Programme Handbook

Bachelor of Arts
In
Anthropology
Offered by

ROYAL THIMPHU COLLEGE

In affiliation with

Royal University of Bhutan

Effective July, 2018   **Updated 2024-April**

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):   Royal Thimphu College, Ngabiphu, Thimphu, Bhutan

Title of Award: Bachelor of Arts in Anthropology

Duration and mode of study: Three years, full-time

Awarding/accrediting body: Royal University of Bhutan

Date of initial approval: 26-27 February 2018, 41st AB (Validated)

Date of last review:

Aims and Learning Outcomes of the Programme

Aims of the Programme

The BA programme in Anthropology aims to provide undergraduate students with a solid grounding in Anthropology, a field of study that is concerned with what it means to be human. The programme will familiarize learners with the breath of anthropological knowledge, theories, and methods as well as teach them how these are applicable to the world beyond the classroom. As the first Bhutanese programme in Anthropology, it will also seek to demonstrate the value and relevance of the discipline within the context of Bhutan, which has always recognized the value of Bhutan's own rich cultural heritage. Hence, this programme will focus mainly on cultural anthropology, which is a core sub-discipline of Anthropology. However, the programme will also seek to introduce learners to the other major sub-disciplines, namely linguistic anthropology, biological/physical anthropology and archaeological anthropology.

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

Learning Outcomes of the Programme

Graduates of this programme are expected to acquire not only a grounding within the field of anthropological knowledge (subject specific skills) but will also gain competency in the following skill areas: critical thinking skills, application skills and transferable skills. Specific learning outcomes based on these four different skill sets are the foundation of this programme, along with appropriately aligned teaching, learning and assessment tools.

Subject Specific Skills: This skill-set refers to **knowledge and understanding (KU)** of the field of anthropology.

   KU1.   Explain key principles, theories and concepts within the field of Anthropology.
   KU2.   Define the scope and history of the field of Anthropology.
   KU3.   Explain the foundational anthropological method of ethnography.
   KU4.   Explain the relevance and value of anthropological knowledge and practices in the context of contemporary Bhutan.

Critical Thinking Skills (CS):

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

Application skills (AS): refers to the ability to use anthropological knowledge and practices within non-academic or real-world settings.

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

Transferable Skills (TS): Transferable skills will be integrated within modules whenever appropriate. Students will have the opportunity to practice and receive feedback on these skills both formally, through the use of assessments, and informally, through on-going interactions with tutors within the scope of everyday classroom activities.

TS1. Become reflective, independent and life-long learners.
TS2. Work collaboratively and effectively within a team.
TS3. Demonstrate effective time-management and personal goal setting.
TS4. Use ICT thoughtfully and effectively.
TS5. Take personal responsibility for completing an independent research project.
TS6. Undertake self-evaluation and preparation for employment.
TS7. Develop a genuine sense of empathy and appreciation for the beliefs and experiences of other people.

Nested Awards

N/A

Career-related Opportunities

A degree in Anthropology prepares graduates for careers in (but not limited to): 1. Academic careers in teaching and research; 2. Corporate and business careers (as many businesses look explicitly for anthropologists, recognizing the utility of their knowledge and training to, for instance, work in a culturally diverse corporate team, to examine consumer reference patterns, market-research, and to operate effectively in transnational endeavours); 3. Government careers (as state and local governmental organizations often employ anthropologists in planning, research and managerial capacities); 4. Non-profit and community-based careers (e.g., to help design and implement a wide variety of programmes as well as in social impacts assessments, project evaluations, and consulting).

Graduates of this programme would be valuable to organizations and agencies such as the civil service, local CSOs, research organizations and consultancies, international organizations, and the tourism industry, including at museums and heritage sites.

