8*(2), 48-66. https://doi.org/10.1080/14725869308583722

Jacknis, I. (1988). Margaret Mead and Gregory Bateson in Bali: Their use of photography and film. *Cultural Anthropology*, *3*(2), 160-177. https://doi.org/10.1525/can.1988.3.2.02a00030

Morphy, H., & Banks, M. (Eds.). (1997). *Rethinking visual anthropology.* Yale University Press.

Morphy, H., & Perkins, M. (2009). *The anthropology of art: A reader.* John Wiley & Sons.

Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials.* Sage.

Date: March 2023

Module Code and Title:	**AAS301 Peoples and Cultures of the Himalayas**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Anden Drolet (Coordinator), Dolma Choden Roder

General Objective: This module enables students to explore the Himalayas using anthropological writing about the region. Students will use an anthropological approach to examine the geographical, cultural, political, religious and historical contexts of the region and understand how these shape trends, shifts, and differences in the Himalayas.

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

1. Apply their understanding of ethnography as both a genre of writing and a method to scholarship from the Himalayan region

2. Identify key geographical features in the region
3. Examine the Himalayas from a cultural, and political perspective
4. Demonstrate the ethnohistory of the region
5. Evaluate the assumptions underpinning popular culture representations of the Himalayas
6. Compare the dominant cultural and religious practices in the region
7. Assess significant environmental and development trends in the region
8. Evaluate actual and perceived social and cultural change and continuity in the region.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures and in class discussions	4	60
Independent	Reading, revision, VLE related exercises and written assignments	4	60
	Total		120

Assessment Approach:

A. Map Quiz: 5%

After students have had preliminary lectures that help to locate the region known as the Himalayas as well as to identify key sites and significant physical features (such as mountain ranges and rivers), they will be expected to pass a map quiz on the region. The quiz will require students to demonstrate that they can locate these key sites and features on a simple map. It will be evaluated based on accuracy.

B. Leading in-class discussion: 10%

Students will lead a class discussion with one or two partners about a particular academic reading (selected by the tutors using the essential and additional reading lists). The discussion will be expected to last most of a class period or at least 40 min. 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) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) 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, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

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)

C. Book Review: 20%

Students will select one book-length ethnographic account of the Himalayas not already covered in class (the tutor will provide students with a list of accessible possibilities) and individually write a book review of 750-900 words. The responses will be evaluated on:

3 Draft of book review (summary and quality of interpretation)

<table>
<tr><td>4</td><td>Summary of the ethnography's main findings and arguments (accuracy and completeness)</td></tr>
<tr><td>7</td><td>Quality of interpretation (includes well stated and original interpretations, uses relevant and adequate support for all claims made, and ties interpretation to relevant module concepts)</td></tr>
<tr><td>1</td><td>Organization</td></tr>
<tr><td>1</td><td>Language</td></tr>
<tr><td>1</td><td>Referencing</td></tr>
<tr><td>3</td><td>Improvement of final product (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)</td></tr>
</table>

D. Preparedness: Reading notes: 5%

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

<table>
<tr><td>5</td><td>Thoroughness of annotations in printed reading materials and supplementary notes</td></tr>
</table>

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. Map Quiz	1	5%
B. Leading in Class Discussion	1	10%
C. Book Review	1	20%
D. Preparedness: reading notes	1	5%
E. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: none

Subject Matter:

Unit I: Introduction to the Himalayas

1.1.   Introduction to the logic and value of area studies
1.2.   Defining the Himalayas
1.3.   Space and place: mapping the Himalayas

Unit II: The Politics of Representation

2.1.   The power of representation
2.2.   Orientalism and the post-colonial critique of the "exotic"
2.3.   The Himalayas "The last Shangri-la"
2.4.   Representations of the Himalayas in film
2.5.   Representation of the Himalayas in literature
2.6.   Other representations of the Himalayas
2.7.   Himalayan self-representation

Unit III: The Ethnohistory and Anthropology of the Himalayas

3.1. Defining ethnohistory: focus, key concerns and concepts
3.2. Himalayan pre-histories: overview of key trends and theories
3.3. The arrival of Buddhism in the Himalayas
3.4. Ethnohistory of the Himalayas: key events, figures and trends
3.5. Anthropological exemplars of the Himalayas

Unit IV: Religious Practice and Belief in the Himalayas

4.1. Traces of a pre-Buddhist past: overview of key theories and debates
4.2. Lay Buddhism (everyday rituals and beliefs)
4.3. A return to space and place (holy sites and pilgrimage): definitions and descriptions
4.4. Non-Buddhists of the Himalayas: descriptions, and implications

Unit V: Social and Political Relationships

5.1. Traditional social structure and hierarchies
5.2. Kinship and marriage patterns across the Himalayas: key trends and implications
5.3. Questions of identity: key trends and implications

Unit VI: The Environment, Resources, and Development

6.1. Ecologies and ecosystems of the Himalayas: key trends and implications
6.2. The environment as an economic resource: key trends and implications
6.3. The environment as a source of vulnerability and risks: key trends and implications
6.4. Tourism and the Himalayas: key trends and implications
6.5. The Himalayas as imagined through the lens of international development: key trends and implications

Unit VII: Social and Cultural Change

7.1. Tradition and modernity in the Himalayas: key trends and implications
7.2. New livelihoods and new identities: key trends and implications
7.3. New locations (rural to urban migration): key trends and implications
7.4. Laments of identity loss and culture corrupted
7.5. Re-imagined identities (Hybridization, Engaged Buddhism)

Reading List

Essential Reading

Brauen, M., & Ramble, C. (Eds.). (1993). *Proceedings of the international seminar of Tibet and the Himalaya*s*: September 21-28 1990 at the Ethnographic Museum of the University of Zurich*. Volkerkundemuseum der Universitat Zurich.

Damai, P. (2007). Interrupting ethnographic spectacles in Eric Valli's Himalaya. *Postcolonial Text, 3*(4), 1-17.

Additional Reading

Ahearn, L. (2001). *Invitations to love: Literacy, love letters and social change in Nepal*. University of Michigan Press.

Alter, J. (1999). *Knowing Dil Das: Stories of a Himalayan hunter.* University of Pennsylvania Press.

Bauer, K. (2004). *High frontiers: Dolpo and the changing world of the Himalayan pastoralist.* Columbia University Press.

Bell, C. (1996). *The people of Tibet*. Motilal Banarsidass Pvt Ltd. (Original work published Oxford: Clarendon Press, 1928)

Berreman, G. D. (1963). Peoples and Cultures of the Himalayas. *Asian Survey*, 289-304. https://doi.org/10.2307/3023521

Childs, G. (2004). *Tibetan diary: From birth to death and beyond in a Himalayan Village of Nepal.* University of California Press.

Fisher, J. (1990). *Reflections on change in Himalayan Nepal*. Berkeley: University of California Press

Galvin, S. S. (2021). *Becoming organic: nature and agriculture in the Indian Himalaya*. Yale University Press.

Gorer, G. (2005). *Himalayan village: An account of the Lepcha in Sikkim*. Kathmandu: Pilgrims Publisher.

Gutschow, K. (2004). *Being a Buddhist nun: The struggle for enlightenment in the Himalayas*. Cambridge, MA: Harvard University Press

Hilton, J. (2012). *Lost horizon: A novel*. New York: Harper Perennial. (Original work published 1933).

Huber, T (2020) *Source of Life: Revitalization Rites and Bone Shamans in Bhutan and the Eastern Himalayas.* Austrian Academy of Science Press

Liechty, M. (2003). *Suitably modern: Making middle-class culture in a new consumer society.* Princeton: Princeton University Pres

Lopez, D. (1998). *Prisoners of Shangri-La: Tibetan Buddhism and the West*. Chicago: University of Chicago Press.

Mumford, S (1989) *Himalayan Dialogue: Tibetan Lamas and Gurung Shamans in Nepal* Madison: University of Wisconsin Press

Narayan, K. (2016). *Everyday Creativity: Singing Goddesses in the Himalayan Foothills.* University of Chicago Press.

Ortner, S. (1978). *Sherpas through their rituals.* Cambridge University Press.

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

Date: March 2023

Module Code and Title:	**STS101 Introduction to Statistics**
Programme:	BSc in Environmental Management (borrowed)
Credit Value:	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-word 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%). Duration of the presentation will be 10 minutes.

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

Project report

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

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. 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 assignment	Quantity	Weighting

A. Class test (Practical)	2	15%
B. Written assignment (analysis of statistics report)	1	10%
C. Written assignment (application of statistical techniques)	1	20%
D. 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

2.1. Overview of the SPSS environment
2.2. Data editor
2.3. Variable view
2.4. Syntax window, outputs
2.5. File management

Unit III: Exploring data with graphs

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

Unit IV: Descriptive Statistics

4.1. Measures of central tendency and dispersion
    4.1.1. Mean, median, mode, quartile, deciles and percentiles
    4.1.2. Range and coefficient of range
    4.1.3. Mean deviation, variance, standard deviation and coefficient of variance
4.2. Analysing data: frequency distribution (types, centre, dispersion)

Unit V. Inferential statistics: Correlation

5.1. Karl Pearson's Correlation Co-efficient
5.2. Spearman's Rank Correlation
5.3. Kendall's Rank Correlation
5.4. Testing the significance of correlation coefficient
5.5. Fitting statistical model

Unit VI: Inferential statistics: Tests of hypotheses

6.1. Basics concept of hypothesis
6.2. Critical regions, critical values, p-values and decision rule
6.3. Confidence intervals
6.4. Using statistical models to test research questions
    6.4.1. Test statistics
    6.4.2. Null hypothesis and alternative hypothesis

        6.4.3.   One- and two-tailed tests
        6.4.4.   Types I and type II errors
        6.4.5.   Effect size
        6.4.6.   Statistical power
  6.5.   Applications of t-test
  6.6.   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: June 2021

Module Code and Title:	**UGR303 Proposal Writing**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder (Coordinator), Richard Kamei, Shawn Christopher Rowlands

General Objective: This module is intended to teach students how to write an academic research proposal. It explicitly builds on what students learnt in UGR202 Anthropological Research Methods and ETY302 Writing Ethnography while also preparing students to undertake a year-long independent research project in their final year.

