

Programme Handbook

**Bachelor of Arts**

**in**

**Political Science and Sociology**

Offered by



In affiliation with



Royal University of Bhutan

Effective July, 2015

Updated 2018-July-26

# **This Programme handbook should be read in conjunction with the RTC Student Handbook**

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# **Programme Specification**

## **Basic Information on the Programme**

College(s):	Sherubtse College (Home base) Royal Thimphu College (Adopted)
Title of Award:	Bachelor of Arts Political Science and Sociology
Duration and mode of study:	Three years, full-time
Awarding/accrediting body:	Royal University of Bhutan
Date of initial approval:	July 2009
Date of last review:	June 2015

## **Aims and Learning Outcomes of the Programme**

### **Aims of the Programme**

The fundamental purpose of the Programme at Sherubtse College is to train students to become practicing sociologists and political scientist who are thoroughly familiar with the theoretical and methodological traditions of the discipline and are adequately prepared to apply sociological/political principles in their eventual work, whether it involves teaching, research, or policy.

To achieve this broad goal, students in the Programme will be acquainted with the primary theoretical frameworks and concepts used by sociologists/political scientist to interpret social/political phenomena. Simultaneously, we will equip students with the statistical and methodological tools necessary to document social trends and investigate social problems. They will learn how to evaluate various social/political institutions, behaviours, relationships, Programmes, and policies. In the end, students will be able to utilize the accumulated knowledge they gain from application of their interpretive tools to construct sociological analyses that contribute to ongoing discussions of the urgent social issues of our day.

The programme's central focus on research (from small assignments to increasingly large research projects) will prepare students to engage specifically with contemporary issues in Bhutanese society. The role of social scientists as public intellectuals will be emphasized throughout the curriculum. Students will learn to work independently as well as cooperatively. They will also greatly improve their written and oral communication skills.

The aim of the programme is to note its openness to interdisciplinary dialogue and debate by providing broad and comprehensive introduction to sociology and Political Science. It will also provide theoretical and analytical knowledge to understand in the areas of social, and political phenomena and help in enhancing the ability of students to conceptualize problems and apply analytical tools to solve them. The programme aims to teach students to critically examine events, ideas, and institutions on a national and international level and create a research culture that promotes the depth of intellectual enquiry and debate (among academic staff and students). It also aims to encourage students to connect the theoretical study of Political Science and sociology to questions the social trends and Public discourse in Bhutan. The programme will enable students to understand and use the concepts, approaches and methods of the study and develop understanding of the contested nature of these elements and also to create a learning environment that is receptive to students' need and views, which encourages them to achieve their full potential.

The programme aims to equip graduates with critical and analytical skills and to make them creative human beings through a broad-based package of knowledge and skills that will prepare them for employment in a range of organizations including CSOs and NGOs.

The three-year programme will provide a concrete foundation in Political Science and Sociology. On successful completion of the programme, a Political Science and Sociology graduate will be able to relate and evaluate fundamentals of social and Political theories, Social institutions, policies organizations and government systems.

Learning Outcomes of the Programme

Undergraduates in Political Science and sociology will demonstrate a wide range of abilities at the end of the study. On successful completion of the programme in Political Science and sociology the students will be able to:

- Critically analyze the national political context, regional and international order, and the process of decision making
- Assess and examine social and political issues critically and analytically
- Articulate the role of sociology in contributing to our understanding of social reality.
- Connect the theoretical study of political science and sociology
- Conduct basic research on a social and political issue and produce independent reports
- Compare and contrast political and social theories, and their fundamental theoretical inter-relation.

**Nested Awards**

N/A

**Career-related Opportunities**

**Programme Structure**

There is a pronounced chronological order between the modules. In the first three years, the emphasis is put on introducing the discipline. Students will understand the meaning of core sociological and political concepts, and adopt framework to critically examine the world around them.

The second year introduces specific research methodologies that are used in the discipline (social science). Modules taught in this year will orient towards learning and applying research methods and theories to the institutions in Bhutan and outside Bhutan.

In the third year, focus on the interdisciplinary nature of the programme will be emphasized. Students will be required to produce an independent research either on political or sociological discipline.

Modules					
1	SPT101 Introduction to Sociology	SOS101 Cultural Anthropology	SPT102 Introduction to Political Science	PBT101 Political History of Bhutan	APC101 IT Skills

2	SIS101 Family and Society	SOS102 Social Psychology	SPT103 Political Theory and Ideology	PTH101 Classical Political Thought	ACS101 Academic Skills
3	AMT202 Foundations of Statistics	SCP201 Social Change	PTH202 Modern Political Thought	PCP201 Comparative Government and Politics	DZG101 Dzongkha Communication
4	RSM301 Research Methods	SPT204 Classical Social Theory	PBT202 Government and Politics in Bhutan	PWH201 World Political History	SCP202 Political Economy
5	SOS303 Crime and Deviance	SPT305 Contemporary Social Theory	RSM302 Undergraduate Research	PCP302 Contemporary World Politics	SIS302 Civil Society Organization
6	SCP303 Social Policy	PPD307 Gender and Development		PBT303 Administration and Public Policy	SOS305 Political sociology

### Acronyms used for module codes

SPT – Socio-Political Perspective and Theory

SOS – Society and Social Life

SIS – Social Institutions

SCP – Social Change and Policy

PBT – Bhutan Politics

PCP – Comparative Politics

PTH – Political Thought

PWH – World Political History

PGS – Global Political Studies

PPD – Population and Development

### Teaching and Learning Approach

The teaching and learning approach will be student centered and will encourage students to participate actively. The role of the module tutor will be to facilitate and encourage student to test their own ideas, experiences and assumptions against the already established practice and thinking in the field.

A wide range of teaching techniques will be used by the department, including the use of virtual learning environment (VLE), lecture, case study, group discussion, group work, independent work, writing papers and oral presentation. The study will provide students with research skills in the social science that will enable them to conduct research on various topics.

Tutorial will be an essential part of teaching and learning assessment, tutorials will be taken during a regular class session, however, the tutorial classes will not be for lecture rather to help students to clarify their doubts and discuss on issues from lecture.

An undergraduate research is offered to sociology/political science majors at the end of their third year of study at the college (which will be the final year for most students). This module will provide each student with the opportunity to integrate all seemingly disparate modules that he/she has taken over programme of the sociology curriculum and synthesize them in the design and execution of a single research project.

## **Placements / Work-based Learning**

N/A

## **Assessment Approach**

The assessment approach for the programme was developed according to the assessment regulation of The Wheel of Academic Law, D1 on assessment regulation.

The assessment approach will be unique for each module that the methods of assessment selected will successfully assess student's achievement of the module's learning outcomes. Generally, the assessment approach will be a combination of continuous assessment and a final exam at the end of the semester. At lower level modules the assessment approach will put more emphasis on the semester end examination since lower level modules involve recalling important issues within the discipline. At the higher-level modules the balance will tilt in the favour of the continuous assessment.

## **Regulations**

### **Entry Requirements**

<b>Students' Background:</b>	<b>Min. Entrance Requirements / Eligibility Criteria</b>
Bhutanese Students	<ul style="list-style-type: none"><li>● BHSEC Class XII pass (or equivalent for Bhutanese studying outside Bhutan)</li><li>● 50% aggregate average marks of best 4 subjects</li><li>● 50% marks in English</li></ul>
Non-Bhutanese*	<ul style="list-style-type: none"><li>● 50% minimum aggregate average marks in best 4 subjects on ISCE/BHSEC, or equivalent secondary education certificate from home country</li><li>● 50% marks in English</li></ul>

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

### **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 30% of the total number of modules offered, rounded to the nearest number. In this programme, full-time students may fail no 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. 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 shall be eligible to repeat a failed module up to two times wherein he/she must meet all assessment requirements of the modules, 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 three years of the programme is a weighted average of aggregate marks in each year in the ratio of 20:30:50 (1<sup>st</sup> year: 2<sup>nd</sup> year: 3<sup>rd</sup> 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 learners on completion of the programme (see below, section on “Programme Management”).

### **Programme Management, Quality Assurance and Enhancement**

The roles of the Programme Leader, the Programme Committee, the Head of Subject/Department, the Head of the College/Institute, the Institute Academic Committee are as defined in the RUB Wheel of Academic Law Sections A7.6, A7.7, and F6. Briefly:

The RTC Academic Committee (AC) is chaired by the Dean of Academic Affairs. Members of the committee include the President, Registrar (head of Student Services), the Associate Dean, Senior Advisors, faculty representatives (all programme leaders and department heads), three representatives of non-teaching staff, the head librarian, and three elected student representatives. The AC 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 AC. The AC 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 the Political Science and Sociology department and managed by a Programme Committee responsible for the effective conduct, organisation, and development of the programme. The committee comprises all tutors of the core (host) department as well as a Programme Leader who is also the Head of the host department and provides the academic and organisational leadership for the programme. These are indicated below under “Academic Staff”. Representatives of other departments 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.

The authority for matters regarding assessment and progression is delegated to the Programme Board of Examiners (PBE). The board includes a Chair from outside the programme’s management and teaching faculty, 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 PBE is accountable to the AC.

#### **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 Academic Affairs Department also holds regular Continuous Professional Development (CPD) 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: strategies for advising students, utilizing peer-tutoring to enhance learning among students, workshops on plagiarism, navigating information and information literacy, Bloom's taxonomy, setting quality exam question papers, providing meaningful feedback, and various presentations on strategies for formative assessment.

For diversification, stability and sustainability, and to improve the programme quality to a level at par with international standards, RTC may recruit more senior tutors, including some who may be older/retiring, from other universities on a contract basis. The College also recruits national adjunct/visiting lecturers (who are experienced in certain module subjects) on a part-time basis. The college also has been using the resources and expertise of relevant local agencies to enhance the knowledge and skills of the students, and this will be continued with proper formality and networking.

On the other end of the spectrum, to improve programme quality and make the programme relevant to changing times and needs, training will be provided as necessary to upgrade the expertise of tutors who are in need of it. Moreover, tutors new to teaching are asked to join the College's Teaching Development Group that works to enhance core teaching skills among its members through activities such as peer observation partnerships and teacher training programmes. The College also sends early career tutors to the Samtse College of Education to participate in its Post-graduate Certificate/Diploma programme in Higher Education.

- *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 feedback* – A system is in place in the College whereby each student evaluates each module taught and the tutor at the end of each semester in order to help programme leaders and tutors monitor the success and effectiveness of the delivery of the programme and make future improvements.
- *Peer review* – The College institutes peer-review mechanisms within and across programmes for its examinations. 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 proceeding 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 and continuous assessment progress approximately two to three weeks prior to the start of semester-end exams. Moderation follows Section D8 of the Wheel of Academic Law.



- *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 four to eight times in a semester as necessary.

## **Module Descriptors**

<b>Module:</b>	<b>SPT101 Introduction to Sociology</b>
<b>Programme:</b>	BA in Political Science and Sociology
<b>Credit Value:</b>	12
<b>Module Tutor:</b>	

### **1. General Objective**

This module introduces students to the basic concepts and a theme related to Introduction of sociology, which includes the nature of sociology in terms of its historical origins, its key theoretical traditions and major social institutions. The module aims to familiarize students with the theories, concepts and analytical tools used to understand the inter-relationships and dependencies between the individual, society and wider global processes. It also covers key themes such as social inequalities in general and social change.

### **2. Learning Outcomes**

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

- Trace the historical development of sociology as a discipline
- Examine basic social concepts and explore the discipline's issues, debates and controversies
- Identify key sociologist and their theories
- Critically assess the strengths and weaknesses of each theoretical perspective.
- Develop sociological imagination and link individual experiences differs with societal relationship
- Compare the sources of social conflict and describe the relations of power in modern society.
- Compare and contrast the social stratification in Bhutan, India and US

- Explore the social reality from a sociological point of view
- Relate and apply the concepts and theories to their everyday lives.

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	2	40
Assignment	4	40
<b>Total Credit hours for the semester</b>		<b>120</b>

### 4. Assessment Approach

A: Assignment: Portion of Final Marks: (20%)

There will be one assignment with the weightage of 20 percent (20X1=20%).

1. Content: 10%
2. Organization: 5%
3. Referencing: 2.5%
4. Language: 2.5 %

B: Mid-Semester Examination: Portion of Final Marks: (10%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (10%)

Students have to make one presentation based on the topic distributed by the module tutor.

1. Introduction of topic / Development of topic: 2.5%
2. Ability to engage and involve audience: 2.5%
3. Use of visual aids: 2.5%
4. Answering questions appropriately from the audience: 2.5%

D: Semester-end Examination: Portion of Final Marks: (60%)

Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
A. Written assignment	1	20%
B. Assignment presentation	1	10%
C. Mid-semester exam	1	10%
D. Semester-end- Examination	1	60%

## 5. Subject Matter

### 5.1. UNIT I: Foundations of Sociology: The Sociological Perspective; Sociological Investigation;

- 5.1.1. Culture; Society; Socialization; (definition, characteristics; types of society; agents of socialization; Social Interaction in Everyday Life;)
- 5.1.2. Groups and Organizations; (definition; types)
- 5.1.3. Sexuality and Society; Deviance (is deviance functional to a society?)

### 5.2. UNIT II: Social Inequality: Social Stratification; (definition; types)

- 5.2.1. Social Class in the United States (classical perspectives on social class; sociological explanation of social inequality)
- 5.2.2. Compare social class in US with India and Bhutan (social stratification is one of problem faced by society. so students should know the reality and also know how social stratification varies from one nation to another some prevalent practices in Bhutan)
- 5.2.3. Global Stratification; Gender Stratification;
- 5.2.4. Race and Ethnicity; Aging and the Elderly (definitions; types)

### 5.3. UNIT III: Social Institutions: The Economy and Work;

- 5.3.1. Politics and Government; (types of Government; monarchy; Authoritarianism; Totalitarianism; Democracy)
- 5.3.2. Families and Religion; (definition; types, functions; characteristics; perspectives)
- 5.3.3. Education; Health and Medicine (functionalist perspectives on health and education; conflict and interactionist perspectives)

### 5.4. UNIT IV: Social Change: Population, Urbanization, and Environment;

- 5.4.1. Collective Behavior and Social Movements; (definition; types; difference between collective behavior and social movement; theories of social movement)
- 5.4.2. Social Change; Traditional, Modern, and Postmodern Societies

## 6. Reading List

### 6.1. Essential Reading

- Knuttila, K. M. (2005). *Introducing Sociology: A Critical Approach*. 3<sup>rd</sup> Ed. Canada: Oxford University Press.
- Macionis, J. J. (2008). *Sociology*. 12<sup>th</sup> Ed Pearson International Edition

### 6.2. Additional Reading

- U.N. 1973. *The Determinants and Consequences of Population Trends*, Vol. 1. Populations Studies No. 50, New York
- Bogue, Donald, 1969. *Principles of Demography*. New York, John Wiley & Sons.
- Johnson, H.M.,(1966), *Sociology: A Systematic Introduction*, Allied Publishers.
- Inkeles, Alex, (1967), *What is Sociology?*, Prentice Hall, New Delhi.
- Beteille, A. *Idea of Social Inequality and other Essays*;

**Date: December 2015.**

**Module:** **SOS101 Cultural Anthropology**  
**Programme:** BA in Political Science and Sociology  
**Credit Value:** 12  
**Module Tutor:**

### 1. General Objective

Cultural anthropology is the branch of anthropology that deals with human culture and society. Cultural variation among humans and the influence of globalization on local culture are studied within this discipline. This module will introduce central ideas, theoretical perspectives of cultural anthropology and look at cultural processes and institutions so as to enable the learners to understand the holistic nature of the discipline.

### 2. Learning Outcomes

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

- Trace the history of the discipline and current issues.
- Explain the importance of cultural anthropology in social science
- Recognize the different approaches of cultural anthropology
- Assess the relevance of Anthropology in contemporary Bhutan.
- Compare and Contrast the discipline of Anthropology and Sociology
- Survey different theoretical approaches in Cultural Anthropology
- Recognize different ethnographic field techniques and methods used by Cultural Anthropologist
- Examine the role of culture in shaping of society, religion, communication, race and politics

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Tutorial	1	15
Assignment	2	30
Independent study	2	30
<b>Total</b>		<b>120</b>

### 4. Assessment approach

Assessments will be carried out on a continuous basis through the following assignments:

#### **Written assignment: Portion of final mark: 15%**

Student will have to write one essays for this module with word limit of 1500 words on an assigned topic. The assignment will be graded on the following criteria:

- 8% - Content
- 3%- structure
- 4%- Language & Reference

#### **B. Oral presentation: Portion of final mark: 10%**

Students will choose a topic for class presentation. Presentation should not be more than 15 minutes long. Presenters will be graded on the following criteria:

- 2.5% - Delivery
- 5% - Content and organization
- 2.5% - Enthusiasm/Audience Awareness

#### **C. Mid-Semester Examination: Portion of final marks: 15%**

The exam will be conducted on Week 9. The examination will be combination of multiple-choice, short-answer and essay questions. The exam will be one hour long and with 50 as total marks.

**D. End-semester examination: Portion of final marks: 60%**

End semester examination will conducted after completing of 15 weeks of teaching and learning. Three hour long exam will have questions worth 100 marks. The exam will consist of combinations of multiple-choice, short-answer and essay questions.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 presentation	15%
B. Oral presentation	1	10%
C. Mid-term exam	1 exam	15%
D. End-semester examination	1 exam	60%

**Prerequisites:** None

**5. Subject Matter**

**5.1. Unit I Introduction to Anthropology**

- 5.1.1. Meaning, Scope and Development –Why Anthropology?
- 5.1.2. Branches of Anthropology - Social Cultural, Biological, Paleo- Anthropology , Linguistic Anthropology, Ethnography & Ethnology
- 5.1.3. Approaches in Anthropology – Ethnocentrism, Cultural Relativism& Holism
- 5.1.4. The Founding fathers of Modern Anthropology and their contribution:
  - 5.1.4.1 Franz Boas
  - 5.1.4.2 Bronislaw Malinowski
  - 5.1.4.3 A.R Radcliffe-Brown
  - 5.1.4.4 Marcel Mauss

**5.2. Unit II: Theories in Anthropology**

- 5.2.1. Classical Evolutionism – how the society evolved?
- 5.2.2. Diffusionsim – British vs. German school of thought
- 5.2.3. Historical Materialism – material determinism theory of development
- 5.2.4. Functionalism – use of structure and its use for social development
- 5.2.5. Cultural Materialism–Culture and development
- 5.2.6. Symbolic and Interpretive: what is symbolism and Interpretive? How is it used in Anthropology?

**5.3. Unit III: Anthropological Research**

- 5.3.1. Fieldwork tradition in Anthropology
- 5.3.2. Ethnographic Fieldwork – using qualitative and quantitative methods
- 5.3.3. Participant Observation – It’s significance in Anthropological Fieldwork

**5.4. Unit IV: Culture, Language & Communication**

- 5.4.1. Definition, Nature, Characteristics & Functions
- 5.4.2. Cultural Processes: Enculturation, Acculturation, Transculturation and diffusion

5.4.3. Language – Nature, Characteristics, Origin & Importance

5.4.4. Communication – Verbal & Nonverbal Communication

### **5.5. Unit V: Culture & Religion**

5.5.1. Religion – Definition, Nature & Essence

5.5.2. Salient Features - Prayer, Physiological Exercise, Exhortation, Mana, Taboo, Feasts & Sacrifice

5.5.3. Forms of Religion – Animism, Animatism, Ancestor Worship, Fetishism, Naturism, Totemism, Monotheism & Polytheism Sacred & Profane – Myth & Ritual

5.5.4. Religion, Magic & Science; Religious Practitioners - Shaman, Priest, Sorcerers & Witches

### **5.6. Unit VI: Culture, Race , Society & Politics**

5.6.1. Race – Definition – Explaining race as a biological construct

5.6.2. Society – Definition, Nature & Characteristics

5.6.3. Society, Culture and Man; Social Groups – Meaning, Characteristics

5.6.4. Kin based & Non – Kin based group & Descent & Lineage

5.6.5. Kinship - Consanguinity & Affinity –terminology & Function, Status & Role

5.6.6. Politics – Meaning & Polity; Types of Political Organization – Centralized & centralized

5.6.7. Resolution of Conflicts – Peaceful & Violent; Law & Custom

### **5.7. Unit VII: Culture, Environment & Change**

5.7.1. Environment & Culture – the interrelation; Adaptation - Definition & Types of Adaptation

5.7.2. Subsistence – Hunting & Gathering, Horticulture, Pastoralism and Agriculture

5.7.3. How & why Culture Changes?

5.7.4. Processes of Cultural Change – Diffusion, Acculturation , Revolution & Adaptation

5.7.5. Types of Changes – Social, Political and Economy

## **6. Reading List**

### **6.1. Essential reading**

Bernard, H. (2011). Research methods in anthropology qualitative and quantitative approaches (5th ed.). Lanham: AltaMira Press.

Geertz, C. (1973). The interpretation of cultures: Selected essays. New York: Basic Books.

Schultz, E. A., & Lavenda, R. H. (2005). *Cultural Anthropology: A Perspective on the Human Condition*, 6<sup>th</sup> Ed. New York: Oxford University Press.

Haviland, W. A., & etl. (2008). *Cultural Anthropology: The Human Challenge*[http://www.amazon.com/Cultural-Anthropology-Challenge-William-Haviland/dp/0495095613/ref=pd\\_bbs\\_sr\\_1?ie=UTF8&s=books&qid=1223272375&sr=8-1](http://www.amazon.com/Cultural-Anthropology-Challenge-William-Haviland/dp/0495095613/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1223272375&sr=8-1)

Lavenda, R. H., & Schultz, E. A. (2008). *Anthropology: What Does It Mean to Be Human*. New York: Oxford University Press.

Turner, V. (1969). The ritual process: Structure and anti-structure. Chicago: Aldine Pub.

**Date: December 2015**

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**Module: SPT102 Introduction to Political science**

**Programme: B.A Political Science and Sociology**

**Credit value:** 12

**Module Tutor:**

### 1. General objective

This is a foundation module that introduces students to the basic concepts of political science, prior to future specialization. The module examines the main features of political organization on national and supra-national level, for example the distribution of power, types of state, political concepts and political systems. Many of the themes of this module will recur in a more detailed form at later stages of the module, and so the module provides an important and necessary introduction.

### 2. Learning outcomes

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

- Critically examine the basic differences amongst political science, political philosophy and political theory.
- Trace the origins of the different political concepts
- Evaluate insight into various theories about the origin and nature of the state.
- Explain the link between the concepts like liberty, equality and fraternity
- Examine the evolution and nature of the concept of democracy with a special reference to developing countries.
- Express understanding of sovereignty of states and challenges to sovereignty
- Identify different political regimes
- Examine different types of power relation in political institutions

### 3. Learning and teaching approach:

This module counts for 12 credits and is divided over a period of 15 weeks. With a maximum of 8 hours per week, the number of teaching hours is four per week.

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Assignment	2	30
Independent study	1	15

### 4. Assessment

Assessment will be carried out both on continuous bases as well as theoretical examination (mid-semester and end semester):

For continuous assessment learner will have to submit;

#### A. Written Assignment: -portion of final mark -20%

Student will have to write one essay for this module. Essay font theme should be new times roman with font size 12. Word limit: 1000-1500

10%Content

5%Organization of the essay – introduction – how well the topic is introduced, with thesis statement. Body – argument made to support the thesis statement, and conclusion – summing the entire essay with essential ideas on the topic.

2.5%Referencing

2.5%Language

#### B. Oral presentation: portion of final mark - 10%

Students will choose a topic for class presentation related to the module. Presentation should not be more than 10 minutes. Presenters will be graded on the following criteria:

- 2.5%Organization
- 5%Content
- 2.5%Presentation

**C. Pop Quiz: portion of final mark - 10%**

A total of five pop quizzes will be conducted throughout the semester and out of which best of four will be considered. Each quiz will be worth 10 marks and should not take more than 10 minutes to complete. Quiz will be conducted during the regular class hours.

Theoretical assessment will be done twice in a semester in the form of examination:

**D. Mid Semester Examination: portion of final mark - 20%**

Midterm will be conducted when 70% of the module is completed. It will be conducted for 90 minutes and the question sample will be similar to the end semester examination.

10% - Objective/short answer questions

10% - Long answer questions

**E. End Semester Examination: portion of final marks - 40%**

End semester will be conducted after the completion of Week 15. Questions will cover all the subject matter of the modules. Questions will be divided into three sections - A, B and C separating objective-short answer question and long answer questions. The examination will be conducted for three hours for a total of 100 marks.