Programme Structure

Yr	Sem.	Modules				
I	I	**AFD101** Introduction to Anthropology	**AID101** Kinship and Family	**AFD102** Biological Anthropology	**IPS101** IT and Basic Problem Solving	**LAN101** Grammar, Vocabulary, and Phonology in Context
	II	**AFD103** Heritage Studies	**ATH101** Ecological Anthropology	**ATH102** Medical Anthropology	**AFD104** Language and Culture	**ACS101** Academic Skills
II	I	**ETY201** Ethnographic Monographs	**ATH203** History and Theory of Anthropology	**ATH204** Political Anthropology	**AAS201** Anthropology of the Himalayas	**DZG101** Dzongkha Comm.
	II	**ETY202** Writing Ethnography	**UGR202** Anthropological Research Methods	**AID202** Anthropology of Identity	**ASC201** Anthropology of Globalization	**GSE101** Analytical Skills
III	I	**UGR303** Undergraduate Ethnographic Research	**AID303** Anthropology of Gender	**ETY303** Visual Anthropology	**ASC302** Anthropology of Development	**ATH305** Anthropology of Religion and Rituals
	II		**ASC303** Applied Anthropology	**AAS303** Ethnography of Bhutan	**AAS302** Anthropology of South East Asia	**ASC304** Contemporary issues in Anthropology

All modules shown are 12-credit modules, except UGR303 which is 24 credits, cumulating to 360 credits achieved over three years of full-time study. Each semester requires approximately 15-16 weeks of teaching-learning incorporating 40 hrs of student effort per week, and approximately 2 weeks of examinations. Modules shaded in grey are crosscutting skills modules offered across programmes.

The structure of the programme takes in account the fact that almost all (Bhutanese) students who undertake this course will have had minimal exposure to the discipline ofanthropology. For this reason, modules offered in first two semesters are broad, introductory survey courses that do not require any prior knowledge. Once students have successfully completed these modules they will have acquired the knowledge and skills to tackle more theoretically dense and complex subjects such as ATH203 History and Theory of Anthropology. Modules that are placed in the second and third year by and large require a solid understanding of key anthropological concepts and perspectives. Several modules places in the final semester such as ASC303 Applied Anthropology and ASC304 Contemporary Issues in Anthropology will require students to have an in-depth knowledge of the discipline that can only come from several years of study.

Classification/breakdown of curriculum into broad component categories:

Category	Modules	% of curriculum
Foundations of Anthropology Courses	AFD101, AFD102, AFD103, AFD104	4/30 = 13.3 %
Anthropological Theory and History	ATH101, ATH102, ATH203, ATH204, ATH305	5/30 = 16.6%

Anthropology of Identity	AID101, AID202, AID303	3/30 = 10%
Anthropological Area Studies	AAS303, AAS201, AAS302	3/30 = 10%
Anthropology of Contemporary Social and Cultural Change	ASC201, ASC302, ASC303, ASC304	4/30 = 13.3%
Anthropological research methods and project	UGR202, UGR303 (x2)	3/30 = 10%
Ethnography	ETY201, ETY202, ETY303	3/30 = 10%
Core competencies	LAN101, ACS101, DZG101, IPS101, GSE101	5/30 = 16.7%
Total		100%

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

Teaching and Learning Approach

1. Rather than only assessing learning outcomes, classroom teaching will focus on the active engagement of students in achieving specific learning outcomes. This will therefore require more in-class guided time to be spent on student-centric activities, rather than a purely teacher-centric approach. The average in-class instruction time for a 12-credit module is thus expected to be 4 hrs/wk. for 15 weeks. These contact hours will be used for lectures, group discussions, guest speakers, student presentations, demonstrations, tutorials, and in-class assessments such as class tests. All aforementioned approaches, including tutorials, require the attendance of the entire class together for the scheduled hours.
2. In order to promote students' involvement in learning, projects, independent research, presentations, and student-led discussions will constitute an essential component of the learning process.
3. A wide range of reading materials from a wide variety of sources (e.g. books, academic articles, popular media sources, policy papers, and official government reports) will be made available to students to allow them to have in depth engagement with topics that are necessary for widening their knowledge. The College network infrastructure allows for sharing of online resources within the College campus (also accessible via login off-campus). Additionally, students may also be asked to engage with popular culture forms such as films, television programmes, music and visual art when considering important issues around the politics of representation, identity formation and other key social, cultural and political process.
4. For all modules, research articles will be made available online. In some cases, these will be supplemented with compiled course packs with readings and tutor-generated materials specific to each module, and additional library books that cover subject-specific topics in greater depth.