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

1. Develop an independent research project proposal using their knowledge of Anthropology

2. Write a high-quality literature review based on independent research
3. Articulate feasible and interesting research questions
4. Select the appropriate research methods to address these research questions
5. Design appropriate research instruments
6. Conduct a pilot study to test the feasibility of their project, their research methods and/or their research instruments
7. Identify the ethical responsibilities of anthropologists
8. Locate available research funding opportunities.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	1	45
	Tutorials & one-on-one consultation	2	
Independent study	Assignments	2	75
	Reading and VLE related exercises	3	
	Total		120

Assessment Approach:

A. Annotated bibliography: 20%

Students will individually turn in a properly formatted annotated bibliography of at least 10 appropriate academic sources. Each annotation will be expected to both summarize and critically evaluate the sources. Each annotation is expected to be between 200 – 350 words in length. The bibliography will be evaluated based on the following:

4	Quality and variety of sources selected
6	Accuracy and clarity of the summary of the sources
6	Thoughtfulness and quality of evaluation of the sources
2	Language
2	Referencing and Format

B. Literature Review: 25%

Students will individually produce a literature review that demonstrates both their knowledge of their chosen topic and the gaps and contradictions within the literature that would justify further research. Students will be expected to show that they have used the feedback that they received on their annotated bibliographies to improve their literature review. The literature reviews will be about 1000-1250 words in length.

6	Draft Literature Review (improvement in comparison to annotated bibliography, with particular emphasis on consideration and incorporation of feedback provided, overall organizing argument, integration of sources, quality of analysis)
4	Overall organizing argument(s) (clarity, logic, coherence)
4	Integration of sources (ability to produce a "conversation" between the sources)
5	Quality of analysis/ evaluation of the sources
2	Language
2	References
2	Improvement (in comparison to draft)

C. Research Question(s): 5%

Students will be expected to write a clear, feasible original research question(s) or hypothesis to guide the rest of their research. While the question itself may be relatively

short students are expected a) to justify their research question (particularly in the context of their literature review) and b) continually refine and improve their research question(s). They will be assessed based on the following:

1   Clarity and focus
2   Feasibility
1   Originality, complexity and thoughtfulness
1   Improvement (both based on feedback and self-initiated)

D. Draft of Research Proposal: 35%

Students will be expected to individually produce a draft of their research proposal outlining their proposed project and the research methods they plan to deploy. The proposal will be 1750-2000 words in length.

5   Introduction and research question(s)
8   Literature review (must demonstrate improvement from earlier draft)
12   Research methods (clearly connected to research question, includes discussion of ethical issues, well described, appropriate and feasible)
2   Research Ethics
2   Language
2   Organization
2   References
2   Timeline for project

E. Pilot study Proposal: 15%

Students will be expected to individually conduct a pilot study over the summer break. This proposal will detail what they plan to do and how they think it will support their overall final year research project. The pilot project will test the feasibility of their planned project as well as test how well their proposed methods will address their research question(s). The expected length of the proposal is 750-1000 words.

3   Introduction and context (including relevant literature)
4   Description of planned pilot study (methods, timeline)
5   Justification for the planned pilot study will benefit their final year project
3   Language, organization and references

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Annotated Bibliography	1	20%
B. Literature Review	1	25%
C. Research Question	1	5%
D. Draft of research proposal	1	35%
E. Pilot study proposal		15%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: UGR202 Anthropological Research Methods, and ETY202 Writing Ethnography

Subject Matter:

Unit I: Review of Research Design and Anthropological Research Methods
1.1.   Review of research designs: steps and logic
1.2.   Review of anthropological research methods
1.3.   Review of research ethics in Anthropology

Unit II: Literature Review
2.1.   Review of academic sources: defining and finding them
2.2.   Summary versus evaluation

2.3.   Review of literature review
2.4.   Moving from an annotated bibliography to a literature review
2.5.   Creating a "conversation": integrating and synthesizing sources

Unit III: Research Questions

3.1.   Reviewing research questions
3.2.   Identifying good research questions
3.3.   Writing good research questions

Unit IV: Research Design Details

4.1.   Matching methods to research questions
4.2.   Sampling
4.3.   Designing and testing research instruments
4.4.   The value of pilot research

Unit V: Grant Writing

5.1.   Identifying potential research grant opportunities
5.2.   Standard components of a grant application
5.3.   Significance and scientific impact
5.4.   Preparation and justification of budgets
5.5.   Dissemination and broader impacts

Reading List

Essential Reading

Babbie, E.R. (1999). *The basics of social research*. Breton Pub Co.

Bernard, R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches*. AltaMira Press.

Golash-Boza, T. (2011, March 19). *How to respond to a 'revise and resubmit' from an academic journal: Ten steps to a successful revision [Blog post]*. http://getalifephd.blogspot.com/2011/03/how-to-respond-to-revise-and-resubmit.html

Schimel, J. (2011). *Writing Science: How to Write Papers that get Cited and Proposals that get Funded*. Oxford University Press.

Additional Reading

To be identified, evaluated and used by students as part of their research.

Date: March 2023

Module Code and Title: **ASC302 Anthropology of Development**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Richard Kamei (Coordinator), Jelle Wouters

General Objective: This module engages the anthropology of development, which refers to the application of anthropological approaches, methods and theories to the critical study of development. This module discusses ethnographic insights related to this field from various parts of the world and evaluates them in the light of broader development theories, policies, and practices. This module further explores the contributions of Anthropology to contemporary development debates.

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

1. Examine the history of "development" as both paradigm and practice in today's globalized world.
2. Analyse the major anthropological theories of development.

3. Demonstrate contemporary critiques of global development.
4. Critically evaluate development indicators such as life-expectancy, education, and GDP.
5. Evaluate the paradigms of 'development alternatives' and 'alternatives to development'.
6. Critically engage with contemporary development debates.
7. Demonstrate the relationship between development and gender.
8. Identify the relevance to development debates to contemporary Bhutan in relation to GNH.
9. Analyse the roles of anthropologists in development
10. Assess the complex relationship between culture and development.
11. Evaluate a range of development alternatives.

Learning and Teaching Approach:

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

Assessment Approach:

A. Critical Essay: 15%

Students are required to individually write a critical essay about one of the development theories discussed in class lectures. The essay will describe the selected theory (demonstrating that they have understood it) and then provide a thorough analysis of the theory, for example looking at real world implications or offering a moral or economic critique. The essay will be 750 – 1000 words in length.

2 Proposal (topic, structure, references)
7 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 Language
2 Organization
2 References

B. Application Essay: 15%

Students are required to concentrate on one of the development debates (for example issues around measuring development) and analyse its relevance and application within the context of Bhutan. The essay will be 1000-1250 words in length.

2 Proposal outlining the selected topic and proposed argument
3 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
1 Language, Organization & References

C. Response paper. 10%

A documentary pertaining to a contemporary development issue will be shown in class. Students are expected to analyse the documentary and individually write a critical

response paper on the development issues that figures in the documentary. This response paper will be 750 -1000 words in length

   3   Summary of the documentary's main argument (accuracy and completeness)
   5   Quality of analysis (includes well stated and original analysis, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
   1   Organization
   1   Language and Referencing

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	15%
B. Application Essay	1	15%
C. Response paper	1	10%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Defining Development

1.1.   Definitions and meanings of development: key terms, key trends
1.2.   Overview of origins and history of development
1.3.   The making of the Third World

Unit II: Theories of Development

2.1.   Basics of modernization theory: definition, key terms and examples
2.2.   Approaches and examples of Marxism, dependency and world-system theory
2.3.   Anthropological approaches to poverty and deprivation: key concerns and examples
2.4.   Development goals and indicators: e.g. SDGs, HDI and MDGs.

Unit III: Development Debates

3.1.   Development from 'above' versus 'below'
3.2.   Growth versus distribution: definitions and key terms
3.3.   Ecology and the limits to growth
3.4.   Debates about gender and development: key trend, examples

Unit IV: Development Institutions and Politics

4.1.   The relationships between politics, policies, and practices of development
4.2.   International organizations and NGOs
4.3.   Development and conflict
4.4.   Development and displacement

4.5.   Degrowth and decolonisation

Unit V: Development Alternatives

5.1.   Anthropological critiques of development
5.2.   Debates about development alternatives
5.3.   Debates about alternatives to development
5.4.   Indigenous views on development versus mainstream views
5.5.   GDP versus GNH: definitions and key terms

Reading List

Essential Reading

Edelman, M., & Haugerud, A. (Eds.). (2005). *The anthropology of development and globalization.* Blackwell Publishing.

Ura, K. (2005). *The Bhutanese development story*. Centre for Bhutan Studies.

Ura, K., Zangmo, A.S., & Wangdi, K. (2012). *A short guide to Gross National Happiness*. Centre for Bhutan Studies.

Additional Reading

Allison, E. (2019). Deity Citadels: Sacred Sites of Bio-Cultural Resistance and Resilience in Bhutan. *Religions, 10*(4), 268 https://doi.org/10.3390/rel10040268

Escobar, A. (1995). *Encountering development: The making and unmaking of the third world.* Princeton University Press.

Farmer, P. (2005). *Pathologies of power: health, human rights and the new war on the poor.* University of California Press.

Ferguson, J. (1994). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho.* University of Minnesota Press.

Gupta, A. (1998). *Postcolonial developments: Agriculture in the making of modern India.* Duke University Press.

Gupta, A. (2012). *Red tape: Bureaucracy, Structural Violence, and Poverty in India.* Duke University Press.

Kozel, A., & Sili, M. (2021). New Discourses on Development. In Bourqia, R., & Sili, M. (eds), *New Paths of Development* (pp. 161-168). https://doi.org/10.1007/978-3-030-56096-6_14

Li, T. M. (2007). *The will to improve: Governmentality, development, and the practice of politics.* Duke University Press.

Montes, J., & Kafley, B. (2019). Ecotourism discourses in Bhutan: contested perceptions and values. *Tourism Geographies*, 1-24. https://doi.org/10.1080/14616688.2019.1618905

Mosse, D. (2004). *Cultivating development: An ethnography of aid policy and practice.* Pluto Press.

Rata, E. (2002). The transformation of indigeneity. *Review (Fernand Braudel Center), 25*(2), 173-195.

Sahlins, M. (2017). *Stone age economics.* Tavistock Publications.

Santos, D. B. A., & Dorji, S. (2021). Bhutan & Gross National Happiness. In Bourqia, R., & Sili, M. (eds), *New Paths of Development* (pp. 161-168). https://doi.org/10.1007/978-3-030-56096-6_14

Scheyvens, R., Carr, A., Movono, A., Hughes, E., Higgins-Desbiolles, F., & Mika, J. P. (2021). Indigenous Tourism and The Sustainable Development Goals. *Annals of Tourism Research*, *90*(103260), 1–12. https://doi.org/10.1016/j.annals.2021.103260

Shah, A. (2007). The dark side of indigeneity?: Indigenous people, rights and development in India. *History Compass, 5*(6), 1806-1832. https://doi.org/10.1111/j.1478-0542.2007.00471.x

Thinley, J. (1999). Values and development: Gross National Happiness. In S. Kinga, K. Galay, P. Rabten, & A. Pain (Eds.), *Gross National Happiness: A set of discussion papers* (pp. 12-23). Centre for Bhutan Studies.