20% - Objective/short answer questions

20% - Long answer questions

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written Assignment	1 essay	20%
B. Oral presentation	1time	10%
C. Pop Quiz	5times	10%
D. Mid-term	1time	20%
E. Semester end examination	1 exam	40%

**5. Subject matter**

**5.1. Unit I: Introduction to Politics:**

- 5.1.1. Defining politics and political concepts, defining political science.
- 5.1.2. Why we study politics and evolution of Political Science as a discipline.
- 5.1.3. Differentiating between political science, political philosophy and political theory.
- 5.1.4. Unit II: State:
- 5.1.5. Origins and Development – three approaches – Idealist, Functionalist and Organizational.
- 5.1.6. Theories of State – Pluralist, Capitalist, Leviathan and Patriarchal
- 5.1.7. Elements of State- key feature and role of state

**5.2. Unit III: Sovereignty:**

- 5.2.1. Concept and its Evolution – from medieval and until concept of modern sovereignty
- 5.2.2. Theories of Sovereignty: Traditional, Pluralist, External and Internal
- 5.2.3. Globalization and challenges to Sovereignty- consequence of cold war, hegemony power in International politics

**5.3. Unit IV: Political Concepts**

- 5.3.1. Liberty- defining, liberty vs. license, Negative freedom and positive freedom



- 5.3.2. Equality – Defining, Formal equality, Equality of opportunity vs. equality of outcome
- 5.3.3. Fraternity – defining – moral vs. normative concept, Legal justice – Procedural and Substantive justice
- 5.3.4. Rights and Duties – legal vs. moral right, types of rights, human rights. Legal, moral and political obligation, natural duty vs. contractual obligation, limits of obligation.
- 5.3.5. Civil Society- defining, key features, origins of civil society and criticism.
- 5.3.6. Multiculturalism-origins, defining, C. Taylors and W. Kymalica's theory
- 5.3.7. Gender- sex vs. gender, learning to be gendered, conventions and ideologies, waves of feminism
- 5.3.8. Citizenship- defining, elements of citizenship, T.H. Marshall's theory, multiculturalism and citizenship

#### 5.4. Unit V: Democracy

- 5.4.1. Conceptual Understanding of Democracy - defining and problems
- 5.4.2. Historical Evolution of Democracy- origins
- 5.4.3. Theories of Democracy – liberals, Pluralism, Elitist, Corporatist, New Right and Marxist
- 5.4.4. Electoral Systems –types majority, proportional and mix, Advantages and drawbacks
- 5.4.5. Critical evaluation – Democracy and globalization, North south gap

#### 5.5. Unit VI: Political Regimes

- 5.5.1. Liberal democracy -defining and key features
- 5.5.2. Monarchy- divine right and key features
- 5.5.3. Authoritarianism – defining and features
- 5.5.4. Theocracy – defining and features
- 5.5.5. Communism- defining and features

### 6. Reading List

#### 6.1. Essential Reading

Gauga, O. P (2008) *An Introduction to Political Theory (fourth Edi...)*, Macmillan India Press, Chennai.

Heywood, A. (2007). *Politics*, Palgrave Foundations Series, New York.

Haywood,A (2006), *Political Theory : an introduction*, Palgrave Foundations Series, New York.

#### 6.2. Additional Reading

Ball, A and Guy Peters (2000) *Modern Politics and Government*, Palgrave, New york.

Ball, T., Dagger, R.(2003) *Ideals and Ideologies: A Reader*, Longman, London.

Gaus, G.F., Kukathas, C. (eds.), (2004), *Handbook of political theory*. Sage Publications Ltd, London.

**Date: August 2015**

**Module:** PBT101 Political History of Bhutan

**Programme:** B. A. Political Science and Sociology

**Credit value:** 12

**Module tutor:**

## 1. General objective

The aim of the module is to provide students with a historical grounding in the main political trends, personalities, and ideologies since 8th century. The module examines the Bhutanese politics from a historical perspective, beginning with the Theocracy, Monarchy and extending to the present day Democracy. Using the political developments from the eighth to the twenty-first centuries as guiding lines, the module will examine some of the main political, social, and religious institutions and their role in shaping state and society in Bhutan. It will also explore the foundation and working of democracy, the formation of the party system, and the relationship of politics to broader transformations in society.

## 2. Learning outcomes

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

- Examine the knowledge on the founding of Monarchy and Bhutan's status as an independent Kingdom
- Evaluate the present position of Bhutan with regional organization
- Review the development of Bhutan as a modern nation state
- Critically analyze the introduction of democracy in Bhutan
- Explain Bhutan's Political relation with region and international community.
- Evaluate the role of religion in Bhutanese politics and processes in both a historical and contemporary context
- Assess the treaties with British India and India.

## 3. Learning and teaching approach:

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Written assignment	1	15
Independent study	2	30
<b>Total</b>		<b>120</b>

## 4. Assessment Approach

Assessments will be carried out on a continuous basis through the following assignments:

A: Assignment: Portion of Final Marks: (30%)

There will be two assignments. First assignment will be during the first half of the semester and 2nd during the second half the semester with weightage of 15 percent (15X2=30%).

Students will write a 1000 word essay on, which will be assessed on the following criteria:

- 8% - Content (understanding of the subject, relevance of information)
- 5% - Critical evaluation and discussion of evidence with examples
- 1% - Use of proper academic style
- 1% - Grammar and syntax

B: Mid-Semester Examination: Portion of Final Marks: (20%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (10%)

Students have to make one presentation based on the topic distributed by the module tutor for 20 minutes. Following criteria will be used to assess the written assignments:

1. Content and organization – 5 marks
2. Delivery/Preparedness – 3 marks
3. Audience engagement/Use of visual aids – 2 marks

D: Semester-end Examination: Portion of Final Marks: (40%)  
Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
<b>A. Written assignment</b>	2	30%
<b>B. Mid-semester exam</b>	1	20%
<b>C. Presentation</b>	1	10%
<b>D. Semester-end- Examination</b>	1	40%

## 5. Subject matter

### 5.1. Unit I-Ancient and medieval Bhutan: Theocratic form of Government.

- 5.1.1. Clan and Lineage base system in Bhutan – “Lam KhaNga”, PhajoDrugomZhigpoGya (rgya) clan and tortenPemaLingpa (Nyö clan).
- 5.1.2. Unification of Bhutan-Role of Zhabdrung, Drukpa identity, secularism, Tibetan Invasions,
- 5.1.3. Establishment of Dual system-The Dharma and Desids, administration and codification of Laws,
- 5.1.4. Challenges of nation–building in the 16<sup>th</sup> century, foreign policy in the 16<sup>th</sup> century,
- 5.1.5. Political development under first four Desi-Reforms and challenge

### 5.2. Unit II-Modern Bhutan: Monarchy

- 5.2.1. British India and Bhutan-Historical background, Political relations with British India, Implication in the post-colonial days. Duar wars and treaties-
- 5.2.2. JigmeNamgyel as the statesman, nation builder-Importance of TrongsaPenlop( Defacto leader), Political Missions in Bhutan.
- 5.2.3. Establishment of monarchy-Basic concept, political identity, origin of monarchical system in Bhutan, Culture and language, political system under the monarchy.
- 5.2.4. Political reforms in the 20<sup>th</sup> century, welfare state, planning in Bhutan, Citizenship Acts-The Bhutanese Citizenship Act of 1958, Citizenship Act of 1985, isolation policies ,Foreign Policy in the 20<sup>th</sup> century

### 5.3. Unit III-Bhutan at present : Democracy

- 5.3.1. Democracy in Bhutan-Concept, nature and challenges, Political Parties in Bhutan- their ideologies.
- 5.3.2. Transition from absolute monarchy to democracy. Drafting of the Constitution and enactment.
- 5.3.3. Role of Monarchy in transition.
- 5.3.4. Bhutan in SAARC: regional and international relations. Indo-Bhutan Relations. Membership of the country.

## 6. Reading List

### 6.1. Essential reading

- Aris, M. (2005). *The Raven Crown: The Origins of Buddhist Monarchy in Bhutan*. Chicago: Serindia Publications.
- Kinga, S. (2009), *Polity, Kingship and Democracy; A biography of the Bhutanese States*
- Phuntsho, K. (2013). *The History of Bhutan (1 edition.)*. Vintage Books/Random House India.
- The Constitution of the Kingdom of Bhutan, 2005*
- Ura, K. (2010). *Leadership of the Wise: Kings of Bhutan*. Centre for Bhutan Studies, Thimphu.

### 6.2. Additional reading

- Berthold, J. (2005). *Bhutan: Land of the Thunder Dragon*. Wisdom Publications.
- Chhibber, B. (2004). *Regional Security and Regional Cooperation: A Comparative Study of ASEAN and SAARC*. New Delhi: New Century Publications
- Denman, B. D., & Namgyel, S. (2008). Convergence of monastic and modern education. *International Review of Education* , 475–491.
- Givel, M., & Figueroa, L. (2014). Early Happiness Policy as a Government Mission of Bhutan: A survey of the Bhutanese unwritten constitution from 1619 to 1729. *Journal of Bhutan Studies, Vol.31, Winter* , 1-18.
- Jamtsho, T., Chopel, D., & Thinley, S. (2014). Visions, Prophecies and Leadership: Oral Accounts. *Journal of Bhutan Studies, Vol 30* , 22-41.

**Date December 2015.**

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**Module: SIS101 Family and Society**

**Programme: BA in Political Science and Sociology**

**Credit Value: 12**

**Module Tutor:**

### 1. General Objective

This module examines the contributions of sociology to the analysis of different forms of family and household types. The module will also examine theories on family; changes and diversity of family life; complex relationships among marriage, work, and family; domestic violence; various types of family experience; the future of the family and government laws/ policies on child and women.

### 2. Learning outcomes

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

- Analyze the concept of family from different theoretical approaches used in sociology

- Compare and contrast different family forms and marriage patterns seen in and around the globe
- Define marriage, divorce and remarriage from sociological perspective
- Examine and identify the causes of divorce and family violence in Bhutan
- Explore and evaluate government policies/rules in Bhutan and other south Asian countries
- Interpret different kinds of premarital relationships and evaluate different criteria for mate selection in different societies.
- Evaluate families from different theoretical perspectives.
- Examine strategic Plan for the Child Protection and Care Services (CPCS) for Youth Development Fund

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	20
Assignment	4	40
Total Credit hours for the semester		120

### 4. Assessment Approach

A: Assignment: Portion of Final Marks: (20%)

There will be one assignment with the weightage of 20 percent (20X1=20%).

1. Content: 5%
2. Organization: 5%
3. Referencing: 5%
4. Language: 5 %

B: Mid-Semester Examination: Portion of Final Marks: (25%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (15%)

Students have to make one presentation based on the topic distributed by the module tutor.

1. Introduction of topic / Development of topic: 5%
2. Ability to engage and involve audience: 2.5%
3. Use of visual aids: 2.5%
4. Answering questions appropriately from the audience: 2.5%
5. Conclusion of topic: 2.5%

D: Semester-end Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

<b>Areas of Assessment</b>	<b>Quantity</b>	<b>Weighting</b>
A. Written assignment	1	20%
B. Assignment presentation	1	15%
C. Mid-semester exam	1	25%
D. Semester-end- Examination	1	40%

## **5. Subject Matter**

### **5.1. UNIT I: Introduction to Family: definition; types; family structure and characteristics;**

- 5.1.1. Patterns of Descent and inheritance;
- 5.1.2. Traditional perspective of family in Bhutan and around the world;
- 5.1.3. Theoretical approaches in the study of family; functionalist; conflict; interactionist approaches;
- 5.1.4. Global perspectives of family.

### **5.2. UNIT: II: Transition and problems in families:**

- 5.2.1. Family violence; Divorce; remarriage and blended families

### **5.3. UNIT III: Introduction to Marriage: definition of marriage; forms of marriage;**

- 5.3.1. Marriage as a social institution and the changing trend of marriage;
- 5.3.2. Premarital relationship and mate selection; cohabitation;
- 5.3.3. Marriage Acts; (Marriage Act of Bhutan);
- 5.3.4. Kinship; type of kinships; kinship terminology.

### **5.4. UNIT: IV: Family and government law/policies; Children, women and divorce;**

- 5.4.1. Division of labour in a household and parenting;
- 5.4.2. Family: class, gender and race; Relationship between children and their parents;
- 5.4.3. Relationship between the elders and their families
- 5.4.4. Review of Bhutan's Child Care and Protection Act 2011.

## **6. Reading List**

### **6.1. Essential Reading**

White, J.M., & Klein, D.M. (2002). Family Theories. Second Edition, *Understanding Families*.  
Albers, C.M. (1999). Sociology of Families: *Readings*. Saga Publications  
Blair, S., & Claster, P. (2013). *Visions of the 21st Century Family : Transforming Structures and Identities*. Bingley, U.K.: Emerald.

### **6.2. Additional Reading**

Brown, H. A. (2012). Marx on Gender and the Family : A Critical Study. Leiden: Brill.

**Date: December 2015**

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**Module: SOS102 Social Psychology**

**Programme:** BA in Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General Objective

This module explores relationship between the individual and society to understand and predict human behaviour. It will explore how our thinking (social cognition) drive our behaviour, how people around us (social forces) influence our behaviour and how we relate to one another. Finally, the module will look at applying social psychology's principles and findings to practical context for sustainable living and happiness.

### 2. Learning Outcomes

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

- Explain the role of social surroundings in shaping self-identity
- Discuss various ways in which we form beliefs about the social world
- Examine the link between our thinking and our actions
- Evaluate the role of cultural influence, forces of social conformity, principles of persuasion and group influence in shaping our actions
- Explain why we dislike others and sometimes harm and hurt one another
- Explain why we love or like particular people and offer help to friends or strangers
- Apply social psychological principles that might guide us to sustainable future
- Examine social psychological principles on understanding materialism and wealth

### 3. Learning and Teaching Approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Tutorial	1	15
Written assignment	1	15
Independent study	3	45
Total		120

### 4. Assessment Approach

Assessments will be carried out on a continuous basis through the following assignments:

#### **A. Oral Presentation of Readings: Portion of the final mark: 20%**

Each student will present assigned reading in the class for 20 minutes. The Students will highlight key issues and themes from the assigned reading and provide a succinct summary. The readings and presentation schedule will be provided to students at the beginning of the semester.

5% - Delivery

8% - Content

2% - Organization

5% - Enthusiasm/Audience Awareness

**B. Leading Discussion: Portion of the final mark: 15%**

Each student will lead a classroom discussion during tutorial session on a key issue identified at the beginning of the semester.

3% - Preparation

7% - Leading discussion - Question and activities

3% - Engaging audience

2% - Use of visual aids

**C. Mid-term Exam: Portion of the final mark: 25%**

The exam will be conducted during Week 8 of the semester. Students will attempt objective and long answer questions with total marks of 50. Duration of the examination will be one hour and will include contents covered till Week 7.

10% - Objective/short answer questions

15% - Long answer questions

**D. End Semester Exam: Portion of the final mark: 40%**

End semester will be conducted after the completion of Week 15. Questions will cover all the subject matter of the modules. Questions will be divided into two sections - A and B separating objective-short answer question and long answer questions. The examination will be for three hours for a total of 100 marks.

15% - Objective/short answer questions

25% - Long answer questions

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Oral presentation of readings	1 presentation	20%
B. Leading group discussion	1time	15%
C. Mid-term exam	1 exam	25%
D. End-semester examination	1 exam	40%

**Prerequisite:** None

**5. Subject Matter:**

**5.1. Unit I: Introducing Social Psychology**

5.1.1. What is social psychology?

5.1.2. Central concepts - social thinking, social influence & social relations



5.1.3. Values and social psychology

5.1.4. Common sense and social psychology

## 5.2. Unit II: Social Thinking

5.2.1. Self and social world - *Self-concept*: our sense of self, development of self, self and culture, self-knowledge; *Self-esteem, behaviour and cognition*: self-esteem motivation, Narcissism, low and secure self-esteem; *Self-control*: self-efficacy, locus of control, learned helplessness, self-determination; self-serving bias; self-presentation;

5.2.2. Social beliefs and Judgment – *Perceiving our social world*: priming, interpreting events, belief perseverance, constructing memories; *judging our social world*: intuitive judgement, overconfidence, heuristics, counterfactual thinking, illusory thinking, moods and judgments; *Explaining social world*: attributing causality, attribution error.

5.2.3. Behaviour and attitudes – *Do attitudes predict behaviour? When behaviour affect attitudes?* Role playing, saying and believing, foot-in-the-door phenomenon, social movements; *why behaviour affect attitudes?* Impression management, Cognitive dissonance, self-perception

## 5.3. Unit III: Social Influence

5.3.1. Genes, culture and gender – *Influence of Natural Diversity*: gene, evolution and behaviour, culture and behaviour; *Gender Difference*: gender and genes, independence vs connectedness, social dominance, aggression, sexuality; *Evolution and Gender*: gender and mating preference, evolution psychology, gender and hormones; *Culture and Gender*: gender roles variation with culture and over time, peer-transmitted culture; Biology and culture

5.3.2. Conformity and obedience – defining conformity; review of classic conformity and obedience studies: Asch's studies of group pressure, Milligram's obedience experiment; predicting conformity: group size, unanimity, cohesion, status, public response, prior commitment; reasons for conforming; who conforms? Role of personality, culture and social roles;

5.3.3. Persuasion: Paths to persuasion; elements of persuasion: the communicator, the message content, the channel of communication, the audience; Extreme persuasion: attitudes and behaviour, persuasive elements, group effects; Resisting persuasion: Challenging beliefs, developing counterarguments, attitude inoculating

5.3.4. Group influence – defining group; social facilitation: presence of others, presence of many others (crowding); reason for arousal in the presence of others; Social loafing; deindividuation; group polarization; group think; influence of individual on group;

5.3.5. Unit IV: Social Relations

5.3.6. Prejudice: defining prejudice; implicit and explicit prejudice, gender prejudice; social sources of prejudice: social inequalities, socialization, institutional support; motivational sources: frustration and aggression, social identity theory; cognitive sources: classifying people into groups, perceiving people who stand out; consequences: self-fulfilling prophecy, stereotype threat.

5.3.7. Aggression: Defining aggression; theories of aggression; influences on aggression: arousal, aggression cues, media influences, effect of games, group influence; reducing aggression.

5.3.8. Attraction and intimacy: What leads to friendship and attraction? Defining love, enabling close relationships, process of relationships end.

5.3.9. Helping behaviour: Reason for helping others: social exchange and social norms, evolutionary psychology, genuine altruism; When will we help? Who will help?

Personality traits, gender, religious faith; increasing helping: increase responsibility; socializing altruism;

#### 5.4. Unit V: Applying Social Psychology

5.4.1. Social psychology and sustainable development: Psychology and climate change; enabling sustainable living; materialism and wealth.

### 6. Reading List:

#### 6.1. Essential reading

- Aronson, E., Wilson, T., & Akert, R. (2012). *Social Psychology* (8 edition). Boston: Pearson.
- Bogardus, E. S. (2015). *Social Psychology Questions: And Readings in Social Psychology*. Forgotten Books.
- Myers, D. (2012). *Social Psychology* (11 edition). New York, NY: McGraw-Hill Education.

**Date: August 2015**

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**Module: SPT103 Political Theory and Ideology**

**Programme:** B.A Political Science and Sociology

**Credit value:** 12

**Module tutor:**

#### 1. General objective

This is the second part of the foundation module that introduces students to the basic concepts of political science, prior to future specialization. The module introduces the various methods and approaches to study the discipline of political science. It also explains the nature of various political regimes and their ideologies.

#### 2. Learning outcomes

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

- Identify the approaches and methods during the course of the study of political science.
- Explain the methods of use of power in different contexts
- Identify the location of power in the political system
- Define the various political ideologies and link them to present political systems.
- Argue on both sides of the major debates like secularism and social justice.
- Recognize the theories and process of political development and modernization and apply it to given case studies.
- Examine and analyze the process of development and underdevelopment in the light of given case studies and theories.
- Critique the present state of north and south gap

#### 3. Learning and teaching approach

This module counts for 12 credits and is divided over a period of 15 weeks. With a maximum of 8 hours per week, the number of teaching hours is four per week.

Approach	Hours per week	Total credit hours
Lecture	4	60
Assignment	2	30
Independent study	2	30

#### 4. Assessment

Assessment will be carried out both on continuous bases as well as theoretical examination (mid-semester and end semester):

For continuous assessment learner will have to submit:

**A. Written assignments: portion of the final mark: 20**

Students are required to submit one research essay for the module and draft submission is compulsory, which will account for 5% of the essay. Draft essays will be marked on:

2.5%Choice and Organization of your idea and topic

2.5% background research on the topic

Final essay will account for 15% and will be assessed on the following criteria: 50 marks total

5%Content

2.5%Organization

5%Referencing and Language

**B. Oral presentation: portion of final mark – 10%**

Students will choose a topic for class presentation related to the module, the presentation will be 10% of the assessment. Presentation should not be more than 10 minutes.

**C. Pop Quiz: portion of final mark – 05%**

A total of five pop quizzes will be conducted throughout the semester and out of which best of four will be considered. Each quiz will be worth 10 marks and should not take more than 10 minutes to complete. Quiz will be conducted during the regular class hours.

Theoretical assessment will be done twice in a semester in the form of examination:

**D. Group Discussion: portion of final mark -05%**

Students will be divided into small groups and there will be at least five-group discussion in a semester. A student has to lead at least one group discussion.

**E. Mid Semester Examination: portion of final mark – 20%**

Midterm will be conducted when 70% of the module is completed. It will be conducted for 30 minutes and the question sample will be similar to the end semester examination.

**F. End Semester Examination: portion of final marks – 40%**

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written Assignment	1	20
B. Oral presentation	1time	10%
C. Pop Quiz	5	5%
D. Group Discussion	5	5%
E. Mid-term exam	1 exam	20%
. Semester end examination	1 exam	40%

#### 5. Subject matter

**5.1. Unit I: Approaches and Methods to study Political Science:**

5.1.1. Traditional and Modern – origins and the difference

5.1.2. Behaviouralism- origin and drawbacks

5.1.3. Post- Behaviouralism – features and limitations

5.1.4. Alternative Approaches: Postmodernism, feminism, Critical theory, Environmentalism.

## **5.2. Unit II: Power, Authority, Legitimacy and Hegemony:**

5.2.1. Theories of Power: Pareto, Mosca, Michelles, C.Mills ,

5.2.2. Elite view of power- Michel's iron law of oligarchy

5.2.3. Feminist theory of Power- Patriarchal, social, liberal and radical theory

5.2.4. Foucault on Power – knowledge and power relation

5.2.5. Gramsci's theory of Hegemony and new developments

## **5.3. Unit III: Political development and modernization:**

5.3.1. Liberal school of modernization – origins and key features

5.3.2. Institution Building school- origins and key features

5.3.3. Corporatism and patron client relationship,

5.3.4. Modernization and Bureaucracy- defining and Webbers theory of bureaucracy

5.3.5. Democratic transition – waves of democratic transition

## **5.4. Unit IV: Dependency:**

5.4.1. Development and Underdevelopment: Andre Gunder Frank and Samir Amin. - Core feature of dependency and limitation of dependency theory.

## **5.5. Unit V: Political Ideologies:**

5.5.1. Liberalism- Origins, core themes, types and challenges

5.5.2. Conservatism- Origins, core themes, types and challenges

5.5.3. Socialism – Origins, core themes, types and present state of socialism

5.5.4. Other ideological traditions (Fascism, Anarchy, Three waves of Feminism, Religious fundamentalism, Environmentalism)- origins and defining.

## **5.6. Unit VI: Political Arguments:**

5.6.1. Secularism- defining and present arguments for and against

5.6.2. Social Justice- defining and Rawls vs. Nozick's arguments

5.6.3. Affirmative action- defining and present arguments for and against

5.6.4. Freedom of Speech and the question of censorship – defining, usage and challenges

## **6. Reading List**

### **6.1. Essential Reading**

Gauba, O. P (2008) *An Introduction to Political Theory (fourth Edi...)*, Macmillan India Press, Chennai.

Heywood, A. (ed.). (2007). *Politics*, 3rd Edition, Palgrave Foundations Series, London.

Haywood, A. (2005), *Political Ideologies: An Introduction*, Palgrave Foundation Series, London.

### **6.2. Additional Reading**

Gaus, G.F., Kukathas, C. (eds.), (2004), *Handbook of political theory*, Sage Publications Ltd, London.

**Date: August 2015.**

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**Module:** PTH101 Classical Political Thought

**Programme:** B. A. Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General Objective

This module will explore the philosophical foundations of political science encompassing both the nature and the scope of political philosophers from the western civilization and their eastern contemporaries. It will provide an in-depth understanding of the history of political thought from the ancient to the medieval, and to the modern and contemporary times.

### 2. Learning outcomes

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

- Critically link the ideas and concepts developed by major thinkers.
- Describe the development of political thought since 3rd century BC.
- Relate the thoughts of major thinkers to the context in which they lived.
- Trace the origin and evolution of state as propounded by major thinkers.
- Identify the conceptual basis of political regimes found in Ancient Greece and Europe
- Relate thoughts of philosophers from west and east
- Describe various facets of human nature and its role in political discourse.

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Group discussion	1	15
Independent study	2	30
Total		120

### 4. Assessment Approach

Assessments will be carried out on a continuous basis through the following assignments:

**A. Written Assignment: Portion of the final mark: 20%**

The written assignment will be worth 20%, one assignment will be given for the module. The assignment will be of 1000-1500word limit.

5% - Organization

10% - Content and arguments formed

5% - language and referencing

**B. Presentation: Portion of the final mark: 10%**

Each student will be asked to do one presentation for the module. The presentation will be for 10 minutes.

- 2.5% - Organization
- 5% - Content
- 2.5% - presentation

**C. Group discussion: Portion of the final mark: 5%**

Student will be divided into group for discussion once a week; each group member will have to lead at least one group discussion and present it to the class.

**D. Mid-term Examination: Portion of the final marks: 20%**

The exam will be conducted during Week 8 of the semester. Students will attempt objective and long answer questions with total marks of 50. Duration of the examination will be 1.5 hour and will include contents covered till Week 7.