5. RTC as an institution offers a range of ICT resources intended to support and improve teaching-learning. These include a continuously updated on-line results page that students (and their families) can access at any time for information on individual progress, performance and attendance, Cloud storage (for the dissemination of information and reading materials) and the VLE. The VLE is an online platform that can be accessed on any device with internet capability (including a mobile phone). Tutors will use it to disseminate information and module materials. Additionally, it will be used as a way to continue to engage students on module concepts and material through discussion forums, polls and practice quizzes. Tutors will also use it to collect assignments, as it is fully integrated with Urkund (a plagiarism detection software).

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

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

8. Research competencies are an important component of this programme. Students will be explicitly introduced to the purpose and process of anthropological research from the very beginning of the programme. However, to start with, for the first three semesters, students will be learning about research methods and analysis mainly through reading and analysing the work of others. Students will also be expected to read and respond to anthropological writing and research from the beginning of the programme, as well as discussing the methodology exemplified in assigned articles. However, several modules will give students the opportunity to hone their research skills either through smaller individual or group research projects. From semester 4 on, the emphasis is on conducting and presenting original independent research though one module focused on anthropological research methods and another focused on writing about anthropological research in a style and quality appropriate to the field (i.e. Writing Ethnography). In semester 5, students will begin preparations for their year-long independent final research project.

9. The programme focuses extensively on competency and skills development in a coordinated co-curricular manner. The kinds of competencies to be developed are described below using Bloom's taxonomy. In combination with the research skills, the culmination of the programme's competencies development efforts is the written and oral presentation of an independent original research project by the end of semester 6. Competency development will be part of the Continuous Assessment in all modules offered and will enhance the mandatory, college-wide modules for competencies development. The below table summarizes how competencies will be deliberately and gradually developed over the course of three years:

Sem.	Competencies	In Bloom's taxonomy
1	Reading comprehension and summary writing, Presentation Skills	Understanding
2	Presentation Skills, Collaborative and independent work	Understanding, Applying, Analysing
3	Critical Reading Logical structures and critical thinking	Understanding, Analysing, Evaluating
4	Discussion and dialogue	Understanding, Applying, Analysing, Evaluating
5	Critical writing	Analysing, Evaluating, Creating
6	Research project	Creating

Placements / Work-based Learning

N/A

Assessment Approach

1. The assessments in this programme are divided into two broad categories: Continuous Assessment (CA) that happens throughout the main teaching-learning time of the semester, and the Semester-End Exams (SE) at the end. Details of assessments are provided in each module descriptor except for the general details of the SE and midterm exams as well as the component of Class Participation, which are described below.

2. SE is intended to be a type of summative assessment. The exams will focus on comprehensively assessing all the modules' learning outcomes as best as possible. In some cases, the SE may not be able to adequately address certain learning outcomes, which should therefore be substantially addressed in a CA component (e.g. mid-to-long-term projects).

3. Most modules incorporate testing as part of CA, including typically a mid-semester (midterm) exam. These are intended to promote continuous learning and be formative in nature, allowing both students and tutors to monitor progress. A midterm examination is generally intended to be half a final examination in scope, depth, and duration.

4. CA components will also include Assignments, Essays, Presentations, Projects, and Tests.

5. The programme promotes frequent, smaller continuous assessments to continuously engage students in their own learning. During the first year several modules include in-class exercises which will provide an opportunity for tutors to provide immediate feedback and support to students as they attempt to apply what they are learning. Many of these exercises will make use of worksheets. A sample of three worksheets is included in the appendix, two are examples of what might be used during the first year, while the third is an example of what might be used in a research methods class.

6. In order to encourage consistent, transparent and fair assessment as well as to provide students with clear and useful feedback, tutors are encouraged to develop and use rubrics for most assignments. Two sample rubrics are included in the appendix: one for leading class discussions, including the pre-discussion meeting and another for the research project presentation.