Yeh, E. (2013). *Taming Tibet: Landscape Transformation and the Gift of Chinese Development*. Cornell University Press.

Date: March 2023

Module Code and Title:	**ASC303 Technology and Society**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder (Coordinator), Jelle 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 part of ordinary life. The goal is to highlight the ways in which technology becomes normalized 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: AFD101 Introduction to Anthropology

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/frl-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

Cole, S. A. (2013). "A Surfeit of Science: The 'CSI effect' and the media appropriation of the public understanding of science." *Public Understanding of Science, 24*(2): 130-146. https://doi.org/10.1177/0963662513481294

Cowan, R. S. (1999). "How the Refrigerator got its Hum." In Donald Mackenzie and Judy Wajcman (Eds.), *The Social Shaping of Technology. Second Edition.* (pp. 202-218). Open University Press.

Gusterson, H. (1999). Nuclear Weapons and the Other in the Western Imagination. *Cultural Anthropology, 14*(1), 111-143.https://doi.org/10.1525/can.1999.14.1.111

Haraway, D. (2006). A cyborg manifesto: Science, technology, and socialist-feminism in the late 20th century. In *The international handbook of virtual learning environments* (pp. 117-158). Springer, Dordrecht.

Hecht, G. (1994). Political Designs: Nuclear Reactors and National Policy in Postwar France. *Technology and Culture, 35*(3), 657-685. https://doi.org/10.2307/3106502

Joyce, K. (2005). Appealing Images: Magnetic Resonance Imaging and the Production of Authoritative Knowledge. *Social Studies of Science*, *35*(3), 437-46 https://doi.org/10.1177/0306312705050180

Kline, R., & Pinch, T. (1996). Users as Agents of Technological Change: The Social Construction of the Automobile in the Rural United States. *Technology and Culture,* 37 (4). 763-795. https://doi.org/10.2307/3107097

Kosmarski, A. & Gordiychuk, (2021). Anthropology and blockchain *Anthropology Today*, *37* (6), 1-3. https://doi.org/10.1111/1467-8322.12683

Kuhn, T. S. (1962/ 2012). *The structure of scientific revolutions.* University of Chicago Press

Larkin, B. (2013). The Politics and Poetics of Infrastructure. *Annual Review of Anthropology, 42*(1), 327-343. https://doi.org/10.1146/annurev-anthro-092412-155522

Maguire, M. (2009). The Birth of Biometric Security. *Anthropology Today,* 25 (2), 9-14. https://doi.org/10.1111/j.1467-8322.2009.00654.x

Penfold-Mounce, R. (2016). Corpses, popular culture and forensic science: Public obsession with death. *Mortality*, *21*(1), 19-35. https://doi.org/10.1080/13576275.2015.1026887

Rabinow, P., & Rose, N. (2006). Biopower Today. *BioSocieties,1*,195–217. https://doi.org/10.1017/s1745855206040014

Rajan, K. S. (2003). Genomic Capital: Public Cultures and Market Logics of Corporate Biotechnology. *Science as Culture, 12*(1), 87-121. https://doi.org/10.1080/0950543032000062272

Rapp,R. (1998). Refusing Prenatal Diagnostic Testing: The Meanings of Bioscience in a Multicultural World. *Science, Technology and Human Values, 23*(1), 45-70. https://doi.org/10.1177/016224399802300103

Scudder, S. H. (1997). "Learning to See," in John Hatton and Paul B. Plouffe (eds), *Science and Its Ways of Knowing* Upper Saddle River, NJ: Prentice Hall: 143-14

Walker, K. (2022, June). Pervasive AI as ethnographer. In *Anthropology, AI and the Future of Human Society* (pp. In-press). Royal Anthropological Institute.

Winner, L. (2004). Trust and Terror: The Vulnerability of Complex Socio-Technological Systems. *Science as Culture, 13*(2), 155-172.https://doi.org/10.1080/0950543042000226594

Date: March 2023

Module Code and Title: **AAS302 Ethnography of Bhutan**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Tashi Choden (Coordinator), Dolma Choden Roder, Anden Drolet

General Objective: This module aims to study the key works, scholars and topics that make up the emerging field: the ethnography and anthropology of Bhutan.

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

1. Apply relevant anthropological and ethnographic concepts and methods to the Bhutanese context
2. Map the emergent themes in the field of ethnography of Bhutan
3. Review the history of anthropology within Bhutan
4. Evaluate key scholarly contributions in the field of Bhutanese ethnography
5. Examine the cultural and social diversity of Bhutan using ethnography and anthropology
6. Assess the value of Anthropology and ethnography as a way to understand social and cultural change in contemporary Bhutan
7. Argue how Anthropology and ethnography can contribute to an understanding of Bhutan's past
8. Identify opportunities for future research and scholarship in the field of ethnography of Bhutan.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures (including a variety of relevant guest speakers) & discussions	3	60
	Tutorials	1	
Independent study	Assignments	2	60
	Reading, revision and VLE related exercises	2	
Total			120

Assessment Approach:

A. Report on recent finding: 10%

Students (with the assistance of the module tutor) must locate a recent academic article relevant to the ethnography of Bhutan and individually write a 700-1000 word report on it. Students will be expected to write a summary of the findings as well as to analyse the significance of its findings to the ethnography of Bhutan.

1	Quality of the source used
3	Summary (accuracy and completeness)
5	Quality of Analysis and Evaluation (accurate and thoughtful application of concepts, well stated and original evaluation and interpretation, use of relevant and adequate support for all claims made)
1	Organization, Language and Referencing

B. Thematic mapping of anthropological and ethnographic works on Bhutan: 15%

At the end of the semester, students will individually map the current state of the ethnography of Bhutan as well as describing knowledge and theoretical gaps and identifying opportunities for further research within the field. The paper will be between 750-1000 words in length

6	Quality of argument (logical, relevant and adequate supported, adherence to set criteria)
4	Quality of reflection (thoughtfulness, ability to make connection)
3	Language and referencing
2	Organization

C. Leading in-class discussion: 15%

Students will be responsible for working with one or two partners to lead a class discussion about a Bhutanese ethnography. 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 the 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) summarizing the ethnography in their own words, including identifying key concepts and arguments (2) preparing discussion questions to stimulate class discussion (3) helping the class understand the significance of the ethnography in the Bhutanese context and (4) facilitating a clear and helpful discussion that will allow the class as a whole to both understand the reading and more critically engage with its main arguments. Before the discussion the discussion leaders will meet with the tutor to discuss the reading and share their strategies for leading the discussion including potential discussion questions.

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

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. Report on recent finding	1	10%
B. Thematic Map	1	15%
C. Leading in-class discussion	1	15%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites:

Subject Matter:

Unit I: Introduction to the Ethnography of Bhutan

1.1.   The history of academic scholarship in Bhutan: monastic and modern
1.2.   The history of anthropology and ethnography in Bhutan

Unit II: Overview of the Major Emergent Trends in the Anthropology and Ethnography of Bhutan

2.1.   The influence of Buddhism on Bhutanese culture
2.2.   Documenting tangible and intangible culture
2.3.   Defining, recording and analysing folkways and folktales
2.4.   Documenting and analysing cultural change and continuity

Unit III: Cultural Diversity and the Ethnography of Bhutan

3.1.   Review of Bhutan's geographical, linguist, ethnic and cultural diversity
3.2.   Focus and organization of traditional village ethnography: Case study of Lhops
3.3.   Relationship between culture and subsistence patterns: Case study: Monpa

Unit IV: Using Ethnography to Document Bhutan's Past

4.1.   Using ethnography to document traditional kinship and family patterns
4.2.   Using ethnography to document traditional festival and ritual

Unit V: Using Ethnography to Document Continuity and Change

5.1.   Ethnographies of cultural continuity
5.2.   Ethnography of cultural change
5.3.   Applications for ethnographic knowledge about Bhutan

Reading List

Essential Reading

Centre for Bhutan Studies. (2004). *Wayo, wayo: Voices from the past*. Centre for Bhutan Studies.

Chand, R. (2006). Monpa of Black Mountain Forest of Bhutan: A study of socio-cultural sensibility and transition. *The Himalayan Review*, *37*, 39-52.

Chand, R. (2009). Monpas of Bhutan: A study of tribal survival and development response. *Bulletin of the Hiroshima University Museum*, *1*(6), 25-37.

Dorji, L. (2004). *Sergmathang kothikin and other Bhutanese marriage practices* (Monograph No. 3). Centre for Bhutan Studies

Penjore, D. (2013). The state of anthropology in Bhutan. *Asian and African Area Studies. 12* (2), 147-156.

Phuntsho, K. (Ed). (2015). *Twilight cultures: Tradition and change in four rural communities in Bhutan*. Shejun and Helvetas.

Additional Reading

Aris, M. (1987). The 'boneless tongue': Alternative voices from Bhutan in the context of Lamaist societies. *Past & Present, 115*, 131-164. https://doi.org/10.1093/past/115.1.131

Barth, F. & Wikan, U. (2011). *Situation of children in Bhutan: An anthropological perspective.*Thimphu: Centre for Bhutan Studies.

Barth, F. (2018). Power and Compliance in Rural Bhutanese Society. *Journal of Bhutan studies, 38.*

Bodt, T. (2012). *The new lamp clarifying the history, peoples, language and traditions of Eastern Bhutan and Eastern Mon*. Monpasang Publications.

Chhoki, S. (1994). Religion in Bhutan I: The sacred and the obscene. In M. Aris & M. Hutt (Eds.), *Bhutan: Aspects of Culture and Development* (pp 107-122). Gartmore: Kiscadale Asia Research Series, no 5.

Choden, K. (2008). *Chilli and cheese: Food and society in Bhutan.* White Lotus.

Crins, R. (2008). *Meeting the "other"- Living in the present, gender and sustainability in Bhutan.* Delft.

Deben, S. (2005). *Lhops (Doya) of Bhutan: An ethnographic account*. Akansha Publishing House.

Dorji, J. (2003). *Lhop: A tribal community in South Western Bhutan and its survival throught time*. Jagar Dorji.

Dorji, K., Choden, K., & Roder, W. (2013). Diversity in food ways of Bhutanese communities brought about by ethnicity and environment. *Journal of Bhutan Studies*, *28*, 30-46.

Dorji, T. (2007). Acquiring power: Becoming a paw (dpa' bo). In J. Ardussi & F. Pommaret (Eds.), *Bhutan: Traditions and Changes* (pp. 65-72). Brill.

Dorji, T. (2008). *Flutes of Diza: Marriage customs and practices among the Brogpa of Merak and Sakten*. Bhutan Times.