- 10% - Objective/short answer questions
- 10% - Long answer questions

**E. End Semester Exam: Portion of the final mark: 45%**

End semester will be conducted after the completion of Week 15. Questions will cover all the subject matter of the modules. Questions will be divided into three sections - A,B and C separating objective-short answer question and long answer questions. The examination will be for three hours for a total of 100 marks.

- 20% - Objective/short answer questions
- 25% - Long answer questions

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	20%
B. Oral presentation	1time	10%
C. Group discussion	10time	5%
D. Mid-term exam	1 exam	20%
E. Semester end examination	1 exam	45%

**5. Subject matter**

**5.1. Unit I:**

- 5.1.1. Ancient Political Philosophy: Nature and scope of political thought; and the problem related to fact and value.
- 5.1.2. Indian Political Thought: Upanishads, Kautilya’s Arthashastra, Kingship, and Saptanga Theory.
- 5.1.3. Plato: Influence of Socrates, Plato’s Utopia, The Theory of Ideas, Communism, Philosopher King;
- 5.1.4. Aristotle: Criticism of Plato, Metaphysics, Ethics, Justice, and Politics.
- 5.1.5. Confucian Ethics and Politics.

**5.2. Unit II: Medieval Political Thought:**

- 5.2.1. Saint Augustine: Philosophy, Theology: pure philosophy, the city of God, and the Pelagian Controversy.
- 5.2.2. Zhabdrung’s political thought; Islamic Political Thought: the religion of the Prophet, Arab conquests, the caliphate, the rise of Persia in terms of Islamic school of thought (Shia school of Islam), other schools of thought.

5.2.3. Buddhist Political Thought: As a critique of the Hindu caste system, Human origin of Kingship, Contract as the basis of obligation, Social evolution, an idyllic state of nature, conception of Dhamma and its comparison with the western concept of virtue, study of Zhabdrung as Dharma King in comparison with Ashoka, from *Chandasoka* to *Dharmasoka*, the Sangha, Justice, and an introduction to Dharma King TrisongDeutsen of Tibet.

### 5.3. Unit III: Modern Political Philosophy

5.3.1. Renaissance and the Reformation: the idea of Modern: the diminishing authority of the church and the increasing authority of science, Protestantism, Martin Luther.

5.3.2. The Italian Renaissance and Niccolo Machiavelli: the modern as opposed to the medieval, political condition of Italy, Machiavelli and Human Nature, Machiavelli and The Prince, and the Discourses.

5.3.3. Hobbes: Human Nature, State of nature, laws of nature, social contract and sovereignty.

5.3.4. Locke: Human nature, state of nature, laws of nature, social contract, and political philosophy.

5.3.5. The Romantic Movement, Rousseau: Social Contract, General Will, and Freedom. Ram Mohan Roy: Socio-Political Thought.

## 6. Reading list

### 6.1. Essential reading

Chakrabarty, B. & Pandey, R. K. (2009), *Modern Indian Political Thought: Text and context*. New Delhi: SAGE Publications India Pvt. Ltd.

Coleman, J., (2000), *A History of Political Thought: From Ancient Greece to Early Christianity*. Delhi: Blackwell Publishing.

Dubgyur, L. (2005). *The Parasol of Silken Knot*. Thimphu: Royal Court of Justice

Hampsher-Monk, I., (2015), *A History of Political Thought: Major Political Thinkers from Hobbes to Marx*. Oxford: Blackwell Publishers Ltd.

Hsu, L. S. (2013). *The Political Philosophy of Confucianism*. London: Routledge.

### 6.2. Additional Reading

Mathou, T. (2010). The Politics of Bhutan: change in continuity. *Journal of Bhutan Studies*, 2(2), 228-262

Mukherjee, S., Ramaswamy, S., (2005), *A History of Thought: Plato to Marx*, Prentice Hall of India, New Delhi.

Sabine, G. H., (1973), *A History of Political Thought*. Delhi: OUP.

Russell, B. (2004), *The History of Western Philosophy*. London: Routledge

Varma, V. P., (2009), *Ancient and Medieval Indian Political Thought*. Agra: Lakshmi Narain Agarwal.

**Date: August 2015**

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<b>Module:</b>	<b>AMT202 Foundations of Statistics.</b>
<b>Programme:</b>	BA Economics and Population Studies
<b>Credit Value:</b>	12
<b>Module Coordinator:</b>	

## 1. General Objective

The module aims to provide basic knowledge of Statistics and analytical skills.

## 2. Learning outcomes

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

- Express the scope of statistics in day to day life
- Organize different kinds of data and represent them by various methods like tables, charts etc.
- Evaluate various measures like central tendency, dispersion etc. and explain their properties and uses.
- Analyze and interpret data and make conclusions.
- Use statistical software like SPSS and Excel.
- Apply analytical skills in decision making

## 3. Learning and Teaching Approaches

The module will be delivered in 15 teaching weeks as per the following:

- 4 hour/week of instruction/demonstration
- 1 hours/week of supervised practical work

### Assessment

Written assignment	10%
Lab assignments	10%
Mid-term Examination	20%
Final Examination	60%

## 4. Subject Matter

### 4.1. INTRODUCTION TO STATISTICS

4.1.1. Definition and scope of Statistics, Descriptive Statistics vs. Inferential Statistics, types of data: nominal, ordinal, scalar data, Qualitative and Quantitative data, Variables: Discrete vs. Continuous variables.

### 4.2. DATA ORGANIZATION

4.2.1. Raw data, Ordered Array, Frequency Distribution: type and construction of frequency distribution tables, Graphical representation of frequency distribution:

4.2.2. Histogram, Frequency Polygon, Cumulative frequency curve or the Ogives.

### 4.3. MEASURES OF CENTRAL TENDENCY AND DISPERSION

4.3.1. Arithmetic mean and its properties,

4.3.2. Median, Mode, Relationship between Mean, Median and Mode, Geometric mean, Quartiles, Deciles and Percentiles, The Range, Quartile Deviation,

4.3.3. Mean Deviation, Variance, Properties of Variance, Standard Deviation, Application of Standard Deviation,

4.3.4. Relationship between the measures of dispersion, Coefficient of variation.



#### **4.4. MEASURES OF SKEWNESS AND KURTOSIS**

- 4.4.1. Pearsonian Measure of Skewness,
- 4.4.2. Bowley's Measure of Skewness,
- 4.4.3. Moment Coefficient of Skewness,
- 4.4.4. Moment Coefficient of Kurtosis,
- 4.4.5. Percentile Coefficient of Kurtosis.

#### **4.5. ANALYSIS OF MULTIVARIATE DATA**

- 4.5.1. Bi-variate data and scatter diagram,
- 4.5.2. Principle of least square and curve fitting,
- 4.5.3. Correlation and regression, partial and multiple correlation coefficients.

#### **4.6. THEORY OF PROBABILITY**

- 4.6.1. The nature of probability, some important definitions and examples, Basic rules of probability,
- 4.6.2. Theorems on probability (without proof).

#### **4.7. PROBABILITY DISTRIBUTIONS**

- 4.7.1. Random variables, Discrete probability distributions (without proof):
- 4.7.2. Binomial distribution, Poisson distribution, Continuous probability distributions (without proof):
- 4.7.3. Uniform distributions, exponential and normal distributions.

#### **4.8. SAMPLING DISTRIBUTIONS**

- 4.8.1. The rationale for sampling, Sample statistics,
- 4.8.2. Random Sampling, sampling distributions,
- 4.8.3. sampling distributions of the Mean, sample variance from a normal population.

#### **4.9. HYPOTHESIS TESTING**

- 4.9.1. The rationale for hypothesis testing, general procedure for hypothesis testing, the null and alternative hypothesis,
- 4.9.2. One-tailed and Two-tailed tests, Errors in hypothesis testing, Critical region, level of significance of a test.

#### **4.10. TIME SERIES**

- 4.10.1. Calculation of Trends using moving average linear trend by method of least square,
- 4.10.2. Exponential Trends (of the form  $Y=ab^x$ ). Shifting of trends origin. Conversion of annual trends values to monthly values. Measurement of Seasonal variation by ratio to trend method.
- 4.10.3. Deseasoning of the series. Forecasting.

#### **4.11. List of Practical**

1. Statistical functions in Excel.
2. Calculation of various measures for a given set of data using Excel.
3. Charts and graphs in Excel

4. Multiple correlation using Excel
5. Regression and multiple regression in Excel
6. Defining variables and data entry in SPSS
7. Data manipulation in SPSS
8. Descriptive statistics, correlation and regression using SPSS
9. Graphs and charts using SPSS
10. Comparison of means and interpretation of P-values using SPSS

## 5. Reading List

### 5.1. Essential Reading

- Hooda,R.P. (1994). *Statistics for Business and Economics*. Macmillian India Ltd.
- Braverman,J. D. (1978). *Fundamentals of Business Statistics*. New York:Academic Press Inc.
- KennyJ. F., and Keeping, E. S. (1974). *Mathematics of Statistics, Volume 1*. (3rd edn.). Affiliated East-West Press Pvt. Ltd.
- Freund, J. E. (2001). *Mathematical Statistics*. (5th edn.). PHI
- Mood, A. M, Graybill, F. A, and Bose,D. C. (2001). *Introduction to the theory of Statistics*. (3rd Edition). TMH.
- Field,A. (2009). *Discovering Statistics Using SPSS (Introducing Statistical Method*.(3rd edn.). Sage Publications Ltd.

### 5.2. Additional Reading:

- Walpole,R. E., Myers,R. H., Myers,S. L. and Ye, K. (2001). *Probability and Statistics for Engineers and Computer Scientists*. (7th edn.). Pearson Education.
- Murray, R.S. (1982). *Theory and problems of Probability and Statistics*.Schaum's outline series.
- Goon, A.M., Gupta, M.K., and Das, G.B. (2002). *Fundamentals of Statistics-Volume I and II*. (5th Revised Edition). World Press Pvt. Ltd.
- Sheldon, M.R. (2007). *Introduction to Probability Models*. (9th Edition). Academic Press

**Date: February 2013**

<b>Module:</b>	<b>SCP201 Social Change</b>
<b>Programme:</b>	BA in Political Science and Sociology
<b>Credit Value:</b>	12
<b>Module Tutor:</b>	

### 1. General Objective

The central goals for this module are to help students develop the sociological skill to analyze and understand social change, both in the short-term and the long-term. It is expected that students' current ideas about social change will transform over time, particularly as they progress through college and as they continue to study sociology. By learning to think about, analyze, and understand processes of social change students will be well prepared to adjust to changing social conditions and to contribute meaningfully to public deliberations on the topic. This is especially valuable and useful skill in that Bhutan is living an era of very rapid social change, which will probably continue throughout their lifetimes.

### 2. Learning Outcomes

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

- Critically compare and contrast various grand visions of social and historical change

- Critically employ concepts such as social process, development, progress, social time, and globalization.
- Examine the role of individual agency, social structure, ideas and norms, social movements and revolutions in social change.
- Apply theories and concepts when analyzing crucial social changes and social transformations.
- Critically assess the relationship between the media and public opinion.
- Examine the issues related to social change.
- Gain a clear understanding of the three central theories of modernization, dependency and world-system theory.
- Determine the role of Social, human and economic Capital in Social Change.

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	20
Assignment	4	40
<b>Total Credit hours for the semester</b>		<b>120</b>

### 4. Assessment Approach

A: Assignment: Portion of Final Marks: (20%)

There will be one assignment with the weightage of 20 percent (20X1=20%).

1. Content: 10%
2. Organization: 5%
3. Referencing: 2.5%
4. Language: 2.5 %

B: Mid-Semester Examination: Portion of Final Marks: (20%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (20%)

Students have to make one presentation based on the topic distributed by the module tutor with consultation with the students.

1. Introduction of topic / Development of topic: 10%
2. Ability to engage and involve audience: 2.5%
3. Use of visual aids: 2.5%
4. Answering questions appropriately from the audience: 2.5%
5. Conclusion of topic: 2.5%

D: Semester-end Examination: Portion of Final Marks: (40%)  
Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
D. Written assignment	1	20%
E. Assignment presentation	1	20%
F. Mid-semester exam	1	20%
D. Semester-end- Examination	1	40%

## 5. Subject Matter

### 5.1. UNIT I: Social Change: What is social change? Factors of social change;

- 5.1.1. Approaches to study social changes (evolutionary, conflict, cultural Feminist and structural approaches);
- 5.1.2. Causes of social change: culture and change; conflict and change; ideas and change, the natural environment and change, demographic change;
- 5.1.3. Components of social change (Population size, growth (birth, death and Migration)

### 5.2. UNIT II: Theories of social change: Two dimensions of society (static and dynamic) and Classical models of social change; Historical vs. evolutionary model;

- 5.2.1. Marx: Conflict and revolution; class conflict; (haves or capitalist and have nots or bourgeoisies) in terms of allocation of resources.
- 5.2.2. Durkheim: integration and differentiation;
- 5.2.3. Weber: Rationalization and domination

### 5.3. UNIT III: Collective Behavior and social change:

- 5.3.1. Types of social movement; Characteristics of social movement; old and new social movement; reform movements; revolutionary movements; resistance movements; alternative movements; rebellion; movement as Engines of social change; stages of social movement; theories of social movement: deprivation theory – Karl Mark; structural-strain theory- Neil Smelser; mass-society theory- William Kornhauser.
- 5.3.2. Origin or sources of social movement; Leadership and ideology of movements; theoretical perspectives on social movement.

### 5.4. UNIT IV: Modernity and social change:

- 5.4.1. Modernity: key dimensions of modernization and theories of social change;
- 5.4.2. Post modernity, globalization as a social change; Role of Media in social change

## 6. Reading List

### 6.1. Essential Reading

- Bezburuah, K.C. (2008). Applying the Congruence Model of Organizational Change in Explaining the Change in the Indian Economic Policies. . *Journal of Organizational Transmission and Social Change*, Vol. 5, No. 2
- Chow, E.N. ( 2003). Globalization Matters: Studying Globalization and Social Change in the 21<sup>st</sup> Century. *International Sociology*, Vol. 18 (3)
- Dasen, P.R. (2000). Rapid Social Change and the Turmoil of Adolescence: A Cross Cultural Perspective. *International Journal of Group Tensions*, Vol. 29.
- Sen, Amartya (2013). *Development as Freedom*: Oxford University Press

Deshpande, S. (1997), "From Development to Adjustment :Economic Ideologies The middle class and 50 years of independence"; in *Review of Development and Change*, 11(2):294-318. Dube, S.C., (1973), *Modernization and Social Change in India*.  
 Gupta, Dipankar, 2000, *Mistaken Modernity: India Between Worlds*, Harper Collins Publishers.  
 Singh, Yogendra, 1993, *Social Change in India: Crisis and Resilience*, Har Anand.  
 Srinivas, M.N., (1956), "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Vol. 15, No. 5, pp. 481-496.

## 6.2. Additional Reading

Cavanagh, J., & Mander, J. (eds.). (2004). *Alternatives to Economic Globalization: A Better World is Possible*. San Francisco: Berrett-Koehler Publishers, Inc.  
 Eldridge, John, (eds.). (1993). *Getting the Message: News, Truth and Power*. New York: Routledge.  
 Ritzer, G. (eds.). (2000). *The Macdonalization of society, New century*. Pine Forge Press: Thousand Oaks, California  
 Sztompka, P. (1994). *The Sociology of Social Change*. Cambridge, MA: Blackwell.

**Date: August 2015**

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**Module:** PTH202 Modern Political Thought

**Programme:** B.A. Political Science and Sociology

**Credit Value:** 12

**Module tutor:**

### 1. General Objective

This module will extend the nature and scope of political thought from Western to Eastern contemporary thinkers. It aims to develop an understanding of the evolution, development and the passage of political thought in search of solutions to the crises faced by State and society.

### 2. Learning outcomes

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

- Critically maintain the link with the ideas and concepts developed by Plato through Rousseau to the Frankfurt school.
- Explain the development of political thought from the Ancient Greeks through the *Ancient Regimes* of Europe to liberal democracy in the contemporary period.
- Connect the historical thoughts with one's contemporary context.
- Describe the nature of modern state as informed by contemporary thinkers and their milieu.
- Identify the conceptual basis of modern regimes.
- Evaluate liberal hegemony in the western political thought
- Analyze the use of political thought in political processes

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60

Tutorial	1	15
Assignment	1	15
Independent study	2	30
<b>Total</b>		<b>120</b>

#### 4. Assessment

There will be both formative and summative assessments as follows:

##### A. Written assignment: Portion of final mark: 25%

Following criteria will be used to assess the written assignments:

1. Content - 10 marks
2. Organization – 5 marks
3. Referencing - 5 marks
4. Language - 5 marks

##### B. Mid-term Exam: Portion of the final mark: 20%

The exam will be conducted when 50% of the module content is covered. Students will attempt short and long-answer questions with total marks of 50.

##### C. Assignment presentation: Portion of final mark: 15%

Each student will present their written assignment in the class for 20 minutes. He/she will provide a precise summary of the assignment by highlighting key issues and explaining the underlying themes. Following criteria will be used to assess the written assignments:

1. Content and organization – 10 marks
2. Delivery/Preparedness – 5 marks
3. Audience engagement/Use of visual aids – 5 marks

##### D. Semester End Examination: Portion of the final mark: 40%

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	25%
B. Oral presentation	1time	15%
C. Mid-term exam	1 exam	20%
D. Semester end examination	1 exam	40%

**Pre-requisite:** PTH101 Classical Political Thought

#### 5. Subject matter

##### 5.1. Unit I: Modern Political Philosophies:

- 5.1.1. Kant: Idealism, and Philosophy,
- 5.1.2. Hegel: Logic, and Dialectic,
- 5.1.3. Schopenhauer: Will, and Idea,
- 5.1.4. Nietzsche: criticisms of the romantics or aristocratic anarchism, criticism of religions and philosophies, ethic, and the superman,

- 5.1.5. Bentham: principle of utility: a principle to reform the legal system to suit the bourgeois interests,
- 5.1.6. J. S. Mill: utilitarian principle, individualism, liberty, and radicalism,
- 5.1.7. T.H. Green: Uncommon common good, philosophy of state, as a liberal,
- 5.1.8. Karl Marx: philosophy of life: dialectical materialism, view of history: historical materialism, economic theory, theory of surplus value,
- 5.1.9. Lenin: theory of the revolutionary party and of capitalist imperialism.

## 5.2. Unit II: Modern Political Thought: East

- 5.2.1. Mahatma Gandhi: Truth and Non-violence, Satyagraha, and state committed to Sarvodaya, Ambedkar's critique of Gandhi, Social and Political Ideas of Ambedkar.
- 5.2.2. M.N. Roy: Marxism, and Radical Humanism,
- 5.2.3. Jawaharlal Nehru: pragmatism, state, economic planning, democracy, and internationalism, influence on Bhutan, Jigme Dorji Wangchuck: an agent of development and modern Bhutanese state

## 5.3. Unit III: Introduction of concept:

- 5.3.1. Selected ideas on the concept of Power: Frankfurt School: Marcuse, Adorno, and Horkheimer;
- 5.3.2. Michel Foucault and Robert Nozick. Structuralism: Foucault. Neo-Marxist versus Structuralism.

## 5.4. Unit IV: Contemporary Political Philosophy: East

- 5.4.1. Communism with Chinese Characteristics, Islamic radicalism versus Sufism,
- 5.4.2. DrukGyalpo Jigme Singye Wangchuck: Philosophy of Gross National Happiness.

## 6. Reading List:

### 6.1. Essential reading

- Adams, I. & Dyson, D.R. (2007). *Fifty Major Political Thinkers* (2<sup>nd</sup> Eds.). Oxon: Routledge.
- Ahmad, O. (2013). *The Kingdom at the Centre of the World: Journeys into Bhutan*. Aleph Book Company.
- Allen, W. W. (2004). *Karl Marx* (2<sup>nd</sup> ed.). London: Routledge.
- Chakrabarty, B. & Pandey, R. K. (2009). *Modern Indian Political Thought*. New Delhi: Sage Publications India Pvt. Ltd.
- Cohen, M. (2001). *Political Philosophy from Plato to Mao*. London: Pluto Press.
- G.H. Sabine, (1973). *A History of Political Thought*. Delhi: OUP
- Hampsher-Monk, I. (2015) *A History of Political Thought: Major Political Thinkers from Hobbes to Marx*. Oxford: Blackwell Publishing Ltd.
- Meredith, R. (2008). *The Elephant and the Dragon: The Rise of India and China and what it means for all of us*. New York, NY: W. W. Norton & Company.

### 6.2. Additional Reading

- Kinga, S. (2009). *Polity, Kingship and Democracy*. Thimphu: Bhutan Times Limited.
- McClelland, J. S. (2005). *A History of Western Political Thought*. London: Routledge.
- Mukherjee, S. & Ramaswamy, S. (2005). *A History of Thought: Plato to Marx*. New Delhi: Prentice Hall of India.
- Nehru, J. (2012). *Discovery of India*. New Delhi: Penguin Books India.
- Parekh, B. (1991) *Gandhi's Political Philosophy*. New Delhi: Palgrave Macmillan
- Parmanand. (1992). *The Politics of Bhutan: Retrospect and Prospect*. Delhi: Pragati Publications.
- Russell, B. (1972). *The History of Western Philosophy*. New York: NY: Simon and Schuster.

Sayyid Hassan Islami, S. H. & Khomeini, I. (2002). *Ethics and Politics*. The Institute for Compilation and Publication of Imam Khomeini's works.

Schram, S. (1989). *The Thought of Mao Tse-Tung*. Cambridge: Cambridge University Press.

Sinha, A.C. (2001). *Himalayan Kingdom Bhutan: Tradition, Transition, and Transformation*. New Delhi: Indus Publishing Company.

**Date December 2015**

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**Module:** PCP201 Comparative Government and Politics

**Programme:** B.A. Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General Objective

The module will cover the study of the political systems and major constitutions of the world by adopting a comparative approach that will cover the constitutional and legal provisions, the ideological basis, the institutional arrangements and the social and economic backgrounds in order to enable students to understand the differences and similarities between the various constitutional arrangements. The module also aims to develop students' understanding of the evolution of the political systems and major constitutions of the world through an emphasis on the historical and political backgrounds of individual constitutions. Furthermore, the political institutions will be studied in the light of the political process to help students gain an understanding of the dynamics of actual politics and policy making.

### 2. Learning outcomes

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

- Explain the evolution of comparative politics as a discipline.
- Evaluate critically the major political systems of the world
- Analyze the concept of governance in relation to developing countries.
- Differentiate between various types of political regimes.
- Define the concept of party system and pressure groups.
- Explain the political culture of world politics
- Identify some Bhutanese political trends and culture

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Written assignment	1	15
Independent Study	2	30
<b>Total Credit hours for the semester</b>		<b>120</b>

### 4. Assessment Approach

A: Assignments: Portion of Final marks: (40%)



There will be two assignments. First assignment will be during the first half of the semester and 2nd during the second half the semester with weighting of 40 percent.

B: Mid-Semester Examination: Portion of Final Marks: (15%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (15%)

Students have to make one presentation based on the topic distributed by the module tutor.

D: Semester-end Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Areas of assignments	Quantity	Weighting
A. Written Assignment	2 Assignment	40%
B. Assignment presentation	1 presentation	15%
C. Mid-semester exam	1 Exam	15%
D. Semester-end- Examination	1 Exam	30%

**Pre-requisite:** SPT102 Introduction to Political Science

## 1. Subject matter

### 4.1. Unit I: Comparative Politics:

- 4.1.1. Evolution; historical development of comparative politics in the post war era
- 4.1.2. Meaning, Nature and Scope of comparative politics
- 4.1.3. Modern Approaches and Methods; behavioral, traditional, structural-functional, systems approach.

### 4.2. Unit II: Issues in Comparative Politics:

- 4.2.1. Why Governments? – Importance of the role of government and the need for the government and defining government
- 4.2.2. Why we compare? – Describe, explain and predict the different systems
- 4.2.3. How we compare? – Seven fold classification of political system
- 4.2.4. Systems, environments and interdependence – system, structure and function of the political systems.

### 4.3. Unit III: Government and Policy:

- 4.3.1. Constitution and the legal framework: constitutions, judicial review, constitutional courts, judicial activism, independence and recruitment,
- 4.3.2. Administrative law, law in new democracies, law in authoritarian states, and international law.
- 4.3.3. Federal, Unitary and local government: Federalism, Federal-state relations, Assessing federalism, Unitary government, Local government, Subnational government in new democracies, and Subnational government in authoritarian states.
- 4.3.4. Legislature: structure, function, recruitment, legislatures in new democracies, and legislatures in authoritarian state.

4.3.5. Executive: Political Executive, Presidential government, Parliamentary government and semi-presidential government, the executive in new democracies, and the executive in authoritarian states.

4.3.6. Bureaucracy: evolution, recruitment, organization, accountability, new public management, bureaucracy in new democracies, bureaucracy in authoritarian states, bureaucracy and democracy.

#### **4.4. Unit IV: Political systems:**

4.4.1. Evolution of the constitution, Ideological basis, Characteristics of the constitution,

4.4.2. Institutional arrangements-executive, legislature, judiciary,

4.4.3. Political Participation-Parties and Pressure Groups.

4.4.4. The Electoral process of the following: United States of America, United Kingdom, India, China, South Africa,

4.4.5. Features of Non Western Political System (Developing countries like Thailand, Cambodia etc).

#### **4.5. Unit V: Political Culture:**

4.5.1. An Introduction to: Civic culture: Meaning, nature and scope.

4.5.2. Political trust and social capital: Meaning, nature and scope.

4.5.3. Post materialism: Meaning, nature and scope.

4.5.4. Political culture in New Democracies: Meaning, nature and scope.

4.5.5. Political culture in authoritarian states: Nature and scope.

4.5.6. Political socialization: Meaning, nature and scope.

### **5. Reading List**

#### **5.1. Essential Reading**

Almond, (2000), Comparative Politics Today: A World View. New York: Harper.