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

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

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

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

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

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

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

9. Academic dishonesty should be addressed as per the provisions of section D4 of The Wheel of Academic Law. In particular, marks for plagiarized work should reflect the gravity and extent of the plagiarism involved. In cases of substantially plagiarized work where no adequate attempt has been made to acknowledge sources, the work should be awarded zero marks. All written assignments will be monitored for plagiarism through the College's Urkund plagiarism detection service subscription.

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

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

Learning Outcomes	Teaching and Learning Approaches	Assessment Approaches
KU1, KU2, KU4	Formal lectures, tutorial, reading and discussion of texts and journal articles, viewing and discussing ethnographic films, field trips	Examinations, coursework, worksheets, time-constrained quizzes and tests, class participation, presentations (individual and group)
KU3, CS3, AS5	Guided and independent research, reading and discussion of reading related to research (texts and journal articles), guest lectures (by practicing Anthropologists)	Research projects (of various sizes and duration), reflection papers
CS1	Writing based tutorial, in class exercises	Essays, coursework, in class exercises (including worksheets)
CS2, CS3, CS4	Reading and discussion of texts and journal articles, seminars, research projects	Student lead discussions, essays (e.g. literature reviews, book reviews), class participation, presentations (individual and group), examinations and tests, in class exercises (including worksheets)
CS5	Research seminar, independent research, regular one-on-one interactions with an assigned research project advisor	Research project (including: proposal, draft, written and oral presentation stages)
CS6	Reading and discussion of texts and journal articles dealing explicitly with ethics, seminars and discussions	In-class discussion, reflection papers, ethics sections within research projects
AS1, AS2	Lectures, guests lectures, field visits, reading and discussing relevant articles	Reflection papers, class participation, presentations (individual and group)
AS3	Case study, field visits, reading and discussion relevant texts and articles	Case study analyses, in class discussions, presentations (individual and group), reflection papers

AS4	Tutorial, in-class exercise	Debates, in-class discussions, presentations (individual and group), opinion pieces

12. Several sample grading rubrics and worksheet examples that are indicative of what should be used in modules of this programme are provided in Appendix A.

Regulations

Entry Requirements

Students' Background:	Min. Entrance Requirements / Eligibility Criteria
Bhutanese Students	● BHSEC Class XII pass (or equivalent for Bhutanese studying outside Bhutan) ● 50% aggregate average marks of best 4 subjects ● 50% marks in English
Non-Bhutanese*	● 50% minimum aggregate average marks in best 4 subjects on ISCE/BHSEC, or equivalent secondary education certificate from home country ● 50% marks in English

* 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 module, both CA and SE; the marks earned in a successful repeat are retained and not capped at 50%.

Overall marks (given as percentages) are aggregated in proportion to the module credit weight within a particular year. The final percentage mark over all three years of the programme is a weighted average of aggregate marks in each year in the ratio of 20:30:50 (1st year: 2nd year: 3rd 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 Anthropology 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, 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 subject modules) 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

Module Code and Title: **AFD101 Introduction to Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Dolma Choden Roder

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

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

1. Define anthropology and explain what makes it distinct from other disciplines.
2. Discuss anthropology's overall history and scope.
3. Identify and discuss the contributions of some of the most significant anthropologists who have shaped the discipline.
4. Differentiate key anthropological concepts.
5. Define the fundamental anthropological method of ethnography and its key features.
6. Discuss the relevance and value of the discipline of Anthropology to contemporary Bhutan.
7. Critically read and discuss scholarly writings in the field of Anthropology.