Dujardin, M. (2000). From living to propelling monument: The monastery-fortress (dzong) as vehicle of cultural transfer in contemporary Bhutan. *Journal of Bhutan Studies*, *2*(2), 164-198.

Giri, S. (2004). *The vital link-Monpas and their forests*. Thimphu: Centre for Bhutan Studies.

Huber, T. (2021) S*ource of Life: Revitalisation Rites and Bon Shamans in Bhutan and the Eastern Himalayas.*(Denkschriften der philosophisch-historischen Klasse, Band 518. Veröffentlichungen zur Sozialanthropologie, Band 24.) Austrian Academy of Sciences Press,

Kinga, S. (2005). *Speaking statues, flying rocks: Writing on Bhutanese history, myth and culture*. DSB Publications.

Kinga, S. (2008). Reciprocal exchange and community vitality: The case of Gortshom Village in Eastern Bhutan. In *Toward global transformation: proceedings of the third international conference on Gross National Happiness* (pp 31-65). Centre for Bhutan Studies.

Kowalewski, M. (1994). Religion in Bhutan II: The formation of a world-view. In M. Aris and M. Hutt. (Eds.), *Bhutan: Aspects of culture and development* (pp. 123-136). Kiscadale Publications.

Miyamoto, M., Magnusson, J., & Korom, F. J. (2021). Animal slaughter and religious nationalism in Bhutan. *Asian ethnology*, *80*(1), 121-146.

Mynak, T. (1997). Religion and ritual. In C. Shicklgruber & F. Pommaret (Eds.), *Bhutan mountain fortress of the gods,* pages. Serindia Publication.

Pelgen, U. (2007). Ritual and pilgrimage devoted to Aum Jo mo Re ma ri by Brog pas of Me rag of Eastern Bhutan. In J. Ardussi & F. Pommaret (Eds.), *Bhutan: Traditions and Changes* (pp. 121-134). Brill.

Penjore, D. (2009). *Love, courtship and marriage in rural Bhutan: A preliminary ethnography of Wamling Village in Zhemgang*. Galing Printers and Publishers.

Phuntsho, K. (2004). Echoes of ancient ethos: Reflections on some popular Bhutanese social themes. In K. Ura & S. Kinga (Eds.), *The spider and the piglet: Proceedings*

from the first international seminar on Bhutan studies (pp. 364-80). Centre for Bhutan Studies.

Phuntsho, K. (2015). The cultural construction of Bhutan: An unfinished story. *The Druk Journal, 1*(1), 53-60.

Pommaret, F & Guyer- Stevens (2021) *Divine Messengers: The Untold Story of Bhutan's Female Shamans* Shambhala

Pommaret, F. (1994). Entrance keepers of a hidden country: Preliminary notes on the Monpa of South-Central Bhutan. *The Tibet Journal, 19*(3), 46-62.

Pommaret, F. (1997). Ethnic Mosaic: The peoples of Bhutan. In C. Schiklgruber and F. Pommaret (Eds.), *Bhutan: Mountain-fortress of the Gods* (pp 43-59). Serindia.

Pommaret, F. (2002). Recent Bhutanese scholarship in history and anthropology. *Journal of Bhutan* Studies, *2*(2), 128-150.

Pommaret, F. (2003). The tradition of betel and areca in Bhutan. *Journal of Bhutan Studies, 8*, 12-28.

Pommaret, F. (2006). Dances in Bhutan: A traditional medium of information. In *Media and public culture: Proceedings of the second international seminar on Bhutan studies* (pp. 31-39). Centre for Bhutan Studies.

Schrempf, M. (2018). From Popular Pilgrimage Festival to State Monastic Performance–The Politics of Cultural Production at Gomphu Kora, East Bhutan. Luig, U (ed.) *Approaching the Sacred. Pilgrimage in Historical and Intercultural Perspectiv*e Berlin Studies of the Ancient World

Tashi, K. T. (2021). The (un) changing Karma: Pollution beliefs, social stratification and reincarnisation in Bhutan. *The Asia Pacific Journal of Anthropology, 22*(1), 41-57. https://doi.org/10.1080/14442213.2021.1884125

Ura, K. (1995). *The hero with a thousand eyes*. Karma Ura.

Van Driem, G. (1994). Language policy in Bhutan. In M. Aris and M. Hutt. (Eds.), *Bhutan: Aspects of culture and development,* (pp. 87-106). Kiscadale Publications.

Wangchuk D., Dhammasaccakarn, W., Tesping, P. & Sakolnakran, T. P. N. (2013). Survival of Drogpa cultural and traditional memes and the threat of modern development. *Asian Social Science, 9*(15), 142-155. https://doi.org/10.5539/ass.v9n15p142

Wangchuk D., Dhammasaccakarn, W., Tesping, P. & Sakolnakran, T. P. N. (2013). The yaks: Heart and soul of the Himalayan tribes of Bhutan. *Journal of Environmental Research and Management, 4*(2). 189-196.

Whitecross, R. (2010). 'Virtuous beings': The concept of *tha damtshig* and being a moral person in contemporary Bhutanese society. *Himalaya the Journal of the Association of Nepal and Himalayan Studies, 28*(1), 71-82.

Date: March 2023

Module Code and Title:	**AID303 Anthropology of Gender**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder (Coordinator), Abigail Lalnuneng, Richard Kamei, Tashi Choden

General Objective: This module aims to examine sex, gender and sexuality from an anthropological perspective. Students will be asked to consider the way in which biological and cultural understandings of gender, sex and sexuality shape human lives in powerful but often subtle ways. By taking a cross-cultural and historical approach, with examples from around the world, this module aims to introduce students to the substantial diversity in the way gender, sex and sexuality are imagined and organized as an experience.

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

1. Evaluate various definitions of gender

2. Demonstrate various approaches to gender, including anthropological approaches
3. Examine a variety of cross-cultural understandings and expressions of gender
4. Identify and discuss gendered beliefs, practices and norms in Bhutanese society
5. Assess the value of gender approaches within the Bhutanese context
6. Interpret the myriad impacts of gendered beliefs, practices and norms on human experience
7. Evaluate the way in which economic, cultural and political contexts can shape gender experiences
8. Identify contemporary trends within the anthropology of gender.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures and discussion	3	60
	Tutorial	1	
Independent study	Assignments	2	60
	Reading, revision, and VLE related exercises	2	
Total			120

Assessment Approach:

A. Gender norms experiment: 10%

In order to demonstrate that they can recognize gender norms within their own society, students will be expected to individually design, carry out and finally report on a gender norm breaking experiment. There will be a proposal stage to ensure that the tutor can give students feedback on their proposed experiment before they conduct it. The final report will be expected not only to report student's findings and interpretation, but will also include their reflection on the experience. The report will be 750-1000 words in length.

- 1 Proposal (describes gender norm and how the experiment would propose to break the norm, feasibility, thoughtfulness)
- 2 Description of gender norm (completeness, relevance, level of detail)
- 2 Description of breaking the gender norm (completeness, relevance, level of detail)
- 4 Findings and analysis of findings (original, wells-supported, thoughtful, relevant and tied to appropriate module concepts, quality of reflection)
- 1 Language, Organization, and Referencing

B. Research Paper: 20 %

Students will individually produce an original research paper on some aspect of gender within the Bhutanese context. The paper can be based either on primary data (such as interviews) or it may utilize appropriate secondary sources (such as published reports or academic articles). Students will have to justify their chosen topic, the sources that they plan to use and their approach in the form of a one page proposal before they can begin the project. There will be marks awarded for the process including a proposal and draft stage. The final paper is expected to be 1250 -1500 words in length.

- 1 Proposal (specifies topic, argument and a justification of the sources that will be used, will be evaluated based on completeness, feasibility and originality)
- 3 Draft (description, quality of argument, language, organization and referencing)

3	Description of choose aspect of gender
8	Quality of Analysis (includes well stated, thoughtful and original interpretations, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
2	Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
3	Language, Organization, and Referencing

C. Reading Quizzes: 15%

Students will be given three quizzes on assigned reading material. The quizzes will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/ lectures. Each quiz will take between 15 and 20 minutes of class time to complete. The marks of both quizzes (each out of 10), will be averaged to determine the final mark for this assessment.

D. 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

E. Midterm Examination: Portion of Final Mark 15%

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: 35%

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. Gender Norm experiment	1	10%
B. Research paper	1	20%
C. Reading Quizzes	3	15%
D. Reading Notes	ongoing	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**65%**
Semester-End Examination (SE)		**35%**

Pre-requisites: none

Subject Matter:

Unit I: Definitions of Gender

1.1. Defining "gender"
1.2. The difference(s) between gender and sex
1.3. Key concept for studying gender
1.4. Gender norms, roles and ideologies

Unit II: Approaches to Gender

2.1. Biological approaches to gender
2.2. Constructivists approaches to gender:
2.3. Postmodern/poststructuralist approaches to gender

Unit III: Bhutanese Understanding of Gender

3.1.   Religious and historical context of gender in Bhutan
3.2.   Cultural norms and gender in Bhutan
3.3.   Social science studies of gender in Bhutan

Unit IV: Gender in Anthropology

4.1.   Feminist critiques of anthropology: key findings and arguments
4.2.   Primate studies and gender: key findings and arguments
4.3.   Gender in prehistory and archaeology: key findings and arguments
4.4.   Cross cultural approaches to gender: key findings and arguments

Unit V: Gendered Bodies

5.1.   Gender as embodied: definitions, key terms
5.2.   Gender as identity: definitions, key terms
5.3.   Gender as performance: definitions, key terms
5.4.   Gender and sexuality: definitions, key terms
5.5.   Discourses of honour and shame: definitions, key terms
5.6.   Constructions of motherhood: definitions, key terms
5.7.   Non-binary approaches to gender: key terms

Unit VI: Gender and Power

6.1.   Gender hierarchies: definitions, key terms
6.2.   Gendered divisions of labour: definitions, key terms
6.3.   Gendered knowledge and access to knowledge: definitions, key terms
6.4.   Gender and structural violence: definitions, key terms
6.5.   Gender and resistance: definitions, key terms

Unit VII: Contemporary Trends in Gender Studies

7.1.   Gender and globalization: key terms and trends
7.2.   Intersectional studies of gender: key terms and trends
7.3.   Interrogating masculinity: key terms and trends
7.4.   Queer theory: key terms and trends

Reading List

Essential Reading

Hodgson, D. L. (2001). Once intrepid warriors: Modernity and production of Maasai masculinity. In D.L. Hodgson (Ed.), *Gendered modernities: Ethnographic perspectives* (pp. 105-145). Palgrave Macmillan US.