Almond, G.A. (1972), Comparative Politics. Boston: Addison Wessely.

Harrop, M. & Hague, R. (2013). Comparative Government and Politics. London: Palgrave Macmillan.

Hutchison, H. C., (1973), An Introduction to Chinese Politics. London: David and Charles.

Kavanagh, D. (2000), British politics: Continuities and Change. New York, NY: Oxford University Press.

Landman, T. (2008). Issues and Methods in Comparative Politics: An Introduction (3<sup>rd</sup> ed.). Oxon: Routledge

**Date: December 2015**

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**Module:** RSM301 Research Methods

**Programme:** BSc Life Science

**Credit Value:** 12

**Module Coordinator:**

#### **1. General Objective**

This module aims to develop students' skills in conducting research and in utilizing quantitative and qualitative research tools. It will prepare students for research by acquainting them to the research

processes including hypothesis development, research designing, data collection methods, designing of questionnaires and their administration. Application of sampling techniques, statistical methods in data reduction and analysis, as well as formatting and styling of research report will also be stressed.

## 2. Learning Outcomes

On the completion of this module, learners are expected to:

- demonstrate proficiency in basic and selected quantitative and qualitative research tools
- apply research tools in conducting research
- be proficient in reviewing literature sources and formulate research problems, questions and hypotheses and design research experiments
- apply research methods, collect and analyse data
- apply relevant statistical tools in research work
- write research reports

## 3. Learning and Teaching Approach

The module will be delivered in 15 teaching weeks as per the following:

- 3 hours/wk of lecturing on the theory component;
- 1 hour/wk of tutorial
- The students are required to undertake independent research projects to sharpen their research skills.

## 4. Assessment

End of semester examination:

Theory 40%

Continuous Assessment:

Project proposal writing 20%

Data analysis 30%

Assignment 10%

**Prerequisite:** AMT202 Foundation of Statistics

## 5. Subject Matter:

### 5.1. Introduction

5.1.1. Research: The concept

5.1.2. Types of research: applied and fundamental research; scientific and social research, processes and characteristics, comparisons and deficiencies

5.1.3. Scope and purpose of research

### 5.2. Review of Literature

5.2.1. Concept and need for review of literature

5.2.2. Composing bibliography from different sources

5.2.3. Reviewing the literature in the bibliography; footnotes, references, and presenting bibliography (with emphasis on the APA Format)

### 5.3. Problem, Theoretical Framework and Hypothesis

5.3.1. Problem identification and formulation

5.3.2. Theoretical framework

5.3.3. Formulation of research questions; hypotheses and statements

## 5.4. Research Design

5.4.1. Importance of research design

5.4.2. Elements of the research design

5.4.3. Types of research design: exploratory, historical, descriptive, developmental, case study, survey, casual-comparative, experimental, quasi-experimental, and action research designs; common sources of error in research design

## 5.5. Qualitative Methods of Research

5.5.1. Rapid assessment; focus group discussion; case history; key informants

## 5.6. Data Collection:

5.6.1. Use of secondary data

5.6.2. Collection of primary data: observation, interview, questionnaire; questionnaire design; field-work planning

## 5.7. Data Analysis

5.7.1. Data Presentation: tables; graphs and diagrams

5.7.2. Statistical analysis of data: use of descriptive and inferential tools, computer entry and output generation, utility of statistical software viz. SPSS, Nudist with specific reference to the field of study/programme.

## 5.8. Report Writing

5.8.1. The report format and types of report

## 6. Reading list

### 6.1. Essential reading

Grix, J. (2002). *The foundations of Research*. Palgrave Foundations. New York. (accession no.001.4 GRI)

Kerlinger, F. N.(2000).*Foundations of Behavioural Research*. New Delhi: Surjeet Publications.

Jerrold, H. Z. (2010). *Biostatistical Analysis*.USA:5/E, Pearson, Northern Illinois, University.

Field, A. (2009).*Discovering Statistics Using SPSS*. India:Sage Pub.

### 6.2. Additional reading

Wolf, H. K. and Pant,P. R. (2002). *Social Science Research and Thesis Writing*. Kathmandu: Buddha Academic

Punch, K. F. (2005).*Introduction to Social research: Qualitative and Quantitative Approaches*. London: Sage Publication.

Ghosh, B. N. (2007).*Scientific Method and Social Research* (Revised edition). New Delhi: Sterling Publishers Pvt. Ltd.

Cozby, P. C. (2001).*Methods in Behavioural Research* (seventh edition). Mayfield Publishing Co.

Kumar, R. (2005).*Research Methodology: A Step By Step Guide for Beginners, (Second edition)*

**Date: February 16, 2013**

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**Module:** SPT204 Classical Social Theory

**Programme:** BA in Political Science and Sociology

**Credit value:** 12

## Module Tutor:

### 1. General Objective

The module will introduce students to the classical social theories that have guided the study of sociology. It will cover the work of foundational thinkers from the 1800s to early 1900s who have shaped subsequent social thought in the West. Students will be exposed to classical sociological theorists as Auguste Comte, Karl Marx, Herbert Spencer, Emile Durkheim, Max Weber, Georg Simmel, and Vilfredo Pareto along with less frequently mentioned women theorists and others such as W.E.B. Du Bois, Marianne Weber, Charlotte P. Gilman, and Rosa Luxemburg.”

### 2. Learning Outcomes

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

1. Articulate what theory is and how it is used
2. Construct an outline of the history of sociology and social sciences
3. Identify and describe the intellectual foundations of sociological theory.
4. Examine analytical tools used in various traditions of social theory
5. Apply different social theoretical approaches to understand society, social problems and issues
6. Demonstrate ability to analyse works by classical thinkers
7. Evaluate competing theoretical perspectives logically and with relevant empirical evidence
8. Compare and contrast the basic theoretical perspectives of sociology

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Class Debates	1	15
Written assignment	2	30
Independent study	2	30
Total		120

### 4. Assessment approach

Assessments will be carried out on a continuous basis through the following assignments:

#### A. Mid-semester exam: Portion of the final mark: 20%

Two tests will be conducted in this module. The first test will take place on Week 6 and is worth 10% of the final marks. The second test will be conducted on Week 11 and will be worth 10% of the final marks.

#### B. Writing assignment: Portion of the final mark: 15%

Writing assignment will involve selecting a theorist and writing a paper arguing for their choice. The essay should be 2000 words long and will be graded on following:

- 8% - Content (understanding of the subject, relevance of information)
- 4% - Critical evaluation and discussion of evidence with examples
- 3% - Grammar and style

#### C. Oral Presentation and discussion: Portion of the final mark: 15%

Oral presentation and discussion will be for 25 minutes. Students will work in groups of 2 – 3 students each for this part of the assessment. The assessment will be graded as follows:

- 2.5% - Delivery
- 8% - Content
- 2% - Organization

2.5% - Enthusiasm/Audience Awareness

**D. Class debate: Portion of the final marks:10%**

Series of debates on various social theories and issues will be conducted in the class. It will be a structured sociological discussion where students are expected to represent and articulate differing theoretical perspectives.

- 2% - Reasoning
- 2% - Clarity and understanding of topic
- 2% - Use of facts/examples/statistics
- 2% - Rebuttal
- 2% - Teamwork and respect for others

**E. End-semester examination: Portion of the final marks: 40%**

End semester examination will be conducted after the completion of Week 15. A mix of short answer and essay questions will be asked. Questions will cover all the subject matter of the module. The examination will be for three hours for a total of 100 marks.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Mid-semester examination	2	20%
B. Writing assignment	1	15%
C. Oral presentation of readings	1	15%
D. Debates	1	10%
E. End-semester examination	1	40%

**Pre-requisite:** None

**5. Subject matter**

**5.1. Unit I: Precursor to Sociological Theory**

- 5.1.1. What is enlightenment? – Kant: Historical context; Reason and scientific revolution; Conservative reaction;
- 5.1.2. The wealth of nations – Smith: Division of labour;
- 5.1.3. Democracy in America and India: Individualism and democratic countries

**5.2. Unit II: Sociological Theory – Marx and Engels**

- 5.2.1. Alienation; definition and types of alienation
- 5.2.2. History of class struggle: dialectical materialism
- 5.2.3. Capitalism and the labour process: Labour theory of value

**5.3. Unit III: Sociological Theory of Emile Durkheim**

- 5.3.1. Society and Social facts: defining, types, rules for observation of society and social facts, characteristic and criticism
- 5.3.2. Solidarity and modern life: the of Division of labor in society, function of the division of labor -Mechanical and Organic solidarity
- 5.3.3. Egoism and anomie: concept and types, suicide

**5.4. Unit IV: Sociological Theory of Max Weber**

- 5.4.1. Method of social science: objectivity in social science

5.4.2. Religion and rationality: Type of rationality, religious rationalization- the protestant ethics and the spirit of capitalism.

5.4.3. Bureaucracy and Politics: type of authority and principles of bureaucracy

### 5.5. Unit V: Self and Society in classical sociological theory

5.5.1. The self and the stranger: self and society, I and the me, the strange

5.5.2. Development of individuality: Group expansion and the transformation of social bonds, relation between personal and collective individuality. Stages of social commitment, freedom and individuality.

## 6. Reading List

### 6.1. Essential reading:

Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Classical Sociological Theory* (3 edition).

Chichester, West Sussex, Malden, MA: Wiley-Blackwell. (This book contains the original writings)

Hadden, R. W. (1997). *Sociological Theory: An Introduction to the Classical Tradition*. Peterborough, Ont.: University of Toronto Press, Higher Education Division.

### 6.2. Additional reading

Ashley, D., & Orenstein, D. M. (2004). *Sociological Theory: Classical Statement*. (6<sup>th</sup> Eds.). Boston: Pearson.

**Date: December 2015**

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**Module:** PBT202 Government and Politics in Bhutan

**Programme:** B. A. Political Science and Sociology

**Credit value:** 12

**Module tutor:**

### 1. General objective

The module aims to explore the study of governance, governing ideologies, institutions, and groups that constitute the Bhutanese Government and Politics. It will also include the political system covered through the study of the Constitution, legal system, political parties and political milieu.

### 2. Learning outcomes

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

- Analyze correctly the development of democracy in Bhutan
- Analyze the Constitution of Bhutan.
- Examine major political problems in Bhutan
- Compare the Bhutanese constitution with the constitution of another constitutional monarchy such as UK and Denmark
- Describe the roles of state and local governments in the Bhutanese Political System
- Evaluate the development, functioning and the consequences of political parties in Bhutan

- Assess the basic legal framework of Bhutan.

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Independent study	1	15
Tutorial	1	15
Written assignment	1	15
Workshop and presentation	2	30
Total		120

### 4. Assessment Approach

A: Assignment: Portion of Final Marks: (30%)

There will be two assignments. First assignment will be during the first half of the semester and 2nd during the second half the semester with weightage of 15 percent (15X2=30%).

Students will write a 1000 word essay on, which will be assessed on the following criteria:

- 8% - Content (understanding of the subject, relevance of information)
- 5% - Critical evaluation and discussion of evidence with examples
- 2% - Use of proper academic style
- 1% - Grammar and syntax

B: Mid-Semester Examination: Portion of Final Marks: (20%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Presentation: Portion of Final Marks: (10%)

Students have to make one presentation based on the topic distributed by the module tutor for 20 minutes. Following criteria will be used to assess the written assignments:

1. Content and organization – 5 marks
2. Delivery/Preparedness – 3 marks
3. Audience engagement/Use of visual aids – 2 marks

D: Semester-end Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
A. Written assignment	2	30%
B. Mid-semester exam	1	20%
C. Presentation	1	10%
D. Semester-end- Examination	1	40%

### 5. Subject matter

#### 5.1. Unit I-Recent Political History

5.1.1.Importance of Monarchy: History of Monarchy, Contribution of Monarchy, Role of Monarch in democratic transition.



5.1.2. Religion and Politics: role of religion in public deliberation.

5.1.3. Development of Democracy in Bhutan: evolution nature of democracy in Bhutan, type of democracy in Bhutan

## **5.2. Unit II: The Constitution**

5.2.1. Preamble

5.2.2. Fundamental Rights and Duties,

5.2.3. Legislature, Executive and Judiciary,

5.2.4. Monarchy,

5.2.5. Election,

5.2.6. Bureaucracies and Other institutions

## **5.3. Unit III: Fundamentals of the legal system of Bhutan:**

5.3.1. Hierarchy of courts: Supreme Court, High court, Dzongkhag court and Dungkhag court.

5.3.2. Different types of courts in Bhutan

5.3.3. Civil and criminal procedures Acts: Case studies from Bhutan

5.3.4. Penal code of Bhutan: Case studies from Bhutan

5.3.5. Judicial service Act

## **5.4. Unit IV: Party system in Bhutan**

5.4.1. Genesis of party system: Historical development of party system in Bhutan

5.4.2. Type of political party registered under Election Commission of Bhutan

5.4.3. Nature and structure of political parties

5.4.4. Similarities and Ideological challenges of Party system in Bhutan

## **5.5. Unit V: Decentralization and Local Government in Bhutan:**

5.5.1. Dzongkhag: Nature and structure of Dzongkhag Tshogdu, Role and importance

5.5.2. Thromde: Nature and structure of Dzongkhag Tshogdu, role and importance.

5.5.3. Gewog: Nature and structure of Gewog Tshogde, role and importance

## **5.6. Unit VIII: Politics of three arms of the Government and its impact on governance:**

5.6.1. Local Government Act (2009)

5.6.2. Tobacco Control Act of Bhutan (2010)

5.6.3. A case study on politics in action using the Vehicle Tax Act

5.6.4. Anti-corruption Act 2006

5.6.5. Cooperative Act 2001

5.6.6. Civil Society Organization and other recent important acts

## **5.7. Unit IX: A comparative study of some constitutional Monarchies:**

5.7.1. Denmark and the United Kingdom

## 6. Reading List

### 6.1. Essential reading

- Aris, M. (2005). *The Raven Crown: The Origins of Buddhist Monarchy in Bhutan*. Chicago: Serindia Publications.
- Gupta, B. S. (1999). *Bhutan Towards a Grass-root Participatory Polity* (1 edition). Delhi: South Asia Books.
- Kinga, S. (2009), *Polity, Kingship and Democracy; A biography of the Bhutanese States*.
- Parmananda (1991) *The Politics in Bhutan*, Sage Publications, Delhi.
- Phuntsho, K. (2013). *The History of Bhutan* (1 edition.). Vintage Books/Random House India.
- The Constitution of the Kingdom of Bhutan, 2005*  
Centre for Bhutan Studies publications and Government Documents.

### 6.2. Additional readings:

- Kohli, M. S. (2004). *Bhutan A Kingdom in the Sky* (1st edition). New Delhi: Vikas Publishing House.
- Sinha, A. C. (2002). *Himalayan Kingdom Bhutan*. New Delhi: Indus Publishing Company

**Date December 2015**

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<b>Module:</b>	<b>PWH201 World Political History</b>
<b>Programme:</b>	B.A. Political Science and Sociology
<b>Credit value:</b>	12
<b>Module tutor:</b>	

### 1. General objective

This module aims to define world politics, starting at the late middle Ages, until the end of cold War. In the first part of the module students will learn about Europe's transition from feudalism to capitalism and the implications this had on the rest of the world. The module makes the link between the emergence of capitalism, imperialistic policies of European nations, and the nation-state system in Europe and aims to analyze the influence of national and international forces in explaining the creation, growth and dominance of the capitalistic, liberal world order. The second part of the module talks about the decline of this system of international relations, starting with the movement towards World War I, the independence struggles in Asia and the Americas (and later also in Africa). It explains the consequences of the loss of colonies on the economies of European nations, the interwar period and buildup to World War II. It further explains the Cold War and post-Cold war Era.

### 2. Learning outcomes

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

- Examine the impacts of Europe's transition from feudalism to capitalism on the rest of the world.
- Describe the determinants of World War I and II and their consequences.
- Identify the economic, military, and political factors that influence world politics.
- Define colonialism and neo-colonialism.
- Evaluate major crises of the cold war period with its causes, nature, results and implications.
- Analyze the causes of the end of cold war and fall of USSR and emergence of independent new nation states.

- Explain the changing dynamics of New World Order with its meaning, nature and components.

### 3. Learning and teaching approach

Lectures (60 hours)

Tutorials (15 hours)

Assignments (15 hours)

Independent study (30 hours)

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Assignment	1	15
Independent study	2	30
<b>Total</b>		<b>120</b>

### 4. Assessment

There will be both formative and summative assessments as follows:

#### A. Written assignment: Portion of final mark: 25%

Following criteria will be used to assess the written assignments:

1. Content - 10 marks
2. Organization – 5 marks
3. Referencing - 5 marks
4. Language - 5 marks

#### B. Mid-term Exam: Portion of the final mark: 20%

The exam will be conducted when 50% of the module content is covered. Students will attempt short and long-answer questions with total marks of 50.

#### C. Assignment presentation: Portion of final mark: 15%

Each student will present their written assignment in the class for 20 minutes. He/she will provide a precise summary of the assignment by highlighting key issues and explaining the underlying themes. Following criteria will be used to assess the written assignments:

1. Content and organization – 10 marks
2. Delivery/Preparedness – 5 marks
3. Audience engagement/Use of visual aids – 5 marks

#### D. Semester End Examination: Portion of the final mark: 40%

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	25%
B. Oral presentation	1 time	15%
C. Mid-term exam	1 exam	20%

D. Semester end examination	1 exam	40%
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## 5. Subject matter

### 5.1. Unit I: Europe from Middle/Medieval Ages to Modernity:

- 5.1.1. Origin and decline of the Feudal system;
- 5.1.2. Renaissance and the city-state system;
- 5.1.3. Emerge of capitalism and the nation-state system;
- 5.1.4. The increasing imperialism of European nations

### 5.2. Unit II: The World after the Industrial Revolution:

- 5.2.1. Colonization: Policies and impact;
- 5.2.2. Decline of the imperialist world order: Causes, Impacts;
- 5.2.3. War: Ethics of War and Peace, Just War Theory, Realism, Pacifism;
- 5.2.4. World War I: Causes, Events, aftermath, importance;
- 5.2.5. The interwar period, Peace settlement, Idealism;
- 5.2.6. World War II: Causes, events aftermath, Importance,
- 5.2.7. Twentieth century classical realism: E.H. Carr & Hans Morgenthau

### 5.3. Unit III: The Cold War:

- 5.3.1. Decolonization and newly independent States; Impact on international politics;
- 5.3.2. US-USSR rivalry; Globalized conflict; bipolar world; systemic conflict; new form of arms race: Weapons of Mass Destruction, Mutual Assured Destruction, Balance of terror; concept of deterrence.
- 5.3.3. Disarmament treaties: Nuclear non Proliferation Treaty, Biological weapons convention, SALT I and II, ABM treaty, START I, Intermediate Nuclear forces treaty, CTBT, NAM
- 5.3.4. Cold War Crises: Korean Crisis, Cuban missile crisis, Vietnam and Afghanistan - causes, events, outcome and significance.

### 5.4. Unit IV: End of Cold War and New World Order:

- 5.4.1. Causes of end of Cold War: Leadership factor, economic factor, political factor, new wave of thinking; Impact on international politics;
- 5.4.2. Break-up of USSR and Yugoslavia: Leadership factor, economic factor, political factor, nationalities factor; impact on international politics;
- 5.4.3. New World Order: Unipolarity, US Primacy and the international relations.

## 6. Reading List

### 6.1. Essential Reading

- Baylis, J., Smith, S., & Owens, P. (2014). *The globalization of world politics: An introduction to international relations*. (6th eds.). Oxford: Oxford University Press.
- Calvocoressi, P. (2000) *World politics since 1945*. London: Longman.
- Fukuyama, F. (1992). *The end of history and the last man*. New York, NY: THE FREE PRESS
- Lowe, N. (2014) *Mastering Modern World History*. London: Palgrave Macmillan

## 6.2. Additional Reading

- Griffiths, M. & O'Callaghan, T. (2002). *International relations: The key concepts*. London: Routledge
- Horne, J. (2010). *A companion to world war I*. United Kingdom: Blackwell Publishing Ltd.
- Little, R. & Smith, M. (2006). *Perspectives on world politics*. (3rd eds.). Madison Park, NY: Routledge
- Zartman, I., W. (2011). *Imbalance of Power: US Hegemony and International Order*. New Delhi: VIVA Books Private Ltd.
- Zeiler, T. W., DuBois, D. M. (2013). *A companion to world war II*. UK: Blackwell Publishing Ltd.

**Date: December 2015**

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**Module:** SCP202 Political Economy

**Programme:** B. A. Political Science and Sociology

**Credit value:** 12

**Module Tutor:**

### 1. General objective

The first part of this module aims to provide students with an understanding of the fundamental principles of different economic theories, notably economic liberalism, Marxism and institutionalism.

The second part focuses on the theories of the developmental state. How is a state, taking the lead in processes of economic development and modernization, organized? Which historical stages of development can be identified, and what kind of approaches have different states developed to deal with the challenges of modernization? Which approaches were successful, and which were not? The module focuses mainly on Asian examples, like Thailand, Asian Tigers and South Korea. At the end, the module briefly discusses the shadow side of modernization and development and possible strategies to deal with for example global warming and environmental problems, in the form of “green” and Buddhist political economic theory.

### 2. Learning outcomes

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

- Discuss the central theories of political economy: liberalism, institutionalism and Marxism.
- Explain the historical contexts of these theories
- Describe the concept of the developmental state.
- Analyze the relationship between economic development and environmental issues
- Critically assess mainstream economic thought from a Marxist, institutionalism, Buddhist and “green” perspective.
- Evaluate the Bhutanese economy system and its challenges
- Compare Bhutanese economy system with the above mentioned countries

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	40

Group discussion	1	15
Workshops and presentation	1	15
Assignment	2.3	50
Total Credit hours for the semester		120

#### 4. Assessment Approach

##### A: Assignment: Portion of Final Marks: (30%)

There will be one assignment for this module. Assignment will be graded on the following criteria:

Organization 10%- introduction, Body and conclusion

Content 15%- arguments and informed critic

Grammar and reference 5%

##### B: Group discussion: Portion of Final Marks: (5%)

At least five-group discussions will be organized for this module, a group will not consist of more than five members, and each member has to lead at least one group discussion.

##### C: Oral Presentation: Portion of Final Marks: (15%)

Students have to make one presentation based on the topic distributed by the module tutor. Presentation will be for 10 minutes.

##### D: End Semester Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
A. Written assignment	1	30%
B. Group discussion	1	5%
C. Oral presentation	1	15%
D. Semester-end- Examination	1	40%

#### 5. Subject Matter

##### 5.1. Unit I: Introduction

5.1.1. What is political economy? – Meaning, origins and scope; a variety of perspectives

5.1.2. What does it teach? – The relationship between state, market and society; a focus on issues of power, governance, institutions, regulation, distribution, conflicts

##### 5.2. Unit II: Orthodox (mainstream) approaches to political economy

5.2.1. Classical political economy – Adam Smith, David Ricardo and Thomas Malthus

5.2.2. Neoclassical political economy – or the removal of the “political” in political economy; the abstract “ideal” world of mainstream economists (i.e. market-based and without power relationships)

5.2.3. Neoliberalism – The era of the free-marketers; Milton Friedman and Robert Nozick

### **5.3. Unit III: Heterodox (alternative) approaches to political economy**

5.3.1. Marxian political economy: a critique of capitalism

5.3.1.1 Exploitation and class struggle

5.3.1.2 A theory of the world economy (hegemony, imperialism) and of the alternative – socialism (in theory and in practice)

5.3.2. Institutionalism: the economy as a system of institutions

5.3.2.1 What are institutions? Thorstein Veblen, Douglass North

5.3.2.2 The role of history and institutions in shaping the economy and economic actors

5.3.3. Keynesian political economy: the key role of the state in guiding the economy; the “macro” level of analysis

5.3.4. Feminist political economy: how economists are blind to everything that concerns women

5.3.5. Political ecology: linking political economy with the ecological; environmental degradations and environmental conflicts

### **5.4. Unit IV: The political economy of development**

5.4.1. What is development? Who guides/regulates development? Is it the state or the market?

5.4.2. What are the key policies and institutions in this process (public services and policies, market, ownership, credit)

5.4.3. Democratization – advantage and disadvantages of democratization; individual liberty vs. group liberty; the undermining of community

5.4.4. Conflicts: capital vs. labour, capital vs. nature, modernity vs. tradition, inequalities

5.4.5. Globalisation: is globalization westernizing the world? The political economy of growth: who benefits and who loses?