Lorway, R., Dorji, G., Bradley, J., Ramesh, B.M., Shajy, I., & Blanchard, J. (2011). The Drayang Girls of Thimphu: Sexual network formation, transactional sex and emerging modernities in Bhutan. *Culture, Health & Sexuality: An International Journal of Research, Intervention and Care, 13* (sup2), S293-S308. https://doi.org/10.1080/13691058.2011.607243

Martin, E. (1992). *The woman in the body: A cultural analysis of reproduction.* Beacon Press.

Pain, A., & Pema, D. (2004). The matrilineal inheritance of land in Bhutan. *Contemporary South Asia*, 13(4), 421-435. https://doi.org/10.1080/09584930500070654

Additional Reading

Abu-Lughod, L. (1993). *Writing women's worlds: Bedouin stories.* University of California Press.

de Waal, F. (2022). *Different: What Apes Can Teach Us About Gender.* Granta Books.

di Leonardo, M. (1991) *Gender at the crossroad of knowledge: Feminist anthropology in the postmodern era.* University of California Press.

Du, S. (2003) *Chopsticks only work in pair: Gender unity and gender equality among the Lahu of Southwest China*. Columbia University Press.

Guttman, M. (2007) *Fixing men: Sex, birth control and AIDS in Mexico*. University of California Press.

Mead, M. (2002). *Coming of age in Samoa: A psychological study of primitive youth for western civilization*. William Morrow & Company. (Original work published in 1928)

Nanda, S. (1998). *Neither man nor woman: The Hijra of India*. Wadsworth Publishing Company.

Pommaret, F. (2015). Empowering religious women practitioners in contemporary Bhutan. *Revue d'Etudes Tibétaines*, *34*, 115-138.

Tashi, K. T. (2022). Life on the porch: marginality, women, and old age in rural Bhutan. *Journal of Anthropological Research*, *78*(1), 35-58. https://doi.org/10.1086/717846

Date: March 2023

Module Code and Title:	**UGR407 Undergraduate Ethnographic Research**
Programme:	BA in Anthropology
Credit:	24
Module Tutor:	Dolma Choden Roder (Coordinator), All tutors in Anthropology programme

General Objective: This year-long module aims to guide students through the design and conduct of an independent ethnographic research project. As well as continuing the to develop the research project developed in UGR303 Proposal Writing, it explicitly builds on what students learnt in UGR202 Anthropological Research Methods and ETY302 Writing Ethnography. It is ultimately the culmination of all the skills and knowledge students have acquired during their study of anthropology.

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

1. Execute an individual ethnographic research project
2. Apply anthropological research methods within the context of an independent research project
3. Outline the ethical responsibilities of anthropologists
4. Apply anthropological data collection methods to collect the data needed for their projects
5. Organize collected data into a meaningful format
6. Analyse collected data using relevant anthropological theories and concepts
7. Infer the implications of their research including areas for future research
8. Communicate their findings and analysis in the form of a written report
9. Communicate their finding and analysis in an oral format.

Learning and Teaching Approach:

The nature of the research process requires shifts in the learning and teaching approach depending on the stage that students' projects are at. Below is an approximation that reflects these necessary adjustments. In the Autumn semester, students will be preparing their projects, including writing a literature review and a research proposal. In the Spring semester, students are expected to spend a substantial amount of time collecting field work independently and writing up their projects.

Year 4 Semester I

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	1	37.5
	Tutorials	0.5	

	Writing workshops	1	
Independent study	Reading and writing	5	82.5
	Data collection	1	
	Total		120

Year 4 Semester II

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions- more frequent in the initial third of the semester, then less in the latter two thirds during which students are expected to conduct their own data collection and later data analysis.	1	30
	Tutorials	0.5	
	Writing workshops	0.5	
Independent study	Reading and writing	6	90
	Data collection	1	
	Total		120

Support and guidance mechanism

Once they have selected a research topic, each student is assigned an advisor whose expertise and interests match their project. This advisor is responsible for giving written and verbal feedback on each assessment component. Verbal feedback is given in-person directly after an assessment is graded and returned to make sure that students understand how to use feedback and the rubric to improve their project in an on-going manner. These sessions are formal and will be scheduled however, students will be encouraged to seek out their advisor for additional guidance and support as and when it is needed. Programme tutors are also required to hold weekly office hours for each module that they teach at a time convenient to students. These offer an opportunity for drop-in un-scheduled one-on-one sessions. In general students will not be allowed to proceed to the next stage of the project until their advisor feels they are ready. Computer resources can also be booked so that students can have some time in-class to work on written components with the supervision and support of their advisors and other tutors.

Assessment Approach:

As this is a year-long module, students will receive a single mark for the module. To help monitor progress and maintain consistency with the other semester-long modules, students will receive a mark at the end of the Autumn semester out of 100 marks. However, the final mark for the module will then be a combination of the marks from both semesters for a total of 200 marks. As there is some necessary overlap between the Autumn semester and UGR303 Proposal Writing, the Autumn semester will be weighted at 35% while the Spring semester when students are consolidating their research reports for final submission will be weighted at 65%. The final mark for the 24-credit module will be reflected at the end of the Spring semester for the final transcript and student record.

Assessments in the Autumn semester are related to preparing to conduct research, while assessment in the Spring is related to conducting and presenting research:

Assessments for Year 4 Semester I

A. Update Viva: Portion of the Final Mark 10%

At the start of the semester students will individually be asked to provide an oral update of their project in preparation for the pilot study reflection report. They should be prepared to answer questions for the tutor to demonstrate progress as well as thoughtfulness.

    2   Ability to provide relevant and complete answers
    3   Ability to provide relevant detail
    3   Quality of reflection and thoughtfulness
    2   Language

B. Pilot study reflection report: 10%

Students will individually produce a reflective report detailing the experience of doing their pilot study, their findings and what impact the experience and findings will have on their final project. The reports are expected to be 750-1000 words long.

    1   Introduction
    1   Methodology
    5   Description of data findings and analysis
    2   Quality of reflection (thoughtfulness, originality)
    1   Language, organization and referencing

C. Research Proposal: 40%

Students will use feedback to improve their individual research proposal drafts and turn in a final version of it before embarking on pilot research. The proposal will be 1750-2500 words in length. The final draft will be assessed based on the following:

    5   Introduction and research question(s)
    10   Literature review (must demonstrate improvement from earlier draft)
    15   Research methods (clearly connected to research question, includes discussion of ethical issues, well described, appropriate and feasible)
    1   Language
    1   Organization
    1   References
    2   Timeline for project
    5   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

D. Feedback report: 10%

In order to demonstrate that they have made an effort to read and understand the feedback provided by their advisors on their proposal draft, students are expected to individually produce a report (which can be done in the form an excel table) explaining and justifying their response to each substantive piece of feedback that they received on their draft.

    4   Completeness (responded to all questions)
    6   Quality of explanation and justification

E. Proposal oral defence: 15%

Students will be expected to individually orally present their research proposal with particular attention to justifying their research questions and research design. They are also expected to answer any questions that their tutors might ask of them. The presentations are expected to be 20 -25 min in length and will be evaluated on the following:

    7   Content of presentation (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
    6   Ability to adequately, completely and thoughtfully respond to questions
    2   Language use

F. Regular updates: 15%

After they have successfully defended their proposal students will be expected to begin data collection. During this period they will have to provide regular individual updates.

The regular updates will be assessed based on level of detail, completeness, evidence of time management and planning as well as thoughtfulness and engagement.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Update viva	1	10%
B. Pilot study reflection report	1	10%
C. Final research proposal	1	40%
D. Feedback report	1	10%
E. Proposal oral defence	1	15%
F. Regular updates	1	15%
Total Continuous Assessment (CA)		**100%**

Note: While the assessments add up to 100% on this table when they are combined with the assessment from the Spring semester, for a final mark, they will be weighted at 70 out of the total 200 marks with the work worth 35%.

Assessments for the Year 4 Semester II

A. Data check in: 5%

During the first week of the semester, students will individually meet with their supervisor to show them and discuss the data that they collected over the course of the winter break. They will be expected to present at least one completed transcript, the rest of the data can still be in a raw format

1	Quality of completed transcript
1	Quantity of Data
2	Quality of Data
1	Language

B. Data Findings and Analysis – Individual Viva: 10%

Mid-way through the data collection process, students will have a one-one-one viva with their advisor as a way to assess progress, prompt deeper analytical thinking and provide timely feedback. Students will be encouraged to bring examples from transcriptions and field notes and even written findings to the meeting in order to demonstrate progress. Each viva will last 20-30 minutes and will be evaluated based on:

2	Ability to explain and justify project, research question(s) and chosen methods
3	Ability to discuss progress to date (successes, struggles and solutions attempted)
2	Preliminary analysis (including ability to link findings to research question(s) and literature review)
2	Ability to detail work that is still left to be completed (completeness, level of detail, feasibility)
1	Language use

C. Data Analysis and Findings: First Draft: 15%

Students will be expected to individually submit a draft of their data findings and analysis section in order to demonstrate progress and receive feedback before this section becomes part of their larger report. The expected word count is between 4000-5500 words. The draft will be evaluated based on the following:

5	Quality of data findings (clarity, logic, appropriateness of format, completeness, level of detail)

<table>
<tr><td>7</td><td>Quality of data analysis (clearly providing an explanation of what the data means, all claims are logical and well supported by data, able to tie analysis to research question and literature review)</td></tr>
<tr><td>1</td><td>Language</td></tr>
<tr><td>1</td><td>Organization</td></tr>
<tr><td>1</td><td>References</td></tr>
</table>

D. Draft of Full Research Report: 20%

Students will be expected to individually turn in a first full draft which will include all the sections expected in a research report. This draft will be cross-graded so that students receive feedback from two different advisors. The final reports are expected to be 10,000 words in length and will be assessed based on the following:

<table>
<tr><td>2</td><td>Introduction and research question(s)</td></tr>
<tr><td>3</td><td>Literature Review</td></tr>
<tr><td>4</td><td>Research methods (well justified and described, clearly linked to research question)</td></tr>
<tr><td>5</td><td>Data findings and Analysis (data findings are in a clear and appropriate format, clearly providing an explanation of what the data means all claims are logical and well supported by data, able to tie analysis to research question and literature review)</td></tr>
<tr><td>3</td><td>Conclusion</td></tr>
<tr><td>3</td><td>Language, organization and referencing.</td></tr>
</table>

E. Final Research Report: 35%

Students will use feedback on their draft to individually write a final full research report. The report is expected to show genuine and thoughtful attempts at improvement and will be evaluated on the following:

<table>
<tr><td>3</td><td>Introduction and research question(s)</td></tr>
<tr><td>5</td><td>Literature Review</td></tr>
<tr><td>5</td><td>Research methods (well justified and described, clearly linked to research questions)</td></tr>
<tr><td>8</td><td>Data findings and Analysis</td></tr>
<tr><td>3</td><td>Conclusion</td></tr>
<tr><td>5</td><td>Language, organization and referencing.</td></tr>
<tr><td>6</td><td>Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)</td></tr>
</table>

F. Oral Presentation of research: 10%

Students will be expected to individually orally present the results of their research project. The presentation are expected to be 15-20 minutes in length and will be evaluated on the following:

<table>
<tr><td>6</td><td>Content (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)</td></tr>
<tr><td>1</td><td>Organization and structure</td></tr>
<tr><td>1</td><td>Delivery (volume, pace, effort to engage audience)</td></tr>
<tr><td>1</td><td>Language use</td></tr>
<tr><td>1</td><td>Time management</td></tr>
</table>

G. Feedback report: 5%

In order to demonstrate that they have made an effort to read and understand the feedback provided by their advisors on their draft students are expected to individually produce a report (which can be done in the form an excel table) explaining and

justifying their response to each substantive piece of feedback that they received on their draft. The reports will be evaluated based on the following:

2   Completeness (responded to all questions)
3   Quality of explanation and justification

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Data check in	1	5%
B. Data findings and analysis viva	1	10%
C. Data findings and analysis first draft	1	15%
D. Draft of full research report	1	20%
E. Final Research report	1	35%
F. Presentation of research	1	10%
G. Feedback report	1	5%
Total Continuous Assessment (CA)		**100%**

Note: while the assessments add up to 100% on this table when they are combined with the assessment from the Autumn semester, for a final mark, they will be weighted at 130 out of the total 200 marks, with the work worth 65%.