### **5.5. Unit V: Theories of development and case studies of various developmental states**

5.5.1. Modernization theory – the case of Thailand

5.5.2. Dependency theory – the case of Thailand

5.5.3. World system theory – the case of South Korean

5.5.4. Globalization – the “Asian Tigers”

### **5.6. Unit VI: The political economy of Bhutan**

5.6.1. The role of the state and of the market in the Bhutanese economy: overview and challenges (e.g. debt, inequalities, unemployment)

5.6.2. The GNH approach to political economy: a new macroeconomic indicator guiding policies (“narrow GNH”); the integration of the material and the spiritual (“deep GNH”); “deep GNH” as a variant of Buddhist economics

5.6.3. The current state of affair – what next?

## 6. Reading List

### 6.1. Essential Reading

Buddha, Twain & Grantham. (n.d.). Retrieved August 15, 2015, from <http://www.blackhawwealth.com/buddha-twain-grantham/>

Clapp, J. & Dauvergne, P. (2008). *Paths to a green world: The Political Economy of the Global Environment*. New Delhi: Academic Foundation.

*Ecological Buddhism: A Buddhist Response to Global Warming*. Retrieved on 5<sup>th</sup> July 2015 from <http://www.ecobuddhism.org/wisdom/interviews/sk>

Schumacher, E. (1973). *Buddhist Economics*. In *Small is beautiful; economics as if people mattered*. New York: Harper & Row.

Stilwell, F. (2011). *Political Economy, the contest of economic ideas*. (3rd eds.) Australia and New-Zealand: OUP.

Woo-Cummings, M. (1999). *The developmental state*. New York, NY: Cornell University. (selected chapters)

**Date December 2015**

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**Module:** SOS303 Crime and Deviance

**Programme:** BA in Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General Objective

This module will provide a theoretical and empirical overview of deviant behaviour. It will introduce sociological concepts necessary to understand processes and theories of deviance and explore link between deviance and social control. Then the module will identify and explain leading theories and sociological perspectives of deviance. Various forms of deviant behaviour will be examined in-depth to understand process involved in deviant behaviours such as crime, drug use, suicide and greed (elite deviance).

### 2. Learning Outcomes

On the completions of the module, the learners will be able to:

- Explain the role of biology in crime
- Use social learning theory to explain crime and deviance
- Use self-related constructs in context of deviance and crime
- Elaborate self-control theory of crime and its methodological criticisms
- Synthesize the role of strain in increasing the likelihood of crime
- Summarize the role of social labelling in development of crime and deviance
- Use social disorganization theory to explain prevalence of crime
- Examine the role of delinquent peers in crime and deviance
- Summarize the development pattern and comorbidity of substance abuse and violence
- Use maximization theory to explain greed and elite deviance
- Examine deviant behaviour such as prostitution, property and violent crime using deviant theories



### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Tutorial	1	15
Writing assignment	2	30
Independent study	2	30
Total		120

### 4. Assessment approach

#### A. Writing assignment: Portion of the final marks: 25%

Student will write a 2500 word assignment applying one of the theories of deviance to understand and explain a deviant behaviour familiar to them. Marks will be awarded on:

- 9% - Content (understanding of the subject, relevance of information)
- 9% - Critical evaluation and discussion of evidence with examples
- 4% - Use of sociological concepts
- 3% - Grammar and syntax

#### B. Oral presentation: Portion of the final marks: 10%

Student will present assigned topic to the class in groups of two. Students will be assessed as indicated below:

- 2.5% - Delivery
- 10% - Content and organization
- 2.5% - Enthusiasm/Audience Awareness

#### C. Mid-semester examination: Portion of the final marks: 10%

Class test will be conducted after the completion of Unit II. The total marks for the test will be 50 and the duration of the test will be an hour.

#### D. Reflection Paper: Portion of the final marks: (5x3)15%

Student will write 3 brief reports for 400-500 words each reacting to some ideas discussed in the class or in the assigned reading and relate them to real life circumstances or experience (not necessarily your own)

- 3% content – creative and critical reflection
- 2% understanding – demonstration of understanding of topic under consideration

#### End of semester examination: Portion of the final marks: 40%

The exam will after the completion of all the units and with total mark set at 100. The 3 hour long exam will contain both short-answer/objective type questions and long-answer questions.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Writing assignment	1	25%
B. Oral presentation	1	10%
C. Mid-semester exam	1	10%
D. Reflection paper	3	15%
E. End-semester examination	1 exam	40%

**Prerequisite:** none

## **5. Subject matter**

### **5.1. Unit I: Introduction to Deviance**

- 5.1.1. Nature and meaning of deviance: Defining deviance – normative and relativist definitions, alternative definition; Deviance in Society – norms, subcultures, Dimensions of deviance: institutionalized, individualistic, innovation, negative and positive deviance; physical deviance; the relativity of deviance, creating deviance;
- 5.1.2. Deviant events and social control: informal and formal social control; socialization; deviant socialization;
- 5.1.3. Becoming deviant

### **5.2. Unit II: Theories of Deviance**

- 5.2.1. Biosocial criminology: Genetics and crime, molecular genetics, epigenetics; Evolutionary psychology – the evolution of traits related to criminal behaviour; Neuroscience; Biosocial approaches to major
- 5.2.2. Anomie theory: Merton's social structure and anomie; social organization and crime; external restraints; reciprocity; contemporary issues and trends
- 5.2.3. Conflict theories: Cultural conflict; Class conflict; Political conflict; power theory
- 5.2.4. Labelling theory: Process triggered by labelling – deviant self-concept, processes of social exclusion, involvement in deviant groups; Empirical evidence
- 5.2.5. Control theory: defining, conceptualizing and measuring self-control; self-control and crime; sources of self-control; stability of self-control
- 5.2.6. Learning or socialization theory: differential association and reinforcement, social structure and social learning, empirical evidence, application of social learning theory
- 5.2.7. Strain theory – major types of strain; strain and likelihood of crime; characteristics of strain conducive to crime; group differences in crime; policy implication of the strain theory
- 5.2.8. Maximization Theory: The role of greed – individual personal characteristics, social control, personal controls, reward and punishment, loyalty. Maximization and property crime – fraud and maximization, deceptive advertising. Elite violent crimes – defective product and maximization, the tobacco industry. Corporation and social justice, crime prevention.

### **5.3. Unit III: Examining Deviant Behaviours**

- 5.3.1. Peers and delinquency – social influence and criminal behaviour: features of delinquent groups, importance of groups, theories of peer influence; research on peer delinquency: Street gangs
- 5.3.2. Criminal Homicide: Meaning of homicide; background of offenders; education, occupation and social class of offenders; personality factors; theoretical explanations
- 5.3.3. Violent crime: forms and incidence; characteristics of offenders; theoretical explanation of assault and robbery
- 5.3.4. Substance abuse and violence: association between alcohol and drug use and violence; alcohol related violence; drug related violence; pathways of substance use and violence; theoretical explanations
- 5.3.5. Prostitution: defining prostitution; forms of prostitution; characteristics of prostitution; careers in prostitution; theoretical examinations

5.3.6. Suicide: background; education and occupation, family experience; personal factors; situational factors; theoretical explanations

## 6. Reading list

### 6.1. Essential reading

Clinard, M. B. & Meier, R. F. (2010). *Sociology of Deviant Behaviour*.(14 Edition). Belmont, CA. Thomson Wadsworth

Krohn, M. D. (2010). *Handbook on Crime and Deviance* (2012 edition). Springer.

Robinson, M., & Murphy, D. (2008). *Greed is Good: Maximization and Elite Deviance in America*. Lanham, MD: Rowman& Littlefield Publishers.

### 6.2. Additional reading:

Curra, J. (2011). *The Relativity of Deviance*. Thousand Oaks, CA: Pine Forge Press, an Imprint of Sage Publications.

Goode, E., & Ben-Yehuda, N. (2009). *Moral Panics: The Social Construction of Deviance* (2 edition). Chichester, U.K.; Malden, MA: Wiley-Blackwell

Traub, S. H., & Little, C. B. (1999). *Theories of Deviance* (5 edition). Itasca, Ill: Cengage Learning

**Date: August 2015**

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**Module:** SPT305 Contemporary Social Theory

**Programme:** BA in Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General Objective

The module introduces sociological theories since 1930s. This module continues from where SPT202 Classical Social Theory ends. It will attempt to draw students to diverse and multifaceted theories on range of social structures such as power, production and trade that emerged after WWII. We will look at variety of contending and sometimes complementary perspectives in understanding social reality.

### 2. Learning Outcomes

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

- Identify key contemporary thinkers and their ideas
- Identify the role of theory in the social sciences, both historically and contemporarily
- Compare and contrast Foucault, Bourdieu and Habermas's theory of power and structure
- Analyze, explain, and apply key contemporary sociological theories, concept and terms
- Articulate and link modern social theories to social-political issues
- Evaluate the relationship between theorists argument and the way they use data to support those arguments
- Explore the concept of identity and trust through the lens of contemporary social theories

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	2	30

Tutorial	2	30
Written assignment	2	30
Independent study	2	30
<b>Total</b>		<b>120</b>

#### 4. Assessment approach

Assessments will be carried out on a continuous basis through the following assignments:

##### A. Mid-semester examination: Portion of the final mark: 20%

Two tests will be conducted in this module. The first test will take place on Week 6 and is worth 10% of the final marks. The second test will be conducted on Week 11 and will be worth 10% of the final marks.

##### B. Writing assignment: Portion of the final mark: 25%

Writing assignment will involve selecting a theorist and writing a paper arguing for their choice. The essay should be 3000 word long and will be graded on following:

- 8% - Content (understanding of the subject, relevance of information)
- 13% - Critical evaluation and discussion of evidence with examples
- 4% - Grammar and style

##### C. Oral presentation and discussion: Portion of final marks: 15%

Oral presentation and discussion will be for 25 minutes. Students will work in groups of 2 – 3 students each for this part of the assessment. The assessment will be graded as follows:

- 2.5% - Delivery
- 10% - Content, organization and preparedness
- 2.5% - Enthusiasm/Audience Awareness

##### D. End-semester examination: Portion of the final marks: 40%

The exam will be for three hour and the total marks will be for 100. The question will be combination of short-answer and essay questions with 40-60 weightage respectively.

Overview of assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Mid-semester examination	2	20%
B. Writing assignment	1	25%
C. Oral presentation	1	15%
D. End-semester examination	1	40%

**Prerequisite:**SPT204 Classical Social Theory

#### 5. Subject matter

##### 5.1. Unit I: Micro-Sociological Analysis

- 5.1.1. Phenomenology; meaning, nature and scope
- 5.1.2. Social construction of reality; meaning, how do we shape our realities
- 5.1.3. Presentation of self in everyday life; the impact of social interaction and relation on the concept of self
- 5.1.4. Symbolic interactionism; meaning, nature and scope

##### 5.2. Unit II: Exchange and Rationality

- 5.2.1. Social behaviour as exchange; helping, reciprocity and altruism

- 5.2.2. Exchange and power; defining and understanding the relationship between the two.
- 5.2.3. Social capital and human capital; meaning and types of capital
- 5.2.4. Collective behaviours

### **5.3. Unit III: Institutional Analysis**

- 5.3.1. Introduction: Nature of institutions, analyzing institutions and institutionalism in modern sociology
- 5.3.2. Steering action theory
- 5.3.3. Coercion and capital – formation and transformation of city and states
- 5.3.4. Organizational theory and diversity
- 5.3.5. Trust and risk

### **5.4. Unit IV: The Sociological Theory of Michael Foucault**

- 5.4.1. Truth and power; regime of truth, power as knowledge, and the relationship between power and truth establishment in the society
- 5.4.2. Discipline and punish; meaning of discipline and the use of punishment and a source of conformity. The relationship between discipline and power in post-modern era

### **5.5. Unit V: The Sociological Theory of Anthony Giddens**

- 5.5.1. Modernity and Self-Identity; the formation of identity and the use of modern society as the source of identity formation
- 5.5.2. Agency and structure; the relationship between agency and structure and its formation
- 5.5.3. Consequences of modernity and self-identity

### **5.6. Unit VI: The Sociological Theory of Pierre Bourdieu**

- 5.6.1. Structures, *Habitus*, Practices
- 5.6.2. Cultural production ; culture as the source of power

### **5.7. Unit VII: The Sociological Theory of Jürgen Habermas**

- 5.7.1. Society and the political public sphere:
- 5.7.2. Emergence and development of CSO's in Bhutan
- 5.7.3. Critical theory of society
- 5.7.4. Theory and practice

## **6. Reading list**

### **6.1. Essential reading**

- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Contemporary Sociological Theory* (3 edition). Malden, MA: Wiley-Blackwell.
- Elliott, A. (2014). *Contemporary Social Theory: An Introduction* (2<sup>nd</sup> edition). New York: Routledge.
- Giddens, A. (2013). *Modernity and Self-identity: Self and Society in the Late Modern Age*. Redwood City, CA: Stanford University Press.

### **6.2. Additional reading**

- Brooks, A. (2010). *Social Theory in Contemporary Asia*. Routledge
- Sztompka, P. (2000). *Trust: A Sociological Theory*. Cambridge University Press.

Date: December 2015

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**Module:** PCP302 Contemporary World Politics

**Programme:** B.A. Political Science and Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General objective

This module follows the subject on World Political History (PS 301) that studies world politics from the late Middle/Medieval Ages until World War II. Contemporary World Politics starts from the Second World War. It explores the structure of the previous and current world order. The module aims at identifying long term tendencies by exploring cyclical movements in world history and examining the extent to which these provide valid frames of reference. It aims to analyze connections, interactions – and discontinuities – between the political, economic, military, and ideological factor and how these forces influence, reinforce, or contradict one another. The module also intends to develop students' capacity to analyze and predict future trends in world politics.

### 2. Learning outcomes

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

- Analyze world political history after World War II
- Identify the forces behind the end of Cold War and its influence on rest of the world
- Identify the problems that emerged after the fall of Berlin Wall and the rise of the US as an economic-political superpower
- Describe the challenge of today's world order
- Explain the contemporary issues in world politics
- Analyze some rudimentary solutions to the major world problems
- Relate Bhutanese's issues with the world politics

### 3. Learning and teaching approaches

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Group discussion	1	15
Independent Study	2	30
<b>Total Credit hours for the semester</b>		<b>120</b>

### 4. Assessment Approach

A: Assignments: Portion of Final marks: (30%)

There will be one assignment for this module; the topic of the assignment will focus on the contemporary world political issues. Assignment will be marked on:

Organization 10%

Content 15%

Grammar and reference 5%

B: Mid-Semester Examination: Portion of Final Marks: (20%)

Mid-term exam will be conducted in the middle of the semester (after covering half of the syllabus). The questions will be cumulative coverage of the syllabus. The idea is to test the understanding of the subject.

C: Oral Presentation: Portion of Final Marks: (20%)

Students have to make one presentation based on the topic distributed by the module tutor.

D: Semester-end Examination: Portion of Final Marks: (40%)

Semester end Examination for the duration of three hours.

Areas of assignments	Quantity	Weighting
A. Written Assignment	1 Assignment	30%
B. Oral presentation	1 presentation	20%
C. Mid-semester exam	1 Exam	20%
D. Semester-end- Examination	1 Exam	30%

## 5. Subject matter

### 5.1. Unit I: The transition from a Bipolar to a new World Order

5.1.1. Pax –Americana

5.1.2. Global uneasiness

### 5.2. Unit II: Major Issues in Contemporary World Politics

5.2.1. Terrorism: Introduction, History and growth, Causes, Impact, Technology and terrorism, Combating Terrorism, Religion ethnicity and terrorism, Governmental cooperation and legal mechanism against terrorism

5.2.2. Environmental issues: Introduction to international environmental issues, History of environmental issues on the international agenda, Environmental security and threats to humankind, issues and challenges in international environmental politics, the development and implementation of environmental regimes, major international environmental treaties.

5.2.3. Human Rights: Concept and the development of human rights, Human Rights and the United Nations, Human Rights and international politics, Major Human Rights treaties, Human Rights and universalism, Human Rights abuses and international community

5.2.4. Humanitarian Intervention: What is humanitarian intervention? The legality of humanitarian intervention, state practices regarding humanitarian intervention during and after cold war, international politics and humanitarian intervention, UN and humanitarian intervention.

5.2.5. Globalization: Concept, Theoretical perspectives on Globalization, Globalization tendencies, Technology and globalization, Social, Economic, Political, Cultural and Environmental dynamics and impact of globalization, Globalization and the Third World countries.

- 5.2.6. North-South Debate: Concept of North and South, various reports, History of North South dialogue, role of major international organizations.
- 5.2.7. Poverty and Development: Introduction, poverty, development, hunger, globalization and poverty, international efforts to fight poverty and hunger, the future.
- 5.2.8. Migration and Refugees: Concept and theory, major international treaties, security of refugees.
- 5.2.9. Ethnic Conflict: Causes, Nature, Dynamics, International Politics and Ethnic Conflict, post cold war era and ethnic conflicts. Energy Crisis, Nuclear Proliferation, Gender Issues

### **5.3. Unit III: Geographical areas of concern**

- 5.3.1. Problems in West Asia
- 5.3.2. Poverty, ethnic conflict and military dictatorship in Africa
- 5.3.3. Military dictatorship and development of Latin America

### **5.4. Unit IV: Trends in World Economy**

- 5.4.1. Developed and developing countries.
- 5.4.2. The Washington Consensus
- 5.4.3. Emergence of EU and its implications for world economy
- 5.4.4. Emergence of Asian economies with special reference to China and India
- 5.4.5. Problems of Development of Africa

## **6. Reading List**

### **6.1. Essential reading**

Calvocoressi, P., (2000). *World Politics since 1945*. London: Longman

Kegley, C.W. & Blanton, S.L. (2014). *World politics: trends and transformation*. Boston, MA: Cengage Learning.

Kegley, C. W. & Raymond. G. (2012) *The Global future: a brief introduction to world politics*. Boston, MA: Cengage Learning.

### **6.2. Additional reading**

Donne, Tim (2004) *Human Rights in Global Theory*. London: OUP

Flak, Richard (2001) *Human Rights Horizon*, London.

Keylor, W. R., (2008) *A World of Nations: the International Order Since 1945*. New York. NY: Oxford University Press

Kielv, R. (2007) *Empire in the Age of Globalisation: US Hegemony and Neoliberal Disorder*, Orient Longman

Michae, I. J. (1999) *The politics of the real world*. London: OUP.

Spanier, J. (1998) *American Foreign Policy since WWII*, Routledge

Scholte, Jan (2006) *Globalization: a critical reader*, Palgrave

Surian, J (1996) "Globalization, poverty and promises of modernity" *Millenium*, 25(3)

Willis, F. (2004) *European Integration*, New Viewpoints, London.

Yahuda, M., (2011) *The International Politics of the Asia Pacific: Since 1945*. London: Routledge.

Young, J., Kent, J. (2003) *International relations since 1945: A Global History*. Oxford: Oxford University Press

**Date: August 2015**

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**Module:** SIS302 Civil Society Organization

**Programme:** B. A Political Science& Sociology

**Credit Value:** 12

**Module Tutor:**

### 1. General objective

This module has three parts. First, it introduced the basic theories of civil society and the necessity of civil society in a democratic regime as the third estate. Students will also study the scholarly debates of civil society at present. Secondly, it provides the students with an understanding of the roles of the national and international media. Students will gain an insight into variety and functions of information channels and in which way they can influence the political process, and conversely, the ways in which politics influences the media.

Finally, it will explore the emergence of different types of NGOs around the world and their limitation and challenges specifically in-context to south Asian countries.

### 2. Learning outcomes

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

- Explain the theories, concept of civil society and its role in fostering democracy
- Illustrate variety of national and international news sources
- Analyze the role of media in influencing political processes
- Recognize media as an important source of information and use on a daily basis
- Locate the conceptual background of Non-governmental organizations (NGOs).
- Compare and contrast CSOs influence in South Asia and western countries
- Link the development of media and CSOs with the strengthening of democracy, with special reference to Bhutanese situation.

### 3. Learning and Teaching Approach

This module counts for 12 credits, divided over a period of 15 weeks. With a maximum of 8 hours per week, the number of teaching hours is four per week. There will be a one hour tutorial, once per week. Two hours go to self-study and research. Once every week, there will be a one-hour group discussion.

Approach	Hours per week	Total credit hours
Lecture	4	30
Workshop/seminar	2	20
Group discussion/Debate	2	30
Research	2	40
Total		120

### 4. Assessment Approach

Assessments will be carried out on a continuous basis through the following assignments:

**A. Written Assignment: Portion of the final mark: 30%**

The written assignment will be worth 30%, one assignment will be given for the module. The assignment will be of 2000- 3000-word limit.

- 5% - Organization
- 20% - Content and arguments formed
- 5% - language and referencing

**B. Presentation: Portion of the final mark: 20%**

Each student will be asked to do one presentation for the module. The presentation will be for 0.5 hour

- 5% - Organization
- 10% - Content
- 5% - presentation

**C. Class participation: Portion of the final mark: 10%**

Student will be divided into group for seminar and workshop once a week; each student has to lead one group discussion and debate during the seminar/workshop.

**D. End Semester Exam: Portion of the final mark: 40%**

End semester will be conducted after the completion of Week 15. Questions will cover all the subject matter of the modules. Questions will be divided into three sections - A ,B and C separating objective-short answer question and long answer questions. The examination will be for three hours for a total of 100 marks.

- 20% - Objective/short answer questions
- 20% - Long answer questions

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	30%
B. Oral presentation	1time	20%
C. Group discussion/Debate	1time	10%
D. Semester end examination	1 exam	40%

**5. Subject matter**

**5.1. Unit I: Civil Society**

- 5.1.1. Theories and concepts of civil society
- 5.1.2. Role and importance of civil society
- 5.1.3. Scholarly debates on civil society by J. Habermas
- 5.1.4. Civil society in Asia with special focus on South Asia (Thailand, Nepal and Bhutan)

**5.2. Unit II: Theory on Media**

- 5.2.1. Historical introduction,
- 5.2.2. Types of media,
- 5.2.3. Functions of media,
- 5.2.4. Media-influences and Scholarly debates on media

**5.3. Unit III: The Reality of Media: Case Studies**

- 5.3.1. Case studies: national politics
- 5.3.2. Case studies: international politics

## 5.4. Unit IV: NGOs

- 5.4.1. Concept and theories,
- 5.4.2. Types of NGOs, Role and importance,
- 5.4.3. The emergence of NGOs and development - Bhutan case study
- 5.4.4. Mandates of NGOs in Bhutan – CSO Act of Bhutan, The Religious Organization Act of Bhutan- Ati Foundation, TshokeyDorji Foundation.
- 5.4.5. Emergence of NGOs and their development in Bhutan - past and post the CSO Act of Bhutan

## 5.5. Unit V: Case studies

- 5.5.1. A study of some international and national NGOs and An assessment of working of NGOs in Bhutan

*The Module Tutor can decide over the choice of case studies. Topics could be chosen considering their significance such as the ones that deal with a recent issue from the national or international media, and should be linked to the theory.*

## 6. Reading List

### 6.1. Essential Reading:

- Collingwood, V. (2006). Non-governmental organisations, power and legitimacy in international society. *Review of International Studies*, 32(03), 439-454
- Curran, J., (1987) *Impacts and Influences: Essays on Media Power in the Twentieth Century*. Routledge.
- Curran, J. (1991). Rethinking the media as a public sphere.
- Edwards, M. (2011) *The Oxford Handbook of Civil Society*. Oxford University Press. London.
- Flyvbjerg, B. (1998). Habermas and Foucault: thinkers for civil society?. *The British Journal of Sociology*, 49(2), 210-233.
- Gray, R., Bebbington, J., & Collison, D. (2006). NGOs, civil society and accountability: making the people accountable to capital. *Accounting, Auditing & Accountability Journal*, 19(3), 319-348.

### 6.2. Additional Reading

- Habermas, J. (1991). The structural transformation of the public sphere: An inquiry into a category of bourgeois society. MIT press
- Habermas, J. (2006). Political communication in media society: Does democracy still enjoy an epistemic dimension? the impact of normative theory on empirical research1. *Communication theory*, 16(4), 411-426.
- HADL, G. (2004, July). Civil society media theory: Tools for decolonizing the lifeworld. In Paper presented at the conference of the International Association for Media and Communication Research. Porto Alegre.
- Kammer, D. D. D., Groke, I., Halberstadt-Wasser, M. Y., Schutz, M. P., Jules Collingwood, C., Bolstad, R., ... & Thompson, R. RESEARCH ON NLP.
- Taylor. P., (1997) *Global Communications, International Affairs and the Media since 1945*. Routledge.

**Date August 2015**

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**Module:** SCP303 Social Policy  
**Programme:** BA in Political Science and Sociology

**Credit value:** 12

**Module tutor:**

### 1. General objective

This module will conduct an in-depth study and analysis of aspects of contemporary social policy in Bhutan South Asia and South East Asia, with particular attention to their relation to class, gender, and ethnic-racial inequalities. We will analyse Bhutanese and other Southeast Asian social policies which will include policy fields such as distribution of income and wealth; employment and unemployment; employment Insurance; poverty; welfare; workfare; minimum wages and trade unions; health care and Medicare; pensions; housing and homelessness; food banks and food insecurity; child care; and criminal justice. The module will conclude with a consideration of possible future directions for social policy.