Pre-requisites: AFD101 Introduction to Anthropology, UGR202 Anthropological Research Methods, ETY302 Writing Ethnography, and UGR303 Proposal Writing

Subject Matter:

Unit I: Practical Aspects of Data Collection

1.1.   Finding and gaining permission from gatekeepers
1.2.   Identifying and dealing with safety issues
1.3.   Budgeting time, money and effort
1.4.   Recovering from setbacks

Unit II: Review of Data Collection Process

2.1.   Practicalities of data collection and fieldwork
2.2.   Storing and organizing data
2.3.   Safeguarding data
2.4.   Dealing with the unexpected during fieldwork

Unit III: Data Findings

3.1.   Data findings as an iterative process
3.2.   Coding strategies
3.3.   Different formats for presenting data findings

Unit IV: Data Analysis

4.1.   Analysing and interpreting data
4.2.   Integrating data findings and data analysis
4.3.   Supporting claims and arguments using data
4.4.   Supporting claims and arguments using other academic sources

Unit V: Writing the final report

5.1.   Writing a strong introduction
5.2.   Returning to the literature review and research question
5.3.   Building flow and connection between sections
5.4.   Writing a strong conclusion

Unit VI: Presenting research orally

6.1.   Critical differences between a written and oral report

6.2.   Planning an oral presentation
6.3.   Using visual aids (e.g., PowerPoint) in support of your presentation
6.4.   Preparing for the question-and-answer session after an oral presentation

Reading List

Essential Reading

Babbie, E.R. (1999). *The basics of social research*. Breton Pub Co.

Bernard, R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches*. AltaMira Press.

Golash-Boza, T. (2011, March 19). *How to respond to a 'revise and resubmit' from an academic journal: Ten steps to a successful revision [Blog post]*. http://getalifephd.blogspot.com/2011/03/how-to-respond-to-revise-and-resubmit.html

Additional Reading

To be identified, evaluated and used by students as part of their research.

Date: March 2023

Module Code and Title: **ATH405 Religion and Rituals**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Anden Drolet (Coordinator), Karma Thinley

General Objective: This module introduces students to the theories and approaches used to help understand the variety of social and cultural phenomenon labelled religion, as well as rituals. The module delves into theories and approaches that focus on cultural meaning and beliefs, as well as others that focus on religious practice, cross-cultural similarities, or which question the very category of religion itself. Beginning with an overview of key theories of religion, this module moves into examining anthropological research on religion and ritual from around the world.

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

1. Define key concepts in the Anthropology of religion
2. Outline a diverse range of theoretical approaches to religion
3. Evaluate the relationship between symbols and rituals
4. Analyse religious rituals and religious narratives
5. Articulate key debates in the Anthropology of religion
6. Use real-world examples to explain the connection between religion and other aspects of culture
7. Apply theories of religion to real-world examples, including Bhutanese examples
8. Analyse important trends in Bhutanese religious life.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & tutorials	2	60
	In class discussion and tutorial	2	
Independent Study	Reading, revision, VLE related exercises and written assignments	4	60
	Total		120

Assessment Approach:

A. Describe and analyse a religious ritual. 15%

Students will work with one or two partners to document and analyse a religious ritual from multiple theoretical perspectives. Rituals could be anything from large formal gatherings to daily demonstrations of devotion. Students will submit a research paper that contains an introduction and description of the ritual including any elements of material culture used in the ritual. After the description, students will briefly write an analysis of the ritual from a theoretical perspective. Each student will take responsibility for one part of the paper. Students will be graded on the quality of their description, whether they use one of the theorists discussed in class, how well they use their selected theorist to interpret the ritual, and the integration of the different parts of the paper.

The research paper will consist of two phases:

Students will first submit a description and introduction of the ritual as a group as well as an individual outline for the theoretical sections. Students must have completed their observation of the ritual prior to submitting this section.

Then, a final draft will be submitted that includes the theoretical analysis as well as edited descriptive sections. The final paper will be 1000-1250 words in length.

The paper will be assessed on:

- 2 Quality of Draft
- 6 Content (including the quality of description and analysis, ability to apply relevant module concepts and techniques, claims made are well stated and supported)
- 1 Language
- 1 Referencing
- 1 Organization
- 3 Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
- 1 Individual contribution (process)

B. Describe and analyse a religious narrative: 10%

Students will work individually to document and analyse a religious story told in Bhutan. The students must examine the context in which they heard the story told, the relationship between the audience and the teller of the story, and summarize the narrative itself. Students will submit a paper that contains a description of the storytelling event as well as a theoretical analysis. Students will be graded on the quality of their description, the thoughtfulness of their analysis, and the integration of the different parts of the paper. The assignment will be 750-1000 words in length.

- 2 Proposal (completeness, thoughtfulness, feasibility)
- 5 Quality of description and analysis (including the thoughtfulness of the ethnographic details, ability to apply relevant module concepts and techniques, claims made are well stated and supported)
- 1 Language
- 1 Referencing
- 1 Organization

C. Leading a module reading discussion: 10%

Students will be responsible for working with one or two partners to lead class discussion about one of the module readings covered in the class. 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) identifying and explaining key aspects of the module reading (2) preparing discussion questions to stimulate class

discussion (3) helping the class understand the reading in relation to the module learning outcomes. Before the discussion, each pair will meet with the tutor to the reading and clarify any concerns.

- 2   Pre-discussion meeting (attendance and preparedness)
- 2   Quality and accuracy of key concepts
- 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. 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

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. Religious ritual	1	15%
B. Religious story	1	10%
C. Leading class discussion	1	10%
D. Preparedness: Reading notes	Ongoing	5%
E. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Pre-requisites: ANT101: Introduction to Anthropology

Subject Matter:

Unit I: Introduction to Anthropological Theories of Religion

1.1.   History of anthropological studies of religion
1.2.   Marx, Weber, and Durkheim on religion
1.3.   Evans-Pritchard's studies of religion
1.4.   Mircea Eliade's approach to religion
1.5.   William James's approach to religion
1.6.   Clifford Geertz's approach to religion
1.7.   Evolutionary psychology's approach to religion

Unit II: Symbols and Rituals

2.1.   Defining symbols
2.2.   Rituals use symbols
2.3.   The structure of rituals: separation, transition, reintegration
2.4.   Explanation of liminality and communitas as effects of ritual
2.5.   Rituals as communication

2.6.   Syncretism

Unit III: Political Economy and Religion

3.1.   Materialist studies of religion
3.2.   Religious sources of authority
3.3.   Religious specialists and religious hierarchy
3.4.   Links between material culture and religion
3.5.   Comparing the role of women across religious traditions

Unit IV: Myths, Narratives, and Texts

4.1.   Introduction to myths and other types of religious narrative
4.2.   Purity, danger, and other concepts in religious narratives
4.3.   The social lives of religious texts
4.4.   The historical development religious canon
4.5.   Using religious narratives to teach ethics and morals
4.6.   Role of interpretation in religion

Unit V: Religion in Bhutan

5.1.   Describing and classifying the diverse religious traditions of Bhutan
5.2.   Syncretism: Buddhism and the taming of local deities
5.3.   Analysing religious rituals in Bhutan
5.4.   Buddhist modernism and other changes in the practice of religion in Bhutan

Reading List

Essential Reading

Gutschow, K. (2009). *Being a Buddhist nun: The struggle for enlightenment in the Himalayas.* Harvard University Press.

Narayan, K. (1992). *Storytellers, saints, and scoundrels: Folk narrative in Hindu religious teaching.* University of Pennsylvania Press.

Rappaport, R. A. (2000). *Pigs for the ancestors: Ritual in the ecology of a New Guinea people.* Waveland Press.

Additional Reading

Aris, M. (1987). 'The boneless tongue': Alternative voices in the context of Lamaist societies. *Past and Present*, *115*, 131-164. https://doi.org/10.1093/past/115.1.131

Bilu, Y., & Ben-Ari, E. (1992). The making of modern saints: manufactured charisma and the Abu-Hatseiras of Israel. *American Ethnologist*, *19*(4), 672-687.https://doi.org/10.1093/past/115.1.131

Chhoki, S. (1994). Religion in Bhutan I: The sacred and the obscene in Bhutanese religion. In M. Aris and M. Hutt (Eds.), *Bhutan: Aspects of culture and development* (pp. 107-122). Kiscadale.

Conklin, B. A. (2001). *Consuming grief: Compassionate cannibalism in an Amazonian society.* University of Texas Press.

Danforth, L. M. (2016). *Firewalking and religious healing: The Anastenaria of Greece and the American firewalking movement.* Princeton University Press.

Darlington, S. M. (1998). The ordination of a tree: The Buddhist ecology movement in Thailand. *Ethnology,37*(1),1-15. https://doi.org/10.2307/3773845

Dorji, T. (2004). The spider, the piglet and the vital principle: A popular ritual for restoring the *srog.* In K. Ura and S. Kinga (Eds.), *The spider and the piglet: Proceedings on the first international seminar on Bhutanese studies* (pp. 598-607). Centre for Bhutan Studies

Douglas, M. (2003). *Purity and danger: An analysis of concepts of pollution and taboo.* Routledge.