### 2. Learning outcomes

On completion of the module, learners will be able to

- Understand and explain the relevance of social policy and how it impacts society and state
- Identify government policy development, research and advising across a range of policy areas, including social policy.
- Illustrate their understanding in studying social policy
- Conduct social research on interested policy areas and design policies to solve social problems
- Identify social policies in Bhutan and critically analyze the existing policies
- Explain social policies in Bhutan from different sociological perspectives
- Examine and explore different ways of policy implementation
- Compare and contrast the types of policy evaluation methods

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	3	45
Practical	1	15
Tutorial	1	15
Written assignment	1	15
Independent study	2	30
Total		120

### 4. Assessment approach

Assessments will be carried out on a continuous basis through the following assignments:

#### A. Oral presentation of reading: Portion of final mark: 10%

Oral presentation and discussion will be for 25 minutes. Students will work individually for this part of the assessment. The assessment will be graded as follows:

1.5% - Delivery

7% - Content, organization and preparedness

1.5% - Enthusiasm/Audience Awareness

#### B. Leading discussion: Portion of final mark: 20%

Student will lead a discussion on a topic for her choice negotiated with the module tutor. She will lead a discussion for one hour during the tutorial session. The assessment will be graded as follows:

5% - planning (evidence of preparation)  
 5% - Presentation (Clarity in presentation)  
 10% - Leading discussion (Poses interesting questions, leads discussion, summary comments)

5% - Engage audience (listens to comments, responds well to questions)

**C. Writing assignment: Portion of final mark: 30%**

The writing assignment will on the topic area each student is expected to lead a discussion. The students will be graded on:

13% - Content (understanding of the subject, relevance of information)

12% - Critical evaluation and discussion of evidence with examples

4% - Grammar and style

1% - Proper reference and citation

**D. End-semester examination: Portion of final mark: 40%**

The exam will be for three hours and will be graded for total marks of 100. The question for the exam will be combination of short-answer and essay question with equal weightage to both.

Overview of assessment approaches and weighting:

Areas of assignments	Quantity	Weighting
A. Oral presentation of readings	1	10%
B. Leading group discussion	1	20%
C. Writing assignment	1	30%
D. End-semester examination	1	40%

**Prerequisite:** None

**5. Subject matter**

**5.1. Unit I: Introduction**

- 5.1.1. What is social policy?
- 5.1.2. History of social policy field of study
- 5.1.3. The scope of social policy.
- 5.1.4. Development of welfare state
- 5.1.5. Global history of welfare.

**5.2. Unit II: Making and governance Policy**

- 5.2.1. The political and policy environment
- 5.2.2. Black box model, legislature, judiciary and the executive
- 5.2.3. Role of local government
- 5.2.4. Who makes policy?

**5.3. Unit III: The governance of social policy**

- 5.3.1. Models of governance
- 5.3.2. Newman's models of governance
- 5.3.3. Public administration and bureaucracy
- 5.3.4. Hierarchical government and public accountability
- 5.3.5. Different governance structures

5.3.6. Hierarchies, market, networks, and partnerships.

#### **5.4. Unit IV: Paying for welfare**

5.4.1. Public and private welfare spending

5.4.2. Why public spending?

5.4.3. Equity, fairness and justice

5.4.4. Types of welfare spending

5.4.5. Trends in social welfare spending

5.4.6. Composition of welfare spending

5.4.7. Planning and controlling welfare spending

5.4.8. Taxation & aids.

#### **5.5. Unit V: Political theory**

5.5.1. The state and welfare

5.5.2. Welfare principles and values

5.5.3. Need and well-being

5.5.4. Freedom and well-being

5.5.5. Justice, equality & citizenship.

#### **5.6. Unit VI: Policy fields**

5.6.1. Health Policy

5.6.1.1 What is health policy?

5.6.1.2 What is health?

5.6.1.3 Models of health

5.6.1.4 Development of health care system

5.6.1.5 Bhutanese health policy (5 year plans) & recent developments.

5.6.1.6 Health policies in south-east Asia

5.6.2. Education

5.6.2.1 Historical development

5.6.2.2 Education policy since 1960s

5.6.2.3 Current developments in education policy.

5.6.2.4 International comparison: Singapore education policy

5.6.3. Work and employment policy

- 5.6.3.1 Why work?
- 5.6.3.2 Theories of employment and unemployment
- 5.6.3.3 Trends in employment and unemployment
- 5.6.3.4 Employment policy in the 1990s
- 5.6.3.5 Employment policy since 2008.
- 5.6.4. Pensions policy: Concept and definition
  - 5.6.4.1 Historical development; structure of Bhutanese pension provision
  - 5.6.4.2 Evaluating pension provision (coverage, adequacy, and inequality)
  - 5.6.4.3 A pension 'crises'?
  - 5.6.4.4 Recent developments.
  - 5.6.4.5 Pension in Singapore

## 6. Reading list

### 6.1. Essential Readings

- Alcock, C., Daly, G., & Griggs, E. (2008). *Introducing Social Policy* (2nd edition). Harlow, England ; New York: Pearson.
- Aston, D. (1999). *Education and Training for Development in East Asia: The Political Economy of Skill Formation in Newly Industrialised Economies*. New York: Routledge.
- Owen, B., & Wall, A. (2002). *Health Policy* (2 edition). New York: Routledge.
- Tomlinson, S. (2005). *Education in a Post-Welfare Society* (2 edition). Maidenhead: Open University Press.

### 6.2. Additional reading

- Beland, D., & Gran, B. (Eds.). (2008). *Public and Private Social Policy: Health and Pension Policies in a New Era*. New York: Palgrave Macmillan.
- Kennett, P. (2004). *Handbook of Comparative Social Policy*. Northampton, MA: Edward Elgar Publishing Ltd.
- Mohan, B., & Gil, D. G. (n.d.). *Development, Poverty of Culture, and Social Policy*.
- Trowler, P. (2003). *Education Policy* (2 edition). New York: Routledge.
- Westhues, A. (Ed.). (2006). *Canadian Social Policy: Issues and Perspectives*, 4th edition (4 edition). Waterloo, Ont.: Wilfrid Laurier University Press.
- Xiulan, Z. (Ed.). (2011). *China's Education Development and Policy, 1978-2008*. Leiden ; Boston: Brill.

**Date: August, 2015.**

**Module:** PPD307 Gender and Development

**Programme:** B. A. Population Studies

**Credit value:** 12

**Module tutor:**

**Module coordinator:**

## 1. General Objective

This module explores the theory and practice of how to ensure equal outcomes for gender development. It also examines a range of theories and approaches in different development and feminist traditions. And will also study the implication of masculinity discourse on gender development. The developmental issues that affect men and women, and the ways these issues may affect them differently will be explored theoretically and practically.

## 2. Learning outcomes:

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

- Discuss a range of gender and feminist theories and approaches within different political, social and cultural traditions
- Give examples of ways in which inequality between women and men manifests itself in the social structure and in social relationships
- Explain the role of gender in development
- Explain gender issues prevalent in the developing countries
- Assess the conventions and international agreements relating to gender equality, equity and the empowerment of women
- Analyze selected strategies for gender mainstreaming in planning and policy
- Evaluate the current gender services of which you have experience in the light of your learning in this module
- Propose at least one informal education programme that focuses on gender issues.

## 3. Teaching- Learning Approach

Approach	Hours per week	Total credit hours
Lecture	2	35
Group discussion	1	15
Awareness project	1	20
Independent study	2	30
Journal keeping	1	20
Total		120

## 4. Assessment approach

Assessments will be carried out on a continuous basis through the following assignments:

### A: Keeping Reflective journal: 30%

The journal is where learners will record their thoughts and feelings as they learn and reflect on theoretical knowledge. The reflective journal will account for 30% of your total grade. It will be semi-structured journal (students will be provided with questions in each unit for reflection), reflection question will comprise of understanding, comprehension, justification and critical analysis of units. ***Please refer appendix for detailed information on assessing and guide to keeping reflective journal.***

### B. Gender awareness project: 30%



Students taking this module will be divided into groups (number of groups will depend upon the class strength), each group will have to design and organize gender awareness programme. Topics and target group for gender awareness will be decided in consultation with the module tutor.

Criteria for designing gender awareness project:

5%Effective: Are the goals and objective relevant to the module? Is the objective measurable?

5%Originality: Is the awareness project unique in nature? Or has it been copied?

10%Content: Are the learner able to use relevant theories and make it practical?

5%Simplicity: Is the awareness easy for the participants to understand?

5%Use of different tools/resources: Are different tools used to make the awareness easy for participants? (Games, poster, and use of multi-media)

**C. End-semester examination: Portion of final mark: 40%**

The exam will be for three hours and will be graded for total marks of 100. The question for the exam will be combination of short-answer and essay question with equal weightage to both.

Overview of the assessment approaches and weighting

Areas of Assessment	Quantity	Weighting
<b>A. Reflective Journals</b>	1	30%
<b>B. Awareness project</b>	1	30%
<b>C. Semester-end- Examination</b>	1	40%

**5. Subject Matter**

**5.1. Unit I- Introduction to Gender**

5.1.1.Key concept: Gender and Sex

5.1.2.What is feminism? Theories of difference, Theories of inequality, Theories of gender oppression

5.1.3.What masculinity? – Patriarchy, Violence, and manhood. Religion and gender

5.1.4.Theories developed by different groups of women – Western feminism, Black feminism and feminism in developing countries

5.1.5.Young people and gender issues: case study from Bhutan

**5.2. Unit II- Gender issues in Development**

5.2.1. Life expectance, Population, Family, Education, Health and Unemployment

5.2.2. Male marginalization: Concept and case study

5.2.3.Importance of gender and other concepts to investigate social problems and its relationships

**5.3. Unit III-Gender and Development:**

5.3.1. Why gender matters in development?

5.3.2. Three theories of women in development (WID), women and development (WAD) and gender and development (GAD), and examine the ways they are used to analyze problems of development

5.3.3. Use the GAD approach to a case study and evaluate its use.

#### **5.4. Unit IV: International Organization: Approaches to gender mainstreaming**

5.4.1. World bank strategy-Agriculture and Rural Development, Gender and the Private Sector, Gender in Extractive Industries, Girls' Education, Reproductive, Maternal and Child Health, Violence Against Women and Girls

5.4.2. International Monetary Fund (IMF) - Women, work and economic growth, Gender and income inequality.

5.4.3. Asian Development Bank (ADB)-gender action plans in projects, Gender and development cooperation funds, and country assessment on gender.

5.4.4. South Asian Association for Regional Cooperation (SAARC) – Technical Committee on Women, Youth and Children, Gender Policy Advocacy Group (SAARC- GPAG)

#### **5.5. Unit V: National Agencies**

(Guest lecturers from the concern agencies will be invited to deliberate on their agencies objectives through personal experience. This will be a good exercise since reading materials are scarce)

5.5.1. National Commission for women and Children (NCWC)

5.5.2. Respect, Educate Nurture & Empower Women (RENEW)

5.5.3. Bhutan Association of Women Entrepreneurs (BAOWE)

5.5.4. BENEW & BNF

#### **5.6. Unit VI: National Instruments**

(Guest lecturers from the concern agencies will be invited to deliberate on their agencies objectives through personal experience. This will be a good exercise since reading materials are scarce)

5.6.1. Domestic Violence Prevention Act of Bhutan 2013 (DVPA)

5.6.2. Domestic Violence Prevention Rules and Regulation (2015)

5.6.3. Gender Mainstreaming guideline (2014) & Marriage Act

#### **5.7. Unit VII: International Instruments**

5.7.1. Convention for Elimination of Discrimination Against Women (CEDAW, 1979)

5.7.2. Beijing Declaration and Platform for Action (1995)

5.7.3. Millennium Development Goals (2001)

5.7.4. Sustainable development goals 2015

### **6. Reading List**

#### **6.1. Essential reading**

Aldama, A. J. (Ed.). (2003). *Violence and the Body: Race, Gender, and the State*. Bloomington: Indiana University Press.

Alsop, R. (1993). Whose interests? Problems in planning for women's practical needs. *World Development*, 21(3), 367–377. [http://doi.org/10.1016/0305-750X\(93\)90150-8](http://doi.org/10.1016/0305-750X(93)90150-8)

Aulette, J. R., & Wittner, J. (2012). *Gendered Worlds* (2 edition). New York: Oxford University Press.

- Beneria, L., & Sen, G. (1981). Accumulation, reproduction and women's role in economic development: *Boserup revisited*. *Signs*, 7, 279-298.
- Buvinic, M. (1986) 'Projects for women in the Third World: explaining their misbehavior', *World Development* 14(5): 653–664.
- Chang L.T, (2008). *Factory Girls: From Village to City in Changing China*. Spiegel & Grau, New York.
- Connell, R. W. (2005). *Masculinities* (2 edition). Berkeley, Calif: University of California Press.
- El-bushra, J. (2000). Rethinking gender and development practice for the twenty-first century. *Gender and Development*, 8(1), 55–62. <http://doi.org/10.1080/741923413>
- Forests of Pleasure and Pain. (n.d.). Retrieved July 20, 2016, from [http://www.academia.edu/5238968/Forests\\_of\\_Pleasure\\_and\\_Pain](http://www.academia.edu/5238968/Forests_of_Pleasure_and_Pain)
- Farmer, P., & Connors, M. (1996). *Women, Poverty & AIDS: Sex, Drugs and Structural Violence*. Monroe, Me: Common Courage Press.
- Gururani, S. (2002). Forests of Pleasure and Pain: Gendered practices of labor and livelihood in the forests of the Kumaon Himalayas, India. *Gender, Place and Culture: A Journal of Feminist Geography* 9(3): 229–243.
- Halberstam, J. (1998). *Female Masculinity* (1 edition). Durham: Duke University Press Books.
- Jackson, C. (2002). Disciplining Gender? *World Development*, 30(3), 497–509. [http://doi.org/10.1016/S0305-750X\(01\)00113-9](http://doi.org/10.1016/S0305-750X(01)00113-9)
- Jeffery, P., & Jeffery, R. (2008). 'Money itself discriminates': Obstetric emergencies in the time of liberalisation. *Contributions to Indian Sociology*, 42(1), 59-91. 10.1177/006996670704200104
- Jeffery, P., & Jeffery, R. (2010). Only When the Boat has Started Sinking: A Maternal Death in Rural North India. *Social Science & Medicine*, 71(10), 1711-1718. 10.1016/j.socscimed.2010.05.002
- K.B. Datta, 2002. *Dynamics of Gender Planning and Population: Issues and Challenges*. New Delhi, Akansha Pub.
- Masters, R. A. (2015). *To Be a Man: A Guide to True Masculine Power*. Boulder, CO: Sounds True.
- National Commission for Women and Children (2008). *National Plan of Action for Gender 2008-2013*. NCWC, Thimphu. Kuensel Corporation Ltd.
- P. S., Sharma, S. L., Sharma, S. K., & Bal, B. (Eds.). (2003). *Development, Gender and Diaspora: Context of Globalisation*. New Delhi: Rawat Publications.
- Roberts, B., & Kanaley, T. (Eds.). (2006). *Urbanization and sustainability in Asia: Case studies of good practice*. Philippines. Asian Development Bank.

## 6.2 Additional Reading

- Pressar, Harriet B et al, (2000), *Women's Empowerment and Demographic Processes*, Oxford University Press, New York.
- Sen Gita. et al, (1987): *Development, Crisis and Alternative Visions, Third world Women's Perspectives*, Monthly Review Press, NY.
- Sen Gita, et al, (2007): *Engendering International Health: The Challenge of Equity*, sen. World Health Organization.
- UNFPA (2014), *State of the World Population: 2014, "The Power of 1.8 Billion: Adolescent, youth and The Transformation of the Future"*, UNFPA, New York.
- A. Ramegowda, 1997. *Gender Inequality: Power, Privilege and Poverty in Plantations*.
- MeenaShivdas,(2003). *Effective Mainstreaming for Gender Equality: Concepts, Tools and Strategies*. Kuala Lumpur, Malayasia.
- Hazel Reeves and Sally Baden, 2000. *Gender and Development: Concepts and Definitions*. BRIDGE, development- gender.
- Sue Smith, 1997. *A reader on Gender Review, Assessment, Monitoring and Evaluation*.
- United Nations Bhutan (2006). *Bhutan Common Country Assessment 2006*. UN House, Thimphu Bhutan.
- [www.renew.org.bt](http://www.renew.org.bt)
- [www.ncwcbhutan.net](http://www.ncwcbhutan.net)

Date: June 2016

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**Module:** PBT303 Administration and Public Policy

**Programme:** B.A Political Science and Sociology

**Credit value:** 12

**Module tutor:**

### 1. General objective

This module provides students with an understanding of the conceptual aspects of public administration and public policy. The module aims to equip students with the theoretical tools to analyze and understand the essence of modern public policy making and administration in general and in the context of Bhutan.

### 2. Learning outcomes

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

- Illustrate the meaning and scope of public administration.
- Apprise the functioning of bureaucracy in Bhutan
- Explain different decision –making models in public administration
- Critically analyze the system on various criteria of governance.
- Discuss the concept of public policy.
- Examine new development in public management theories/models
- Analyze the importance of modern mechanisms for better governance
- Evaluate the process of policy making in Bhutan.

### 3. Learning and Teaching Approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Group discussion	1	15
Independent study	3	45
Total		120

### 4. Assessment Approach

Assessments will be carried out on a continuous basis through the following assignments:

#### A. Written Assignment: Portion of the final mark: 35%

The written assignment will be worth 30%, one assignment will be given for the module. The assignment will be of 2000-3000-word limit.

- 5% - Organization
- 10% - Content and arguments formed
- 5% - language and referencing

#### B. Presentation: Portion of the final mark: 15%

Each student will be asked to do one presentation for the module. The presentation will be for 10 minutes.

- 2.5% - Organization
- 10% - Content
- 2.5% - presentation

**C. Class participation: Portion of the final mark: 10%**

Student will be divided into group for discussion once a week; each student has to lead at least one group discussion.

**D. End Semester Exam: Portion of the final mark: 40%**

End semester will be conducted after the completion of Week 15. Questions will cover all the subject matter of the modules. Questions will be divided into three sections - A ,B and C separating objective-short answer question and long answer questions. The examination will be for three hours for a total of 100 marks.

- 20% - Objective/short answer questions
- 20% - Long answer questions

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	35%
B. Oral presentation	1time	15%
C. Group discussion	15time	10%
D. Semester end examination	1 exam	40%

**5. Subject matter**

**5.1. Unit I:**

- 5.1.1. Public Administration as a discipline: Meaning, Scope and Approaches

**5.2. Unit II: Administrative theories**

- 5.2.1. The classical theory- origins and features
- 5.2.2. Scientific management – define, challenges
- 5.2.3. The human relations theory- define, Origins and key features
- 5.2.4. Rational- decision-making – define, Origins and key features

**5.3. Unit III: Bureaucracy**

- 5.3.1. Theories, types and role
- 5.3.2. Bureaucracy in Bhutan: Structure, Recruitment, Training, Role, Problems, Criticism, and Role of RCSC Civil service Act

**5.4. Unit IV: Public Policy:**

- 5.4.1. Concept and theories
- 5.4.2. Relevance of Policy making in administration and processes of policy formulations
- 5.4.3. Implementation and Evaluation
- 5.4.4. NGOs – roles of NGO in policy making

**5.5. Unit V: Models of decision-making**

- 5.5.1. Rational actor models- define, feature and limitation

- 5.5.2. Incremental models – define, features and limitation
- 5.5.3. Bureaucratic organization models – define, features and limitation
- 5.5.4. Belief system models – define, features and limitations

#### **5.6. Unit VI: System Performance**

- 5.6.1. Stability and order – challenges and examples
- 5.6.2. Material Prosperity – examples and challenges
- 5.6.3. Citizenship – self help vs. institutional involvement
- 5.6.4. Democratic rule – advantages and challenges

#### **5.7. Unit VII: Contemporary developments**

- 5.7.1. New public management – meaning and developments
- 5.7.2. Good governance and development – meaning and examples (Bhutan)
- 5.7.3. Corporate governance – define and limitations and examples
- 5.7.4. Feminist and ecological perspective on public policy and administration

#### **5.8. Unit VIII: Administration and citizens**

- 5.8.1. Meaning and forms of public accountability
- 5.8.2. NGOs and peoples participation
- 5.8.3. Re-address of public grievances

#### **5.9. Unit IX**

- 5.9.1. Policy making in Bhutan: Institutions, ideology, and participation of citizens, Transparency, accountability, Right to information.

### **6. Reading List**

#### **6.1. Essential Reading**

- Awasthi and Maheshwari, (2003) *Public Administration*, New Delhi
- Basu, R. (2013) *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd.,
- Dye. R. T, (2012) *Understanding public policy (14<sup>th</sup> Edi.)*, Pearson, Delhi, India.
- Farazmand Ali, (1999) *Globalization and Public Administration*.
- Henry, N. (2012) *Public Administration and Public Affairs (12<sup>th</sup> edition)*. Longman Publishing Group.
- RGOB (1999) *Bhutan 2020: A vision for peace prosperity and happiness*. Royal Government of Bhutan, Thimphu
- RGOB (2012), Position Classification system (pdf) from <http://www.rcsc.gov.bt>
- RGOB (n.d), OD reports(pdf) from [http://www.rcsc.gov.bt/wp-content/uploads/2014/06/Brochure\\_2013.pdf](http://www.rcsc.gov.bt/wp-content/uploads/2014/06/Brochure_2013.pdf)
- RGOB (n.d), The Idea of Citizenship (pdf) from <http://www.rcsc.gov.bt>

**Date: August 2015**

**Module:** SOS305 Political Sociology

**Programme:** B.A. Political Science and Sociology

**Credit value:** 12

**Module tutor:**

### 1. General objective

This module will examine major theoretical questions about power, politics and the state from a sociological perspective. The module will introduce students to the major ideas and debates within the field of political sociology including empirical and theoretical studies of citizenship, power, nationalism, social movements, the state and related themes. It is intended to create awareness of the range and depth of political issues in contemporary society.

### 2. Learning outcomes

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

- Demonstrate a good knowledge of major and emerging concepts relevant to the study of political sociology to inform their future research.
- Evaluate current debates at the intersection of the study of politics and society through discussions, presentations, and readings.
- Examine the use of power in politics to address social problems.
- Analyze contemporary discourses of concepts like state, citizenship and civil society.
- Explain how social cleavages get expressed politically and affects political outcomes.
- Assess concepts such as political culture and political participation to further understand the dynamics of social issues
- Analyze important social movements in the history and their impacts

### 3. Learning and teaching approach

Approach	Hours per week	Total credit hours
Lecture	4	60
Tutorial	1	15
Written assignment	1	15
Independent study	2	30
<b>Total</b>		<b>120</b>

### 4. Assessment

#### A. Written assignment: Portion of final mark: 20%

Following criteria will be used to assess the written assignments:

1. Content - 10 marks
2. Organization – 5 marks
3. Referencing - 5 mark
4. Language - 5 marks

#### B. Discussion: Portion of the final mark: 15%

Each student will lead a classroom discussion during tutorial session on a key issue associated with the state and the society.

- 3% - Preparation
- 7% - Leading discussion - Question and activities
- 3% - Engaging audience
- 2% - Use of visual aids

**C. Mid-term Exam: Portion of the final mark: 15%**

The exam will be conducted when 50% of the module content is covered. Students will attempt short and long-answer questions with total marks of 50.

**D. Assignment presentation: Portion of final mark: 10%**

Each student will present their written assignment in the class for 20 minutes. He/she will provide a precise summary of the assignment by highlighting key issues and explaining the underlying themes. Following criteria will be used to assess the written assignments:

- 4. Content and organization – 10 marks
- 5. Delivery/Preparedness – 5 marks
- 6. Audience engagement/Use of visual aids – 5 marks

**E. Semester End Examination: Portion of the final mark: 40%**

Overview of the assessment approaches and weighting

Areas of assignments	Quantity	Weighting
A. Written assignment	1 time	20%
B. Oral presentation	1 time	10%
C. Group discussion	1 time	15%
D. Mid-term exam	1 exam	15%
E. Semester end examination	1 exam	40%

**5. Subject matter**

**5.1. Unit I: What is Political Sociology?**

- 5.1.1. Meaning; Importance;
- 5.1.2. Theoretical approaches to Political Sociology: Pluralism, state-centered approach, class analysis, structuralist theory, behavioural approach;
- 5.1.3. Historical development of Political Sociology

**5.2. Unit II: Conceptualizing Power**

- 5.2.1. The nature of power; three dimensions of power.
- 5.2.2. Problems in defining power;
- 5.2.3. Rule Making, Rule Breaking and Power

**5.3. Unit III: State, Citizenship and Civil Society**

- 5.3.1. Theory of the modern state; Class, pluralist, elitist theories.
- 5.3.2. The welfare state: crisis and sustainability;
- 5.3.3. State breakdowns; unmaking and remaking of states.
- 5.3.4. Citizenship: Discourses on citizenship; Status, rights and Identity;
- 5.3.5. Civil Society and the public sphere



## 5.4. Unit IV: Social Cleavages and Politics

- 5.4.1. Class cleavage: Social class, class conflicts, voting behavior.
- 5.4.2. Cultural divisions: religion, ethnicity, diversity.
- 5.4.3. Status differences: Race, gender, caste, ethnic group.

## 5.5. Unit V: Some major topics in political sociology

- 5.5.1. Political culture: Meaning, Civic culture, Cultural contradictions; political culture and governance.
- 5.5.2. Political participation: Meaning, Theories – democratic elitism, rational choice and participatory theory; Political participation in liberal democracies.
- 5.5.3. Globalization: Economic internationalization, the politics of immigration and national integration.
- 5.5.4. Revolution: Meaning, Theoretical approaches – Modernization theory, Marxist theory, State-centered approach. Why do revolutions and revolutionary movements occur? When and where they do?
- 5.5.5. Nationalism: Types of nationalism and their implications for political action.

## 6. Unit VI: Social movements

- 6.1.1. Theories of Social movement; New Social Movement Theory, Value-added theory, Structural-strain theory, Relative deprivation theory, Resource mobilization theory, Mass society theory; Protests movement;
- 6.1.2. Nature and types of social movement; The Alternative, Redemptive, Reformatory, Revolutionary Model; Traditional vs new social movements;
- 6.1.3. Case study on major social movements

## 7. Reading List

### 7.1. Essential Reading

- Drake, M. S. (2010). *Political sociology for a globalizing world*. Cambridge: Polity Press
- Faulks, K. (1999). *Political sociology: A critical introduction*. Edinburgh: Edinburgh University Press Ltd.
- Janoski, T., Alford, R., Hicks, A., & Schwartz, M. A. (2005). *The handbook of political sociology: States, civil societies and globalization*. Cambridge: Cambridge University Press.
- Jayal, N. G. (2013). *Citizenship and its discontents: An Indian history*. Cambridge: Harvard University Press
- Nash, K. (2010). *Contemporary political sociology: Globalization, politics and power* (2nd eds). UK: Blackwell Publishers Ltd.
- Opp, K. (2009). *Theories of political protest and social movements: A multidisciplinary introduction, critique and synthesis*. Oxon: Routledge
- Press, S. (2011). *Theories of social movements*. California: SALEM PRESS

### 7.2. Additional Reading

- Abowitz, K. K., & Harnish, J. (2006). Contemporary discourses of citizenship. *Review of Educational Research*, 76(4), 653-690. Available from: <http://www.jstor.org/stable/4124417> <http://www.jstor.org/stable/4124417>
- Bloemraad, I., Korteweg, A., & Yurdakul, G. (2008). Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual Review of*

*Sociology*, (34), 153-179. Available from:<http://www.jstor.org/stable/29737786><http://www.jstor.org/stable/29737786>  
Mann, M. (1993). A theory of the modern state. In *The sources of social power* (Chapter 3). Retrieved from <http://www.sscnet.ucla.edu/soc/faculty/mann/Doc6.pdf><http://www.sscnet.ucla.edu/soc/faculty/mann/Doc6.pdf>  
<http://www.sscnet.ucla.edu/soc/faculty/mann/Doc6.pdf>  
The Constitution of the Kingdom of Bhutan  
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**Date: December 2015**

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**Module:** RSM302 Undergraduate Research

**Programme:** BA Political Science and Sociology

**Credit Value:** 24

**Module tutor:**

**Module Coordinator:**

### 1. General Objective

For this module students will be expected to individually conceptualize, design, implement, and analyze an original undergraduate research. This project is the culmination of all the skills students should have acquired through previous modules within the program. Through their research, students are expected to show that they have mastered both the theory and practice of research.

The undergraduate research is a yearlong endeavor divided in two parts, over the module of two semesters. At the end of the first semester students will have (1) selected a research topic, (2) written an appropriate literature review for that topic and (3) have created a research design for a project based on that topic. This will ideally allow them to begin collecting data for their project over the long winter break.

At the end of the second semester students will (1) finish collecting data or finalize access to an appropriate data set (2) analyze and interpret the data using an appropriate analysis strategy (3) complete a research report that includes the four standard sections expected in a research paper, namely a literature review, a methodology, data findings and analysis and a conclusion and (4) orally present their project including their findings and their conclusions.

### 2. Learning objectives

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

- Design and develop a unique individual project that demonstrates a mastery of key social science concepts and debates.
- Apply research skills related to subjects studied during the earlier modules of the program
- Demonstrate knowledge about research methods and research design.
- Gather and process data independently and present them scientifically
- Analyze data findings and provide discussion
- Critic on research findings and relevant literature
- Respond to feedback and comments, and use them to guide and improve their work

### 3. Learning and teaching approach

#### 3.1. First semester

During the first part (first semester) of the research module students will revise the main research skills that will enable them to design and begin their individual undergraduate research. The first semester will also deal with issues such as the aims and objectives of the research, writing research questions, research ethics and research design. Once students have selected a research topic they will write an annotated bibliography, which will be the first step to a literature review. This should enable them to produce a research design that includes their methodological intentions.

The class will meet as a group for one hour each week, which will be used either as a tutorial for brainstorming. A second hour will be devoted to giving students an opportunity to work on their project and get individual support and feedback from the tutors. The final versions of the research design (around 10 pages) and the literature review (around 5 pages) need to both be handed in the last week of the semester.

The first semester of the undergraduate research will account for 40% of the final work.

Approach	Hours per week	Total credit hours
Group tutorial	2	30
Personal contact hour	2	30
Individual work	4	40
<b>Total Credit hours for the semester</b>		<b>120</b>

#### 3.2. For second semester:

In this second part (second semester), the student will work with his/her advisors and peers to implement, analyze, and write-up their research for the final report and presentation.

The second part of the undergraduate research will account 60% of the final credit.

Approach	Hours per week	Total credit hours
Personal contact hour	3	45
Individual work	5	75
<b>Total Credit hours for the semester</b>		<b>120</b>

Each student will be assigned a main advisor and a second reader based on a match between their topical interest and/or methodological approach and the expertise available in the department. Three hours will be blocked out each week on the schedule for students to work either with their advisor or alone on their project. Students will be expected to formally check in with their advisors once a week for either an individual or small group meeting to discuss progress, clarify procedures or discuss feedback ( in other words attendance will be taken at these meetings.) This formal schedule is intended to give students structure and support as they work individually on their projects. Students will have the option of also using this time to meet with their second readers. The first complete draft of the report will be marked by a second reader so that each student is given feedback and advice from at least two different faculty members. This cross-grading will also ensure that all students are uniformly graded.

#### 3.3. Assessment for first semester: 40%

During the first semester, the student will work with his/her advisor and peers to brainstorm, design, and plan their research. The ultimate result is a research design of around 10 pages and a draft literature review of around 5 pages. During the second semester, the student will work with his/her

advisors and peers to implement, analyze, and write-up their research for the final report and presentation.

Areas of Assessment	Quantity	Weighting
A. Tutorial participation	1	5%
B. Annotated Bibliography	1	15%
C. Draft literature Review	1	15%
D. Draft Research Design	1	15%
E. Final Literature Review	1	25%
F. Final Research Design	1	25%

**Annotated Bibliography:** Students will turn in an annotated bibliography that clearly demonstrates that they have sought out two or three distinct bodies of literature related to their choice of research topic. Annotated bibliographies must include at least 7 **academic** sources.

**Literature Review-** Students will have the opportunity to write a draft literature review before producing a final copy. The final copy **MUST** show marked improvement from the draft as well as clear attempts to address feedback and comments. The literature reviews must:

- Clearly identify and discuss two or three bodies of appropriate literature
- Produce a 'conversation' between different scholars and their work (reproducing the annotated bibliography is not allowed and students who do this will lose marks)
- Explains and expands the history and context around the chosen research topic
- Defined the relevant key terms, concepts and theories related to the chosen research topic
- Clearly help to inform and shape the research question(s) and methodology of the research project

**Research Design-** Students will have the opportunity to write a draft research design before producing a final copy. The final copy **MUST** show marked improvement from the draft as well as clear attempts to address feedback and comments. The research design must:

- Provide a conceptual outline of their thesis. This will consist of 1) the research objective, 2) the research question(s), 3) the research model, 4) the definition of key concepts and 5) a discussion of how they plan to operationalize these concepts.
- Provide a practical outline of the research project showing how they plan to gather data. This will consist of 1) the research strategy; 2) the data and resources they will use, and 3) the methodology (including, when relevant analytical tools like SPSS)

### Sample work plan

W K	Topics	Readings	Support	Due this week
1	Introduction: layout of the semester, assessment, goals	None	In class with the tutor and finalize during personal contact hours with the mentor	<u>In class:</u> brainstorm potential research topics
2	Finding sources, evaluating sources	(Work in groups)		<u>In class:</u> Finalize research topic/ personal with their mentor
3	Annotated bibliography, (including citations and referencing)	3 academic sources on your research topic.	In class help for colleagues/ group mate as well as tutor	Find 7 relevant scientific sources, read 3. <u>In class:</u> write 1 entry for annotated bibliography
4	Annotated bibliography continued	4 scientific sources on your research topic	Both from class tutor and group mate	Continue to work on annotated bibliography entries

5	Research objective	Research Objective – read any essential reading text		Write in total of at least 7 entries for annotated bibliography <u>In class:</u> develop a draft research objective for your research
6	Formulating a research framework	Research Framework- Read any essential reading text	To the tutor	<b>hand in annotated bibliography</b>
7	Choosing and limiting your research question. Research ethics	Research Questions- Read any essential reading text	Colleagues/group mate as well as tutor	<u>In class:</u> work on research questions
8	Literature Review and Defining Key Concepts	Defining Concepts- Read any essential reading text		<b>In class:</b> define your own concepts
9	Research strategies and research material	Research Strategies and Research Material	To the tutor	<b>Draft Literature Review due</b>
10	Data Collection strategies: Primary versus Secondary Data		Consult with the class tutor	
11	Reviewing Quantitative methods (possible: )	Bring in your own relevant example	Consult with tutor	
12	Reviewing Qualitative Methods ( Possible guest lecture)	Bring in your own relevant example	To the tutor	<b>Draft Research design due</b>
13	Mixed methods & anticipating data analysis strategies	Bring in your own relevant example	Consult with the tutor and mentor if its already identified	
14	Research Planning	V&D, Chapter 8 (research planning)	Consult with the tutor/mentor	
15	Individual meetings for final feedback on Research Design and Lit Reviews	None	To the tutor/mentor	
16	No class		<b>To the tutor</b>	<b>Final Copy research design and Literature review due</b>

### Assessment for second semester: 60%

The grading breakdown for the second semester is as follows:

Areas of Assessment	Quantity	Weighting
A. Draft literature Review	1	10%
B. Draft methodology	1	10%
C. Draft findings and analysis	1	15%
D. Draft completion of research	1	20%
E. Final research report	1	35%

F. Oral presentation	1	10%
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### Sample work plan

Week	Topic	Due this week	Support
1-3	Draft literature review	<ul style="list-style-type: none"> <li>Clearly identified two or three bodies of literature pertaining to your topic</li> <li>Has a 'conversation' between different scholars and their work</li> <li>All key terms, concepts, and theories are defined</li> </ul>	Schedule 3 visit with the mentor for feedback and guidance
3-6	Methodology	<ul style="list-style-type: none"> <li>Detail about the method used to collect and analyze data</li> <li>Explanation about data collection instruments (policy papers, surveys, interview questions, data sets, etc.)</li> <li>Explanation about population sample and selection criteria</li> <li>Addresses validity and ethics</li> </ul>	Schedule 3 visit with the mentor for feedback and guidance
6-9	Data Analysis and findings	<ul style="list-style-type: none"> <li>Reporting of what you found in your data collection</li> <li>Details on the data collection process (i.e. 'how it went getting your data')</li> <li>Depending on your methodology, this is where you tell the reader what your data <i>means</i> or 'tell a story through the data'</li> <li>Interpretation of results</li> <li>Implications from your study to society</li> <li>Often you may have suggestions for policy changes or solutions to societal problems you were exploring</li> <li>Address your research question questions directly and state definitely if you have answered them and how</li> <li>Explain how your findings did or did not fit with the literature (from your literature review)</li> </ul>	Schedule 3 visit with the mentor for feedback and guidance
10-12	Draft completion of research	<ul style="list-style-type: none"> <li>Besides the above works should have introduction, conclusion and abstract as well.</li> </ul>	Schedule 3 visit with the mentor for feedback and guidance
13-14	Final report	<ul style="list-style-type: none"> <li>Should follow the format and outline give bellow</li> <li>Proof reading and editing of final comments for the mentor should be done</li> </ul>	Schedule 2 visit with the mentor for feedback and guidance
15	Oral presentation	<ul style="list-style-type: none"> <li>Presentation for 10 minutes for the classmates</li> <li>Presentation should will be marked out of 100 marks for following criteria: Introduction 5% Literature Review 30%</li> </ul>	Schedule final visit to work on ppt.

		Methodology 20%	
		Data Finding/ Analysis 30%	
		Conclusion 5%	
		Oral Presentation 10%	

Expected Outline: The following format and outline should be followed by the student for their undergraduate research Report:

Cover Page

Abstract Page

Table of Contents

Introduction (1-2 pages)

- Opening that entices the reader through anecdotes, statistics, or other interesting statements
- Clearly stated research purpose
- Clearly stated research questions
- Articulated outline for the rest of your paper

Literature Review (5-6 pages)

- Clearly identified two or three bodies of literature pertaining to your topic
- Has a 'conversation' between different scholars and their work
- All key terms, concepts, and theories are defined
- This section should serve the purpose of expanding on the history and context surrounding your research

Methodology (2-3 pages)

- Detail about the method used to collect and analyze data
- Explanation about data collection instruments (policy papers, surveys, interview questions, data sets, etc.)
- Explanation about population sample and selection criteria
- Addresses validity and ethics

Data Findings & Data Analysis (4-6 pages)

- Reporting of what you found in your data collection
- Details on the data collection process (i.e. 'how it went getting your data')
- Depending on your methodology, this is where you tell the reader what your data *means* or 'tell a story through the data'
- Interpretation of results
- Implications from your study to society
- Often you may have suggestions for policy changes or solutions to societal problems you were exploring
- Address your research question questions directly and state definitely if you have answered them and how
- Explain how your findings did or did not fit with the literature (from your literature review)

Conclusion (1-2 pages)

- Restate the objective and questions in your study
- Summarize what you found in your data collection
- Summarize what conclusion you drew from your analysis
- Suggest what future research could come out of your study
- End with a broad justification for why your research is important

Appendices (if any)

References

**Presentation:** On the last week of the semester, the student will give a presentation detailing their entire project, from conceptualization to results. During this presentation, the student will use Power Point (PC) or Key Note (Apple) to visually represent the concepts, statistics, data, and analysis of their research. The presentation will be given their peers. Presentations deemed to be "Excellent" and exemplary research projects will be selected and presented to the Political Science/Sociology students in their first and second years.

## 4. Reading List

### 4.1. Essential Reading

- Verschuren, P. and Doorewaard, H. (2010). *Designing a Research Project*. The Hague, Netherlands: Eleven International Publishing (second edition as e-book).
- Other sources students can use to refine their methodological approach and understanding:
- Babbie, E. (2011). *The basics of social research* (5<sup>th</sup> Ed.). Belmont, CA: Wadsworth.
- Flick, U., von Kardorff, E. & Steinke, I. (Eds.) (2004). *A companion to qualitative research* (B. Jenner, trans.). Thousand Oaks, CA: Sage.
- Gorard, S. (2003). *Quantitative methods in social science*. New York: Continuum.
- Pferrmann, D. & Rao, C.R. (Eds.) (2009). *Sample surveys: Design, methods, and applications* (Handbook of Statistics 29A). Amsterdam: Elsevier.
- Singh, K. (2007). *Quantitative social research methods*. Thousand Oaks, CA: Sage

Date August 2015

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**Module Code and Title:** ACS101 Academic Skills

**Programme(s):** University-wide module

**Credit Value:** 12

**Module Tutor:**

**General objective:**

This module aims to develop the knowledge and understanding of a range of academic skills required for study at university level. The module will focus on the development of academic writing, oral presentation, as well as listening skills to enable students to communicate effectively in both spoken and written forms. The module will enhance their learning throughout their studies at university and beyond, through close reading, discussions and critiquing of academic texts. Further, it will also enhance students' capacity to critically reflect on their own learning.

**Learning outcomes:**

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

- use effective note taking skills to extract relevant information from a range of academic texts.
- lead and participate productively in group situations.
- apply features of academic writing in academic discourses.
- apply learned strategies to avoid the consequences of academic dishonesty.
- employ a range of strategies and techniques to read academic texts.
- demonstrate information retrieval and analysis skills by identifying, assessing and using appropriate sources i.e. author, publisher or website.
- identify the content, viewpoint and relevance of articles and reports on a wide range of topics.
- write academic papers using a process approach: planning, drafting, eliciting feedback and revising, following consistent academic standards.
- construct a coherent and substantiated argument that integrates appropriate source material, and uses appropriate research and APA referencing conventions in clear and correct language in the form of an essay.
- produce academic essays using process approach: planning, drafting, eliciting feedback and revising using appropriate terminology and a consistent academic style.
- plan, organise and deliver a clear, well-structured academic oral presentation.

**Teaching and Learning Approach:**



Tutors will employ an interactive, student-centred approach, integrating language and critical thinking skills using the following strategies: demonstrations/modelling, practical exercises and activities, group work (discussions, problem-solving activities, collaborative and individual tasks, peer feedback and debates), academic essay writing (process learning with diagnosis, feedback and remediation), oral presentation, portfolio, independent study and VLE discussions over the 120 credit hours.

Approach	Hours per week	Total credit hours
Demonstrations/Modelling	1	15
Practical exercises and group works	2	30
Academic essay writing	1	15
Oral presentation	0.5	7.5
Portfolio	1.5	22.5
Independent study and VLE discussions	2	30
<b>Total</b>		<b>120</b>

### Assessment Approach:

Since the module is entirely assessed through continuous assessment, a student must complete all five components of the assessment outlined below and get an aggregate mark of 50% in order to pass. Assessment will be carried out on a continuous basis through the following tasks:

#### A. Academic Essay: Portion of the Final Mark (30%)

Students have to write one 800 to 1000-word academic essay following the rules of academic standards, essay writing, APA referencing and mechanics of language in order to practice and develop academic writing skills at the university level. The academic essay will be written in three drafts; the first draft to be peer reviewed, the second and final essay to be assessed based on the following criteria:

Second Draft (10%)	Final Draft (20%)
Content (4%)	Content (10%) ( <i>Introduction-3%, Body-5%, Conclusion-2%</i> )
Language (2%)	Language (4%)
References (2%)	References (4%)
Format (2%)	Format (2%)

#### B. Presentation: Portion of the Final Mark (15%)

Each student has to make one 5-7 minute presentation. This will help them acquire the skills necessary for carrying out effective oral presentations during the course of their university study. The students can choose one presentation topic related to their Academic Skills module, programme or an evidence-based subject that interests them for this task. The presentations will be assessed based on the following criteria:

- Greetings (3%)
  - *Introduction*
  - *Topic*
  - *Overview*
- Content (4%)
  - *Clarity*
  - *Discussion*
  - *Evidence*
  - *Coherence*
- Delivery (5%)
  - *Pronunciation*

- *Grammar*
- *Tone and pitch*
- *Body language*

Visual Aids (2%)

- *Effectiveness*
- *Relevance*

Time Management (1%)

- *Coverage*
- *Conclusion*

### **C. Portfolio: Portion of the Final Mark (25%)**

Each student has to maintain a portfolio containing series of exercises from both within and outside the class. This is to ensure the development of independent study, skills and ability to work with other students. The portfolio will be assessed based on the following:

- Organisation (5%)
- Class Work (8%)
- Class Notes (5%)
- Homework (7%).

### **D. Class Test: Portion of the Final Mark (20%)**

Students have to write one class test towards the end of week seven. The test will mainly focus on referencing skills.

### **E. VLE Discussion: Portion of the Final Mark (10%)**

Students will contribute to VLE discussions on selected topics assigned by tutors.

- Frequency (5%)
- Relevance (5%)

An overview of the assessment approaches and weighting:

<b>Areas of assessment</b>	<b>Quantity</b>	<b>Weighting</b>
A. Academic essay	1	30%
B. Oral presentation	1	15%
C. Portfolio	1	25%
D. Class test	1	20%
E. VLE discussion	2-5	10%

**Pre-requisite:** None

**Subject Matter:**

#### **Unit I: Academic Standards**

- 1.1. Definition
- 1.2. Purpose of Academic Activities
- 1.3. Ethics and Integrity

#### **Unit II: Note-taking**

- 2.1. Basics of note-taking
  - 2.1.1. Storing information during lecture sessions
- 2.2. Types of notes and strategies
  - 2.2.1. Pattern Notes or Mind Maps
  - 2.2.2. The Cornell Method
  - 2.2.3. The Outlining Method

- 2.2.4. Symbol and Abbreviation Method
- 2.3. Listening and note-taking
  - 2.3.1. Practicing Listening with the partners
  - 2.3.2. Listening to BBC service podcasts
  - 2.3.3. Listening to IELTS test samples

### **Unit III: Academic Writing**

- 3.1. Academic Writing
  - 3.1.1. Definition
  - 3.1.2. Importance of academic writing
  - 3.1.3. Identifying various academic texts
  - 3.1.4. Applying academic features in writing for academic purposes
- 3.2. Features of academic writing
  - 3.2.1. Formality
  - 3.2.2. Structure
  - 3.2.3. Logic
  - 3.2.4. Evidence and sources
  - 3.2.5. Objectivity
  - 3.2.6. Precision
- 3.3. Types of academic writing
  - 3.3.1. Essays
  - 3.3.2. Reports
  - 3.3.3. Exam responses
  - 3.3.4. Academic assignments
  - 3.3.5. Proposals (Research and project)
- 3.4. Academic argument
  - 3.4.1. Definition
  - 3.4.2. Distinction between academic argument and everyday argument
  - 3.4.3. Facts, opinions and beliefs

### **Unit IV: Referencing Techniques and APA format**

- 4.1. Types of referencing styles
  - 4.1.1. Documentary note styles
  - 4.1.2. Parenthetical styles or author-date styles
  - 4.1.3. Numbered styles
  - 4.1.4. Why and when to cite
- 4.2. Introduction to using source materials
  - 4.2.1. Defining sources
  - 4.2.2. Critical evaluation of resources
- 4.3. Using source materials for in-text citation
  - 4.3.1. Direct and Indirect/Reported voice
- 4.4. Making end-text/reference lists
  - 4.4.1. Writing references for books, newspapers, websites and scholarly journals
- 4.5. Referencing and academic integrity
  - 4.5.1. Understanding plagiarism and its consequences
  - 4.5.2. Maintenance of academic standards
  - 4.5.3. Honesty and rigor in academic writing and publishing
  - 4.5.4. Following academic ethics

### **Unit V: Academic Essay Writing**

- 5.1. Writing Process
  - 5.1.1. Pre-writing, Drafting, Revising, Editing and Publishing
- 5.2. Understanding Written Assignments
  - 5.2.1. Instruction words
  - 5.2.2. Content words

- 5.2.3. BUG method
- 5.3. Academic Essay
  - 5.3.1. Purpose and features of academic essays
- 5.4. Essay Format/Structure
  - 5.4.1. Introduction- Opening statement, background information and thesis statement
  - 5.4.2. Body paragraphs
  - 5.4.3. Conclusion

### **Unit VI: Academic Reading**

- 6.1. Text features and organization
  - 6.1.1. Textual Features
  - 6.1.2. Graphic Aids
  - 6.1.3. Informational Aids
  - 6.1.4. Organizational Aids
- 6.2. Reading Techniques
  - 6.2.1. Skimming
  - 6.2.2. Scanning
  - 6.2.3. SQ3R
- 6.3. Introduction to Using Source Materials
  - 6.3.1. Locating, evaluating and selecting information
  - 6.3.2. Internet Source- Web endings
- 6.4. Summarizing and Paraphrasing academic texts
- 6.5. Critical reading (author viewpoints/biases, reading for detail)

### **Unit VII: Oral Presentations**

- 7.1. Basics of oral presentation
  - 7.1.1. Definition and Examples
  - 7.1.2. Tips to Overcome Anxiety in Oral Presentation (Controlling Nervousness, Controlling Physical Nervousness, Capitalizing on the Law of Attraction)
  - 7.1.3. Organising the Content (Introduction, Body, Conclusion)
- 7.2. Strategies for delivering an effective presentation
  - 7.2.1. Signposting (Introducing topic of presentation, outlining the structure of presentation, indicating the start of new section, concluding)
  - 7.2.2. Using Visual Aids
  - 7.2.3. Sense of Humour
  - 7.2.4. Body Language
  - 7.2.5. Tone and Pitch

### **Reading List**

#### **Essential Reading**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Department of Academic Affairs. (2018). *Students' materials for academic skills*. Thimphu: Royal University of Bhutan.
- Department of Academic Affairs. (2018). *Tutors' materials for academic skills*. Thimphu: Royal University of Bhutan.

#### **Additional Reading**

- Bailey, S. (2011). *Academic writing: A handbook for international students* (3<sup>rd</sup> ed.). Abingdon, Oxford: Routledge.
- Butler, L. (2007). *Fundamentals of academic writing*. New York, NY: Pearson Longman.
- Gillet, A. (2013, January 15). *UEFAP (Using English for academic purposes): A guide for students in higher education*. Retrieved from <http://www.uefap.com>
- Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track successful academic writing*. England: Pearson Education.

- Hogue, A. (2007). *First steps in academic writing*. New York: Pearson Education ESL.
- Oshima, A., & Hogue, A. (2005). *Writing academic English* (4<sup>th</sup> ed.). White Plains, NY: Pearson Education.
- Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3<sup>rd</sup> ed.). New York: Pearson Longman.
- Ramsey-Fowler, H., & Aaron, J. E. (2010). *The little brown handbook* (11<sup>th</sup> ed.). New York, NY: Pearson Longman.