Evans-Pritchard, E. E., & Gillies, E. (2017). *Witchcraft, oracles and magic among the Azande*. Clarendon Press.

Geertz, C. (1971). *Islam observed: Religious development in Morocco and Indonesia* (Vol. 37). University of Chicago Press.

George, K. M. (2011). *Picturing Islam: Art and ethics in a Muslim lifeworld.* John Wiley & Sons.

Goldstein, D. E. (1995). The secularization of religious ethnography and narrative competence in a discourse of faith. *Western Folklore, 54*(1), 23-36. https://doi.org/10.2307/1499909

Kumagai, S. (Ed.). (2014). *Bhutanese Buddhism and its culture*. Vajra Books.

Lambek, M. (Ed.). (2002). *A reader in the anthropology of religion (Vol. 2)*. Blackwell.

Mahmood, S. (2001). Rehearsed spontaneity and the conventionality of ritual: Disciplines of Şalat. *American Ethnologist, 28*(4), 827-853.

Ortner, S. (1978). *Sherpas through their rituals.* Cambridge University Press.

Ura, K., Penjore, P., & Dem, C. (2017). *Mandala of 21st century perspectives: Proceedings of the international conference on tradition and innovation in Vajrayana Buddhism*. Centre for Bhutan Studies.

Wolf, E. R. (1958). The Virgin of Guadalupe: a Mexican national symbol. *The Journal of American Folklore, 71*(279), 34-39. https://doi.org/10.2307/537957

Date: March 2023

Module Code and Title:	**AAS403 Anthropology of South East Asia**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Jelle Wouters (Coordinator), Richard Kamei

General Objective: This module focuses on the South East Asia region and offers a comprehensive introduction to the anthropology of this region. The module introduces students to key elements, themes, and theories of South East Asian history, cultures, geography, religions, kinship systems, gender, development, politics, and economic change. The module emphasizes on understanding conceptual issues, ethnographic evidences, and theoretical debates that resonate across South East Asia.

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

1. Illustrate key events and patterns in South East Asia's history, and trace the extent to which these influence contemporary social phenomena in the region
2. Locate key geographical features in the region
3. Identify salient themes and topics in the Anthropology of South East Asia
4. Critically evaluate a range of theories and ethnographic source material relating to the societies and cultures of South East Asia
5. Compare key debates in the Anthropology of South East Asia
6. Outline the key features of South East Asian social, political and cultural systems
7. Identify similarities and differences in social and cultural systems within the region
8. Apply anthropological concepts and theories to ethnographic materials from South East Asia
9. Examine the anthropology of South East Asia in the wider context of anthropological theory and knowledge.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures & discussions	3	60
	Tutorials	1	
	Written assignments	1	60

Independent study	Reading, revision and VLE related exercises	3	
Total			120

Assessment Approach:

A. Wikipedia Entry: 15%

Students are required to identify a specific place, historical event, community, or object in South East Asia that interests them. They are then required to individually write an entry for an 'imagined' Wikipedia audience. This entry should detail (1) origins (2) historical significance (3) cultural features (4) economic attributes, and (5) wider political and societal significance in the context of South East Asia. The entry will be 750-1000 words in length.

2	Proposal (topic, structure, references)
3	Draft (quality of content, relevance, language organization and references)
7	Quality of content (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	Organization
1	References

B. Research Essay: 15%

Students are required to individually write a critical essay about a contemporary issue/debate in South East discussed in the class lectures. Students are expected to adopt both a historical and contemporary point of view, and to critically discuss changes and continuities. In their discussion, students will be required to both engage key theoretical paradigms on the topic and substantiate their arguments with ethnographic examples. The essay is expected to be 1000-1250 words in length.

3	Proposal outlining the selected topic and proposed argument
8	Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
1	Quality of selected references and sources
1	Language
1	Organization
1	References

C. Map Assessment: Portion of final marks 10%

After students have had preliminary lectures that help to locate the region known as the Southeast Asia as well as to identify key site (of both historical and contemporary importance) and significant physical features (such as mountain ranges and rivers), they will be expected to pass a map assessment on the region. This assessment will be evaluated based on accuracy

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. 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. Wikipedia Entry	1	15%
B. Research Essay	1	15%
C. Map assessment	1	10%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Introduction to South East Asia

1.1.   Locating South East Asia: countries, regional integration, and the place of southeast Asia in the world
1.2.   Geography and human landscape (upland-lowland, rural-urban, mainland-maritime, and plural societies)
1.3.   South East Asian languages and linguistic classifications.

Unit II: Historical Perspectives

2.1.   Power and polity in pre-colonial South East Asia: Galactic polities and oscillating political systems
2.2.   Zomia, nonstate spaces, and state resistance
2.3.   Moral economies and peasant revolutions in Burma and Vietnam
2.4.   European colonialism in Indochina: key trends and events
2.5.   Ritual and state formation in Bali : description and implications

Unit III: Kinship, Family, and Gender

3.1.   Perspectives on kinship and the family in places across South East Asia
3.2.   Gender and the sexes: queer identities in Thailand
3.3.   The house and the hearth: residence, food, and kinship
3.4.   Reflections on South East Asian notions of personhood
3.5.   Kingship, royalty, and nobility: Thailand

Unit IV: Religion and Cosmology

4.1.   Entry and spread of Islamic, Chinese, Indian, and Western religious and cultural traditions
4.2.   Buddhism in Thailand: key issues and trends
4.3.   Cosmology, animism, and spirits in Indonesia
4.4.   Religious blending: Confucianism, Taoism, and Buddhism in Vietnam
4.5.   Religion in social and political mobilization: Myanmar
4.6.   History and perspectives of Catholicism in The Philippines

Unit V: Postcolonial Developments and Nationalism

5.1.   Transition to market-economy: from peasants to proletariat
5.2.   Nationalism and revolution: key terms and concerns
5.3.   Cambodian nationalism, the emergence of an independent Cambodia, and the Cambodian genocide
5.4.   Remembering and forgetting in post-war Vietnam
5.5.   Resistance: Weapons of the Weak in Malaysia

Unit VI: Experiences of modernity and capitalism

6.1.   Capitalism and its discontents: resistance of Malaysian factory workers
6.2.   'Asian values' and the economy: the case of Singapore

6.3.   The plight and struggles of indigenous peoples
6.4.   Labour migration and mobility: Filipino women in international migration
6.5.   Development and its limits (urbanization and industrialization)
6.6.   Tourism and its impacts: Thailand

Reading List

Essential Reading

Leach, E. (2012). *Political systems of highland Burma.* Athlone.

Scott, J.C. (1985). *Weapons of the weak: Everyday forms of peasant resistance.* Yale University Press.

Scott, J.C. (2009). *The art of not being governed: An anarchist history of upland Southeast Asia.* Yale University Press.

Additional Reading

Anderson, B. (1998). *The Spectre of Comparisons: Nationalism, Southeast Asia and the World.* Verso.

Carsten, J. (1997). *The Heat of the Hearth: The Process of Kinship in a Malay Fishing Community.* Clarendon Press.

Carsten, J. (2000). *Cultures of relatedness: New approaches to the study of kinship.* Cambridge University Press.

Chao, S. (2022). *In the shadow of the palms: more-than-human becomings in West Papua.* Duke University Press.

Ehrenreich, B and A.R. Hochschild (Eds.) (2000) *Global Woman: Nannies, Maids and Sex Workers in the New Economy.* Owl Books.

Faier, L. (2007). Filipina Migrants in Rural Japan and Their Professions of Love. *American Ethnologist,* 34(1), 148-162. https://doi.org/10.1525/ae.2007.34.1.148

Geertz, C. (1980). *Negara: The Theatre-State in Nineteenth Century Bali.* Princeton University Press.

Hinton, A.L. (2005). *Why did they Kill? Cambodia in the Shadow of Genocide.* University of California Press.

Kratoska, P., R. Raben., & H. Schulte-Nordholt. (2005). *Locating Southeast Asia: Geographies of Knowledge and Politics of Space.* KITLV Press.

Ong, A. (1987). *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia.* State University of New York.

Peletz, M.G. (2009). *Gender Pluralism: Southeast Asia since Early Modern Times.* Routledge.

Rigg, J. (1990). *Southeast Asia: A region in transition.* Unwin Hyman.

Rudnyckyi, D. (2009). Spiritual Economies: Islam and Neoliberalism in Contemporary Indonesia. *Cultural Anthropology, 24*(1), 104-141.https://doi.org/10.1111/j.1548-1360.2009.00028.x

Schwenkel, C. (2009). *The American War in Contemporary Vietnam: Transnational Remembrance and Representation.* Indiana University Press.

Scott, J. C. (2017). *Against the grain: A deep history of the earliest states.* Yale University Press.

Scott, J.C. (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* Yale University Press.

Tambia, S.J. (1977). The Galactic Polity: The Structure of Traditional Kingdoms in Southeast Asia, *Annals of the New York Academy of Sciences, 293*(1), 69-97.https://doi.org/10.1111/j.1749-6632.1977.tb41806.x

Tambiah, S.J. (1970). *Buddhism and Spirit Cults in North-East Thailand.* Cambridge University Press.

Date: March 2023

Module Code and Title: **ASC404 Applied Anthropology**
Programme: BA in Anthropology
Credit: 12
Module Tutor: Richard Kamei (Coordinator), Dolma Choden Roder

General Objective: This module will explore the ways in which anthropological knowledge and practices are used in a wide range of non-academic context. These contexts include government, public policy, the corporate world and civil society. Students will have the opportunity to see how theories, concepts and methods that have learnt throughout their programme are used in this anthropological sub-field to imagine solutions to real world challenges.

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

1. Identify fields beyond academia in which anthropological knowledge and skills are an asset
2. Define the field of applied anthropology
3. Recount the history of applied anthropology
4. Evaluate applications of anthropological knowledge and skills to real-world problems.
5. Design and implement an applied anthropology project
6. Evaluate the impact of a self-designed applied anthropology project
7. Prepare a project report for an applied anthropology project
8. Critically analyse ethical issues around applying anthropology in real-world settings
9. Reflect on the application of anthropology beyond the academic setting.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Lectures and tutorial	2	45
	In-class discussion	1	
Independent study	Reading and project work	3	
	Assignments	2	75
Total			120

Support and guidance mechanism

The tutor makes a planning for project ahead of the start of semester. The potential organisations for this module's project work are identified and approached. This is followed by interface of tutor with organisations. Once they are finalised, the tutor briefs students to the organisations' project proposals. Students then make a choice of the project work based on their interest. The tutor gives them proper guidance of conducting project work, ethical aspects and making meaningful contribution. Once the project work begins, the tutor maintains weekly updates from students and regular interface with external organizations to ensure that students are on the right track with proper guidance.

Assessment Approach:

A. Applied Project Report: 35%

During the course of the semester students will individually design, implement and then measure the impact of one small applied anthropology project. Students may select any area discussed during the module to work within, they are encouraged whenever possible to work with an agency, institution, community group or company so that they can maximize the real-world experience that this project is intended to provide. For example, students might work with a local CSO to design an awareness campaign or a new programme. Students could also design a project that tackles an issue or concern on their campus for example an anti-smoking intervention. The final product will be a report between 1500-2000 words.

6 Proposal (The proposal will outline the planned project, its rational as well as the planned timeline and work division. It will be evaluated based on completeness, thoughtfulness and feasibility)

17 Project Implementation Description (This portion will be evaluated based on level of detail, completeness and how well the description addressed specified criteria and format)

9 Project Evaluation (Students are expected to design evaluation methods to measure the impact of their project. This portion will be evaluated based on the quality of evaluative method and its ability to actually measure impact)

3 Language, Organization and Referencing

B. Weekly updates: 15%

Students will provide weekly updates for the entire duration of the project. The weekly updates will be assessed based on level of detail, completeness, evidence of time management and planning as well as thoughtfulness and engagement.

C. Presentation of Applied Project: 10%

At the end of the semester, each student will present the results of their applied project to the class. Each presentation is expected to last no more than 15 minutes followed by up to 5 minutes of questions. Each presentation will be assessed on:

6 Content (how well does the presentation describe the project and its outcomes, all claims relevant and supported)

2 Organization and structure; Language use

2 Delivery (volume, pace, efforts to engage audience) and Time management

D. External evaluator assessment 10%

This is the mark that will be given by the supervisor or main point of contact at the organization, agency or business where the student did their applied project. The tutor will provide the rubric for the evaluation. The mark will be individual and could include the following criteria: quality and value of individual input, level of engagement, consistency and effort. The tutor will review that the marking is in alignment with the rubric by a simple moderation exercise.

E. Leading in-class discussion: 15%

Students will be responsible for working with one or two partners to lead class discussion about a particular case study in which anthropological knowledge or techniques were applied. 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 min 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) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) facilitating a clear and helpful discussion that will help them 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, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

3 Pre-discussion meeting (attendance and preparedness)

3 Quality and accuracy of summary (focus should be on arguments)

4 Thoughtfulness and effectiveness of discussion questions

3 Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)

2 Teamwork (including meaningfulness of each member's participation)

F. Reflection Essay: 15%

At the end of the semester students will write a reflective essay, contemplating how a BA in Anthropology in general and this module in particular, could be used to further their career goals and their personal or professional development. Each paper will be 1000- 1250 words and will be assessed on:

8	Quality of reflection (evidence of thoughtfulness, originality and interest in personal growth)
4	Accuracy and relevance of observations and arguments
3	Language, organization and referencing

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Report for Applied Project	1	35%
B. Weekly updates	1	15%
C. Presentation of Applied Project	1	10%
D. External Evaluator Assessment	1	10%
E. Leading In class discussion	1	15%
F. Reflection Essay	1	15%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject Matter:

Unit I: Introduction to Applied Anthropology

1.1.   Defining applied anthropology: key features and terms
1.2.   The history of applied anthropology: origins and influences
1.3.   Identifying and describing real-world problems
1.4.   Using anthropology to mitigate real-world problems
1.5.   Other applications for anthropology (outside of academia)
1.6.   Ethical considerations in applying anthropology

Unit II: Anthropology and Public Policy

2.1.   Defining public policy: key terms and features
2.2.   Research informed policy making
2.3.   The politics of making policy: process and implication
2.4.   Using anthropology for policy implementation, evaluation and analysis

Unit III: Cultural preservation and heritage

3.1.   Preserving the past and the present: justifications and assumptions
3.2.   The political and ethical dimension of cultural preservation
3.3.   Cultural preservation within the Bhutanese context: history and implications
3.4.   Careers in cultural preservation and heritage

Unit IV: Anthropology and the Non-profit / Voluntary Sector

4.1.   Defining the non-profit/ voluntary sector
4.2.   Imagining a "better society": history, key trends and implications
4.3.   Anthropological theory and methods in the non-profit/ voluntary sector
4.4.   The Bhutanese CSO and voluntary organization context; description and implications

Unit V: Careers for Anthropologist in Development

5.1.   The tangled history of anthropology and development engagements
5.2.   The anthropologist as observer (Aidnographies)

5.3.   The anthropologist as development worker

Unit VI: Corporate Ethnography and Other Commercial Applications

6.1.   Corporate ethnography: definition and implications
6.2.   Anthropologists in the corporate world
6.3.   "Sell outs" - the ethical considerations of commercial application of anthropology

Unit VII: Public Anthropology / Engaged Anthropology

7.1.   Defining public anthropology: history, key features and trends
7.2.   Academic responsibility
7.3.   Cases studies of academic engagement
7.4.   Public anthropology in the Bhutanese context: description and implications

Reading List

Essential Reading

Besteman, C. (2010). In and out of the academy: Policy and the case for strategic anthropology. *Human Organizations, 69*(4), 407-417. https://doi.org/10.17730/humo.69.4.e2373565nqu46873

Lassiter, L. E. (2008). Moving past public anthropology and doing collaborative research. *NAPA Bulletin, 29*(1), 70-86. https://doi.org/10.1111/j.1556-4797.2008.00006.x

Low, S., & Merry, S.E. (2010). Engaged anthropology: Diversity and dilemmas: An introduction to supplement 2. *Current Anthropology,51*(s2), 203-226. https://doi.org/10.1086/653837

Rylko-Bauer B., Singer, M., & Willigne, J.V. (2006). Reclaiming applied anthropology: Its past, present and future. *American Anthropologist,108*(1). 178-190.https://doi.org/10.1525/aa.2006.108.1.178

Additional Reading

Cefkin, M. (Ed). (2010). *Ethnography and the corporate encounter: Reflections of research in and of corporations* (Vol. 5). Berghahn Books.

Lampher, L. (2004). The convergence of applied, practicing and public anthropology in the 21st century. *Human Organization, 63*(4), 431-443. https://doi.org/10.17730/humo.63.4.y14pe24v7ekyklyp

Nahm, S. & Rinker, C.H. (2015). *Applied anthropology: Unexpected spaces, topics and methods*. Routledge.

Shackel, P. (2004). Introduction: Working with communities heritage development and applied archaeology. In P. Shackel & E. Chambers (Eds.), *Places in Mind: Public Archaeology as Applied Anthropology* (pp. 1-19). Routledge.

Shipan, C.R., & Volden, C. (2012). Policy diffusion: Seven lessons for scholars and practitioners. *Public Administration Review, 72*(6), 788-796. https://doi.org/10.1111/j.1540-6210.2012.02610.x

Date: March 2023

Module Code and Title:	ASC405 Seminars in Contemporary Anthropology
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Jelle Wouters (Coordinator), Shawn Christopher Rowlands, Dolma Choden Roder

General Objective: In this module, students will build on their ability developed in previous modules, to engage analytically, anthropologically, and critically with current theoretical trends and findings across the various fields of Anthropology. This is a reading-intensive module and

will comprise seminar style meetings and discussions. Students are expected to take the lead in preparing and delivering class-discussions from assigned readings. Due to the constantly evolving discussion within the discipline of Anthropology, the readings and subject matter in this module is expected to change year-to-year. However, the structure and intent of the module, and the quality and amount of work required of students will be consistent.   .

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

1. Evaluate new scholarship in Anthropology in light of past scholarship
2. Examine emerging topics and case studies in anthropological scholarship
3. Summarize recent theoretical developments in Anthropology
4. Debate the strengths and weaknesses of key developments in Anthropology
5. Relate new scholarship to the Anthropology to Bhutan
6. Communicate an anthropological perspective to the broader public
7. Assess gaps in current anthropological scholarship that may be productive spaces for future research.

Learning and Teaching Approach:

Type	Approach	Hours per week	Total credit hours
Contact	Seminars	3	45
Independent Study	Assessments	1	15
	Reading and review	4	60
Total			120

Assessment Approach:

A. Term paper: 30%

Students will individually write an essay about an emergent theme or field in Anthropology and critically evaluate its relevance in the context of Bhutan. In the essay, students must review the latest publications related to the selected theme and evaluate how research on this theme can further the Anthropology of Bhutan. The essay will be 1500–1750 words.

2 Proposal outline justifying the selected theme, including at least three sources the student plans to review (completeness, thoughtfulness)
5 Draft (summary of arguments, quality of analysis and justification of the selection of the theme and its relevance to the anthropology of Bhutan)
6 Summary of the articles' main arguments (accuracy and completeness)
12 Quality of analysis and justification of the selection of the theme and its relevance to the anthropology of Bhutan (includes well-stated and original evaluation of the theme and thoughtful application)
2 Organization
2 Language
1 Referencing

B. Anthropology opinion piece: 20%

Students will individually write an editorial for an imagined general audience about a topic of contemporary concern in Bhutan. The student must make an argument using at least one anthropological concept and one reading from the class. The piece will be 1000– 1250 words.

2 Proposal detailing concept and argument (feasibility, thoughtfulness completeness)
5 Draft (quality of content)
10 Quality of content (including clarity of argument, accurate, relevant and thoughtful application of key anthropological concept, uses relevant and

adequate support for all claims made, ties analysis to relevant module concepts)

1	Organization
1	Language
1	Referencing

C. Lead a class discussion: 10%

During the semester, students will be responsible for working with one or two partners to lead class discussion about a relevant reading or text. 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) summarizing 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 (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: 20%

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. Since this is a seminar style module the expectations are much higher, both in terms of quantity and quality. 10% of class participation and preparedness will be assessed before midterm and the remaining 10% post midterm.

E. Reading Quiz: 20 %

Students will be given up to 4 quizzes on assigned reading material. The quizzes will be used to both check for comprehension as well as to encourage students to build connections between the readings and class discussion.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Term Paper	1	30%
B. Anthropological opinion piece	1	20%
C. Lead class discussion	1	10%
D. Class participation and preparedness	Ongoing	20%
E. Reading Quizzes	4	20%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: ATH203 History and Theory of Anthropology, AFD101 Introduction to Anthropology

Subject Matter: To be prepared by the tutor and in accordance with emergent themes, trends, and theories in anthropology. The work plan will have a minimum of four units. The subject matter and reading should be proposed, debated and finally agreed upon in 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 vary. The tutor shall prepare an exhaustive course-pack (150– 200 pages) and make this available to the students at the beginning of the semester. The tutor will also compile a list of additional readings and make these available to the students.

Date: March 2023

Module Code and Title: ETH405 Contemporary Buddhist Ethics
Programme: BA in Anthropology
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 and describe 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.

Date: March 2023