**Date:** 29 June 2018

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**Module:** APC101 IT Skills

**Programme:** BSc Geography and Economics

**Credit Value:** 12

**Module Coordinator:**

### 5. General objective:

Over the years computers have become an integral part of the office environment. Common activities performed in an organization involve maintaining documents, analyzing financial data, storing and retrieving records, and sharing presentations in business meetings. These tasks can be done quickly and easily by using appropriate tools. These tools enable users to create, manage, analyze, and share information. Aspiring professionals in any field need to acquire basic skills of the tools that can help them solve common problems at work and enhance their productivity. This module enables a student to use Microsoft Office 2007/ latest version software for creating, managing, analyzing, and sharing information.

Besides getting comfortable with office applications tool, this module will also familiarize students to Windows Operating system. In addition, students will learn office productivity tools such as Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

This module consists of following sub-modules:

1. IT Fundamentals and Windows OS
2. Microsoft Word
3. Microsoft Excel
4. Microsoft PowerPoint

### 6. Learning outcomes:

#### 6.1. IT Fundamentals

After completing the sub-module, the students will be able to:

- 6.1.1. Identify computer systems
- 6.1.2. Identify components of a PC system
- 6.1.3. Identify types of files used to organize data
- 6.1.4. Identify the evolution of Windows XP OS and how to log on and log off from Windows XP
- 6.1.5. Explore the Windows XP Desktop
- 6.1.6. Manage folders and files
- 6.1.7. Change the display
- 6.1.8. Use accessories

## **6.2. Microsoft Office Word (latest version)**

After completing the sub-module, the students will be able to:

- 6.2.1. Explore the Word interface
- 6.2.2. Identify the features available in the Ribbon interface
- 6.2.3. View a Word document in different layouts
- 6.2.4. Edit text in a Word document
- 6.2.5. Format text
- 6.2.6. Format paragraphs
- 6.2.7. Insert headers and footers
- 6.2.8. Create tables
- 6.2.9. Insert graphics
- 6.2.10. Print a document
- 6.2.11. Use Mail Merge

## **6.3. Microsoft Office Excel (latest version)**

After completing the sub-module, the students will be able to:

- 6.3.1. Explore the Excel environment
- 6.3.2. Perform basic operations in Excel
- 6.3.3. Perform operations on data
- 6.3.4. Modify a worksheet
- 6.3.5. Use the Excel help feature
- 6.3.6. Manage worksheets
- 6.3.7. Use the undo and redo features
- 6.3.8. Use the sort and filter features
- 6.3.9. Use formulas and functions
- 6.3.10. Reference data
- 6.3.11. Format data
- 6.3.12. Enhance data presentation
- 6.3.13. Print worksheets
- 6.3.14. Create charts
- 6.3.15. Modify charts
- 6.3.16. Format Charts
- 6.3.17. Create a chart template

## **6.4. Microsoft PowerPoint (latest version)**

After completing the sub-module, the students will be able to:

- 6.4.1. Explore the Microsoft Office PowerPoint interface
- 6.4.2. Identify the features available in the Ribbon interface
- 6.4.3. Work with PowerPoint presentations

- 6.4.4. Identify the views in PowerPoint
- 6.4.5. Use the Help feature of PowerPoint
- 6.4.6. Format text
- 6.4.7. Apply slide show effects
- 6.4.8. Work with charts

## 7. Learning and teaching approach

- Lectures: 2 hours per week
- Laboratory Practical: 1 hour per week

## 8. Assessment:

### 8.1. Continuous Assessment: 40%

Lab work and Assignment: 40%

### 8.2. Final Examination: 60%

OLT Module Test: 60%

**Total: 100%**

## 9. Subject Matter

### 9.1. Computer Overview:

- 9.1.1. Introduction to Computer Systems
- 9.1.2. Application of Computers
- 9.1.3. Overview of different generation of computers
- 9.1.4. Different types of computer systems
- 9.1.5. Benefits and Limitations of computers, Components of a PC system,
- 9.1.6. Working of computers: Hardware, Software
- 9.1.7. Different Types of Data Organization: Text files, Data files, Graphic files, Audio files.

### 9.2. Working with Windows XP

- 9.2.1. Operating System: Understanding, Role
- 9.2.2. Windows XP: Evolution, Log on, Log off, Turn off, Windows XP Desktop: Desktop icons, Taskbar
- 9.2.3. Exploring Windows Explorer: Folders Pane, Contents Pane, Toolbar, Managing files and folders, Change Display, Accessories

### 9.3. Introduction to Microsoft Office Word (latest version):

- 9.3.1. Introduction to the Word 2007 interface
- 9.3.2. Creating, Saving, Opening, Previewing and Closing Documents,
- 9.3.3. Explore the Ribbon Tabs: Home, Insert, Page Layout, Review, View
- 9.3.4. Word Document: Print Layout, Web Layout, Outline View, Full Screen Reading View, Draft, Editing Text, Using Help in Word

#### **9.4. Formatting a Document:**

9.4.1. Format Text-Modify Font, Highlight Text, Change Text Color

9.4.2. Copy Format, Clear Format, Change Case, Format Paragraphs, Paragraph Spacing, Line Spacing, align and Indent Text, Use Tabs, Create Different Lists, Borders and Shading, Styles, Insert Headers and Footers

#### **9.5. Working with Tables and Graphics**

9.5.1. Work with Tables and Graphics: Create, Navigate, Modify, Format, Convert Text to Table and vice-versa

9.5.2. Work with Graphics-Insert Images and Charts

#### **9.6. Printing Documents and Using Mail Merge**

9.6.1. Print Documents-Margins, Page Orientation, Paper Size and Page Break. Modify Content, Print, and Use Mail Merge.

#### **9.7. Introducing Microsoft Excel (latest version)**

9.7.1. Explore Excel Environment: Office Button, Status Bar, Mini Toolbar, Quick Access Toolbar, Ribbon

9.7.2. Perform Basic Operations in Excel: Create, Save, Open, Navigate and Close Workbook, Perform Operations on Data: Enter, Move, Copy, Delete, Search, Modify Worksheet-Insert Rows, Columns, Cells, Use the Excel Help Feature

#### **9.8. Managing Worksheets and Manipulating Data**

9.8.1. Manage Worksheets: Insert, Delete, Copy, Format, Move Use Undo and Redo Features, Sort and Filter Data

9.8.2. Work with Formulas and Functions: Formula Bar, Enter Formulas in a Worksheet, Use Fill Handle, Functions, Use Functions, Copy Formulas and Functions, Referencing Data, Using Cell Referencing in Excel

#### **9.9. Formatting Worksheets and Data Presentation**

9.9.1. Format Data: Text, Numbers, Date, Time, Enhance Data Presentation: Data, Borders, Background, Format, AutoFormat, Cell Styles

#### **9.10. Printing Worksheets and Creating Charts**

9.10.1. Insert and Remove Page Breaks, Modify Page Setup, Preview and Print Worksheet, Create Chart, Modify Chart, Create a Chart Template.

#### **9.11. Introducing Microsoft Office PowerPoint (latest version)**

9.11.1. Introduction to PowerPoint interface

9.11.2. Presentation: Create, Save, Open, Close

9.11.3. Explore the different Tabs in Ribbon: Home, Insert, Design, Animations, Slide Show, Review, View, Contextual, Dialog Box Launchers

9.11.4. Work with Presentations: Insert Text, Add and Delete Slides, Copy and Move Text, Insert Images, Add Headers and Footers, Change the Slide Background, Spell Check Utility, Print Presentation

9.11.5. Identify the Views in PowerPoint: Normal, Slide Sorter, Notes page, Slide Show, Using Help in PowerPoint



## 9.12. Enhancing a Presentation

9.12.1. Enhance Presentation-Change Fonts, Text Case and Alignment, Create Different Types of Lists, Line Spacing, Apply Slide Show Effects: Custom Animation, Preset Animation, Transition Effects, and Work with Charts.

## 9.13. List of Practical(s):

- Identify Different parts of a Computer
- Use Windows XP
- Explore Files and Folders
- Create and Format Documents in Word
- Implement Tables and Graphics in Word
- Print Documents
- Use Mail Merge
- Use Excel to Manipulate Worksheets
- Format and Print Worksheets
- Create charts in Excel
- Create Slides in PowerPoint
- Format and Enhance Slide Presentation

## 10. Reading List:

### 10.1. Essential Reading

Arora, A. and Bansal, S. (2005). "Comprehensive Computer and languages." Laxmi Publications.  
Cox, J. (2007). "Microsoft Office Word 2007 Step by Step". Microsoft Press  
Walkenbach, J. (2007). "Excel 2007 Bible". John Wiley & Sons Publications  
Wempen, F. (2007). "PowerPoint 2007 Bible". Paperback  
Cox, J. L., and Joan, F.C. (2010). "Microsoft Office Professional 2010 Step by Step". Paperback.

### 10.2. Additional Reading

Bill, J. (2010). "Microsoft Excel 2010 in Depth". Paperback  
Gary B. S. and Susan, L. S. (2010). "Microsoft Powerpoint 2010: Complete". Paperback.  
Melton, B., Dodge, M. (2013). "Microsoft Office Professional 2013 Step by Step". Paperback  
Lisa A. B. (2013). "Microsoft Word 2013 Bible". John Wiley & Sons Publications  
Walkenbach, J. (2013). "Microsoft Excel 2013". John Wiley & Sons Publications  
Wempen, F. (2010). "Microsoft Word 2010 in Depth". Paperback  
Wempen, F. (2013). "Microsoft Powerpoint 2013". John Wiley & Sons Publications

Updated: August 2012

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## Module Code and Title: DZG101 Dzongkha Communication

༡	སློབ་ཚན་གྱི་མིང་	:	ཚོང་ཁ་བཟོ་དོན་སློབ་ལེན།
༢	སློབ་ཚན་ཡན་	:	ཚོང་ཁ་༡༠༡
༣	སློབ་སྦྱང་གི་མིང་	:	གཞུགས་ལག་གཞི་རིམ་འོག་མའི་སློབ་སྦྱང་དང་

གཙུག་ལག་གཞི་རིམ་སློབ་སྦྱོང་།

༤ **སྦྱང་འབྲས་པ་** : ༡༢

༥ **སློབ་སྦྱོན་པ་** : རྫོང་ཁའི་ལེགས་བཤད་པ།

༦ **སྦྱིར་བཏང་གི་ལས་དོན་** :

རྫོང་ཁ་བཤད་དོན་སྦྱོང་ལེན་གྱི་སྦྱོང་ཚན་འདི་མཐར་འཁྲོལ་ཞིན་མ་ལས་སློབ་སྦྱོང་པ་ཚུ་གིས་རང་གི་མི་ཚེ་ནང་ལུ་གཡོག་དང་འབྲེལ་བའི་གནད་དོན་ག་ཅིའི་ཐད་ལས་འབད་རུང་རྫོང་ཁའི་ནང་དག་ཐོག་དང་ཡིག་ཐོག་གཉིས་ཆ་རའི་ནང་བཤད་དོན་སྦྱོང་ལེན་ཚུ་ལ་དང་མཐུན་ཏེ་ག་ཏོ་འབད་འབད་ཚུ་གས་ནི།

༧ **སློབ་སྦྱོང་གྲུབ་འབྲས་པ།**

སྦྱོང་ཚན་འདི་ལྟམ་ཚར་བའི་ལུ་ལུ་སློབ་སྦྱོང་པ་ཚུ་གིས་ :

- ༧.༡ རྫོང་ཁའི་སྐད་ཡིག་གི་འབྲུང་རབས་དང་རྫོང་ཁ་ལྟམ་དགོ་པའི་ལུངས་དང་དགོས་པ་ཚུ་སྲུབ་ཚུ་གས།
- ༧.༢ ཅུས་རྒྱུན་ལག་ལེན་འཐབ་དགོ་པའི་མིང་བྱ་ཚིག་ཁྱད་ཚིག་ཚིག་གྲོགས་ཚུ་མ་འཛོལ་བར་ལག་ལེན་འཐབ་ཚུ་གས།
- ༧.༣ ཅུས་རྒྱུན་ལག་ལེན་འཐབ་དགོ་པའི་མིང་བྱ་ཚིག་ཁྱད་ཚིག་ཚིག་གྲོགས་ཚུ་གི་ཡིག་སྐྱེབ་དགས་འབད་འབྲི་ཚུ་གས།
- ༧.༤ ལུ་ལུ་ཅུས་གནས་སྤངས་དང་བསྐྱེད་ཏེ་ཞེ་ས་དང་པལ་སྐད་ཚུ་ལ་མཐུན་འབད་ལག་ལེན་འཐབ་ཚུ་གས།
- ༧.༥ རྫོང་ཁའི་ཐོག་ལུ་བྲིས་ཏེ་ཡོད་མི་ཚུ་ཚུ་ལ་དང་ལྡན་ཏེ་ག་ཏོ་འབད་ལྷག་ཚུ་གས།
- ༧.༦ ཅུང་མོ་དང་སློ་བུ་དཔེ་གཏམ་གྱི་རིགས་ཚུ་ལག་ལེན་འཐབ་ཚུ་གས།
- ༧.༧ འབྲེལ་སྦྱོར་དང་བྲེད་སྦྱོར་གྲགས་རྒྱུན་སྦྱོང་གི་ཚིག་ཐད་ཚུ་མ་འཛོལ་བར་ལག་ལེན་འཐབ་ཚུ་གས།
- ༧.༨ འབྲི་ཚུ་ལ་གྱི་ཁྱད་ཚིག་ཚུ་ཚང་མ་འབད་ལག་ལེན་འཐབ་སྟེ་འབྲི་ཚུ་གས།
- ༧.༩ གཞུང་སྐེར་ཡིག་འགྲུལ་གྱི་རིགས་འབྲི་ཚུ་གས།
- ༧.༡༠ འབྲི་ཐོག་གི་རིགས་ག་ཅི་ར་ཨིན་རུང་རྫོང་ཁའི་ནང་དག་འདེལ་མེད་པར་བཀའ་ཚུ་གས།
- ༧.༡༡ ལུང་འབྲེན་དང་རྒྱབ་རྟེན་གྱི་ཐོ་འོས་འབབ་ལྡན་ཏེ་ག་ཏོ་འབད་བཀོད་ཚུ་གས།

༨ **རིག་ཚུལ་ཡར་རྒྱས་པ་** : རྫོང་ཁའི་སྐད་ཡིག་གི་རིག་ཚུལ་བཞི།

༩ **གནས་ཚུན་** :

༡༠ **སློབ་སྦྱོན་འབད་ཐངས་** :

སྦྱོང་ཚན་འདི་གི་དོན་ལུ་ཡོངས་བསྐྱེལ་ཚུ་ཚུང་༡༢༠ ཐོབ་དགོ་པ་ཨིན་རུང་ཅུས་རྒྱུན་སློབ་ཁང་ནང་སློབ་སྦྱོན་གྱི་དོན་ལུ་ཉུང་མཐའ་ཚུ་ཚུང་༦༠ དགོ་པ་ཨིན་ཏེ་ཡང་བདུན་པ་ལུ་ཚུ་ཚུང་༤༠ འབད་བདུན་པ་ལུ་གི་རིང་ལུ་སློབ་སྦྱོན་འབད་དགོ་པ་ཨིན་ཏེ་གི་ལྷག་མ་ཚུ་ཚུང་༦༠ སློབ་ཁང་ནང་འབད་མེན་པར་རང་རྒྱུང་གི་ཐོག་ལས་ལྷབ་ནི་དང་ལས་འགྲུལ་འབྲི་ནི་ཚུ་གི་དོན་ལུ་ལག་ལེན་འཐབ་དགོ་པ་ཨིན་ཏེ་ཅུས་རྒྱུན་སློབ་ཁང་ནང་ལུ་སློབ་སྦྱོན་འབད་བའི་སྐབས་ལུ་འོག་གི་ཚུ་ཚུང་དཔེ་བཀོད་རྒྱབ་མི་དང་འབྲེལ་ཏེ་ལག་ལེན་འཐབ་དགོ་

སློབ་སྟོན་	ཚུ་ཚློད་ 20
སློབ་ཕྲ	ཚུ་ཚློད་ 30
སློབ་ལུ	ཚུ་ཚློད་ 70

71 **དབྱེ་ཞིབ་**

: སློབ་ཚན་འདི་གི་དོན་ལུ་སློབ་རྒྱུགས་དབྱེ་ཞིབ་དང་དུས་རྒྱུན་དབྱེ་ཞིབ་  
གཉེས་ཆ་ར་ལག་ལེན་འཐབ་སྟེ་དབྱེ་ཞིབ་འབད་དགོས་ཨིན།

ཀ	དུས་རྒྱུན་དབྱེ་ཞིབ།	སྐྱུགས་	40%
	ལས་འགུལ་		20%
	སློབ་ཁང་སློབ་ལུ		75%
	སློབ་ཁང་གི་སློབ་ཕྲ		75%
ཁ	སློབ་རྒྱུགས་དབྱེ་ཞིབ།		40%
	ཚུ་སྐྱུགས།		40%
	<b>ཡོངས་བསྟོམས་</b>	<b>སྐྱུགས་</b>	<b>700</b>

72 **སློབ་ཚང་གིས་ཡོན་** :

73 **ནང་དོན་**

- དོན་ཚན་ཀ་པ།      སྐད་ཡིག་གི་དོ་སྟོན། (ཚུ་ཚློད་ 3)
- 1                    རྫོང་ཁའི་སྐད་ཡིག་གི་འབྲུང་རབས།
- 2                    རྫོང་ཁ་ལྟམ་དགོ་པའི་དགོས་པ།
- དོན་ཚན་ཁ་པ།      མིང་ཚིག་རྫོང་པའི་རྣམ་གཞག། (ཚུ་ཚློད་ 24)
- 1                    མིང་
- 2                    བྱ་ཚིག་
- 3                    བྱ་ཚིག་
- 4                    ཚིག་གོ་གས།
- 5                    རྫོང་ཁ་དག་གཤེས་འགོ་ལུགས།
- 6                    སློབ་ཚུ་མཉམ་དབྱེ་གཏམ་དང་སློབ་ཚུ་མཉམ་ཨོ།
- 7                    རྫོང་ཁ་ཉམ་རྒྱུང་གི་མིང་ཚིག་ལག་ལེན་འཐབ་ཐངས།
- 8                    མིང་ཚིག་དང་བྱ་ཚིག་བྱ་ཚིག་ཚུ་འོས་འབབ་ལྡན་མ་འབད་ལག་ལེན་འཐབ་ཐངས།
- དོན་ཚན་ག་པ།      རྫོང་ཁའི་དག་གཤེས་དང་འཁྲིལ་ཏེ་ལྟོག་ཐངས། (ཚུ་ཚློད་ 6)

- ༡ ཚིག་མཚམས་བཅད་དེ་ལྷན་ཐངས།
- ༢ རྗེས་འཇུག་གི་སྐྱོད་ཀྱི་ལ་བུ་བཏོན་དགོས་དང་མ་དགོས་ཀྱི་རྒྱུ་ལ་འཇུག་པར་ཕྱི་སྟེ་ལྷན་ཐངས།
- ༣ རྗེས་འཇུག་མེད་རུང་ཡོད་པ་བཟུམ་ལྷན་ཐངས།

དོན་ཚན་ངམ། ཡི་གུ་འོ་སྦྱོར་བ། (རྩ་ཚུལ་༤)

- ༡ འབྲེལ་སྦྲེལ་
- ༢ ཐུད་སྦྲེལ་
- ༣ ལྷན་ཐངས།
- ༤ རྒྱུ་སྦྲེལ།

དོན་ཚན་ཅམ། ཡིག་འགྲུལ། (རྩ་ཚུལ་༢༠)

- ༡ ཡིག་རྒྱུང་འབྲི་ཐངས།
- ༢ མགོན་ལུ་འབྲི་ཐངས།
- ༣ གཏང་ཡིག་འབྲི་ཐངས།
- ༤ ལུ་ཡིག་དང་ལུ་ཚིག་/བཤེར་ཡིག་འབྲི་ཐངས།
- ༥ གན་ཡིག་འབྲི་ཐངས།
- ༦ ལྷན་ལུ་འབྲི་ཐངས།
- ༧ མོས་ཚོད་འབྲི་ཐངས།
- ༨ རྩལ་བསྐྱུགས་ཀྱི་རིགས་འབྲི་ཐངས།
- ༩ འབྲི་ཤོག་གི་རིགས་བཀང་ཐངས།
- ༡༠ འབྲི་ཚུལ་འབྲི་ཐངས།
- ༡༡ ཚིག་ཤད་ལག་ལེན་འབྲི་ཐངས།
- ༡༢ ལུང་འབྲི་དང་རྒྱལ་རྟེན་གྱི་དཔེ་ཐོ་བཀོད་ཐངས།

༡༤ ལྷན་དགོས་ཀྱི་དཔེ་ཐོ།

- ༡ སྦྱོང་ཚན་འདི་སྦྱང་བ་ལེགས་ཤོམ་འབད་ཐོབ་མི་དེ་དོན་ལུ་འོག་ལུ་བཀོད་དེ་ཡོད་མི་དཔེ་དེ་བ་རྩུ་རེས་པར་བུ་ལྷན་དགོ།  
 གུན་བཟང་དོ་མེ། (༢༠༡༡) སློབ་ལྷན་ལེ་ལང་། ཐིམ་ཕུ། རྫོང་ཁ་གོང་ལྷན་ཚོགས།
- གུན་བཟང་དོ་མེ། (༢༠༡༡) རྩལ་མེ་ལེ་ལེ་སློབ་རིག་མེ་ཏོག་ ཐིམ་ཕུ། རྫོང་ཁ་གོང་ལྷན་ཚོགས།
- གུན་བཟང་འབྲི་ལམ། (༢༠༠༧) ཡིག་བསྐྱུར་རྣམ་གཞག་གི་དེ་བ། ཐིམ་ཕུ། གེ་ཨེམ་གྱི།
- སྐལ་བཟང་ཚོས་འཕེལ་དང་ཆ་ལོགས་རྩུ། (༢༠༡༣) ཉེ་འབྲེལ་མིང་ཚིག་རབ་འབྲེད། ཐིམ་ཕུ། ཨིམི་ཀྱ་གེན་པ་ལུ་སི།

རྣམ་རྒྱལ་དབང་ཕྱུག (2007) རྫོང་ཁའི་ཚད་ལྡན་སྐྱོན་སྒྲུབ་ལུ་དང་ཡིག་རིགས་འབྲི་བྲངས། ཐིམ་ཕུ།  
 རྫོང་གོང་ལྷན་ཚོགས། (2077) བལ་སྐད་ཞེ་སའི་རྣམ་གཞག་སྐར་མའི་འོད་ཟེར། ཐིམ་ཕུ། རྫོང་གོང་ལྷན་ཚོགས།  
 རྫོང་གོང་ལྷན་ཚོགས། (2078) འབྲུག་གི་ཡིག་བསྐྱར་རྣམ་གཞག ཐིམ་ཕུ། རྫོང་གོང་ལྷན་ཚོགས།  
 རྫོང་གོང་འཕེལ་ལྷན་ཚོགས། (2008) རྫོང་ཁའི་བདེ་གཞུང་གསར་པ། ཐིམ་ཕུ། རྫོང་གོང་འཕེལ་ལྷན་ཚོགས།  
 བསམ་གྲུབ་ཚེ་རིང་། (2002) ཡ་རབས་ལམ་དུ་འབྲེན་པའི་ཕལ་སྐད་དང་ཞེ་སའི་དེབ་རྒྱུང་། (ལ་གསལ་མེད)  
 འོག་ལུ་བཀོད་མི་དཔེ་དེབ་རྒྱུ་ལ་སྐོང་གི་གནས་ཚུལ་ཐོབ་ཞིའི་དོན་ལུ་ལྷག་དགོཔ་ཨིན།  
 གུན་ལེགས་རྒྱལ་མཚན། (2006) རྫོང་ཁའི་རྫོང་སྐྱེ། སྤར།  
 ལྷལ་བཟང་དབང་ཕྱུག (2002) རྫོང་ཁ་བདེ་དོན་རྒྱུན་འབྲེལ། བསམ་ཕྱེ།  
 བུམས་པ་ཚེས་རྒྱལ། (1999) སུམ་ཕུ་པའི་རྣམ་བཤད། ཐིམ་ཕུ། རྫོང་གོང་འཕེལ་ལྷན་ཚོགས།  
 རྫོང་གོང་འཕེལ་ལྷན་ཚོགས། (1990) ཚིག་དོན་གུན་གསལ་མེ་ལོང་། ཐིམ་ཕུ། རྫོང་གོང་འཕེལ་ལྷན་ཚོགས།  
 རྫོང་གོང་འཕེལ་ལྷན་ཚོགས། (1999) འབྲི་ཚུམ་ཕྱོགས་དེབ། ཐིམ་ཕུ། རྫོང་གོང་འཕེལ་ལྷན་ཚོགས།  
 རྫོང་གོང་འཕེལ་ལྷན་ཚོགས། (1990) རྫོང་ཁ་རབ་གསལ་ལམ་བཟང་། ཐིམ་ཕུ། རྫོང་གོང་འཕེལ་ལྷན་ཚོགས།  
 རིན་ཚེན་མཁའ་འགོ། (1994) རྫོང་ཁ་དབྱིན་སྐད་ཚིག་མཛོད།  
 བསོད་ནམས་བསྐྱེད་འཛིན། (2004) ལོ་འཁོར་བཅུ་གཉིས་ཀྱི་བཤད་པ། ཐིམ་ཕུ། ཀེ་ཨེམ་ཀྱི་ལས་ལྷེ།

གཤ བསྐྱར་ཞིབ་འབད་པའི་ཚེས་གྲངས་ : 26/02/2078 པུ།