Learning and Teaching Approach:

Approach	Hours per Week	Total Credit Hours
Lecture	3	45
Class exercises and discussions	1	15
Independent study and written assignments	4	60
Total Credit Hours		120

Assessment Approach:

A. In class exercises: Portion of Final Mark: 15%

Students will undertake at least five in-class exercises either in pairs or individually. Students will be given the entire class period (50 min) in which to complete the exercises. Doing these activities in-class (rather than as overnight homework) will allow the tutor to provide immediate and meaningful feedback on the process and not just the final result. The marks of each exercises (each graded out of 15), will be averaged to compute the final mark for this assessment. In many cases, the tutors will use a worksheet to structure the assignment. An

example of this kind of worksheet can be found in Appendix A. These in-class activities should include (but are not limited to):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these arguments have been supported.
- Identifying ethnographic techniques and elements within anthropological writing.
- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the tutor can supervises and provide immediate support and feedback. This exercise is intended to show students how to study for exams that are not completely based on recall but also invites them apply module concepts in novel and unanticipated contexts.

B. Class Test: Portion of Final Mark: 10%

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

C. Class Participation: Portion of Final Mark: 5%

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

D. Midterm Examination: Portion of Final Mark: 20%

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

Areas of assignments	Quantity	Weighting
A. In-class exercises	5	15%
B. Class tests	2	10%
C. Class participation		5%
D. Midterm Examination	1	20%
Total Continuous Assessment (CA)		**50%**
Semester-end Examination (SE)		**50%**

Pre-requisites: None

Subject Matter:

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

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

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

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

Unit IV: Social Identity

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

Unit V: Subsistence Patterns

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

Unit VI: Exchange and Economic systems

6.1.   Reciprocity and gift-giving: definitions and types (using the work of Mauss)
6.2.   Anthropological theories of production: definitions, key examples and applications
6.3.   Methods and theories of distribution: definitions, key examples and applications
6.4.   Explaining and defining consumption: definitions, key examples and applications

Unit VII: Cultural Change

7.1.   Defining and describing cultural change
7.2.   Mechanisms of cultural change: acculturation and cultural flows
7.3.   Migration and cultural change : descriptions and key examples
7.4.   Globalization and cultural change: descriptions and key examples
7.5.   Modernization and cultural change: descriptions and key examples

Reading List:

1. Essential Reading
    1.1.   Ahearn, L. (2001). Juggling Roles: Daughter, Development Worker, and Anthropologist. In *Invitations to love: Literacy, love letters and social change in Nepal* (pp. 27-44). Ann Arbor: University of Michigan Press.
    1.2.   Havilland, W.A., Prins, H. E. L., Walrath, D. & McBride, B. (2009). *Cultural Anthropology.* New Delhi: Cengage Learning.
    1.3.   Scheper-Hughes, N. (1989). The human strategy: death without weeping. *Natural History Magazine*, *98*(10), 8-16.
    1.4.   Williams, W. L. (1986). The Berdache Tradition. In *The spirit and the flesh: Sexual diversity in American Indian culture* (pp. 201-230). Boston: Beacon Press.
2. Additional Reading
    2.1.   Malinowski, B. (1922). *Argonauts of the Western Pacific: An account of the native enterprise and adventures in the archipelagoes of Melanesian New Guinea.* London: Routledge.
    2.2.   Mead, M. (1975). *Coming of age in Samoa: A psychological study of primitive youth for western civilization.* New York: William Morrow & Company.
    2.3.   Nelson, R. (1993). Understanding Eskimo Science. *Audubon*, *95*(5), 102-107.
    2.4.   Spradley, J. & McCurdy, D.W. (Eds.). (2011). *Conformity and conflict. Readings in cultural anthropology.* New York, NY: Pearson.

Date: March 15, 2018

Module Code and Title: **AID101 Kinship and Family**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #1

General Objectives: The purpose of this module is to explore the universally important social institution of kin or family. Students will be asked to consider the way in which patterns of kinship reflect particular cultural, political and historical contexts. In particular, they will examine the way in which social changes are reshaping contemporary understandings of family, marriage and relatedness both on a global scale and within Bhutan.

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

1. Define key concepts related to kinship, family and marriage.
2. Apply concepts and theories of kinship and family to the Bhutanese context.
3. Examine some of the cross-cultural and historical variations in kinship, family and marriage.
4. Analyse how the concepts of kinship, marriage and family are historically specific and culturally constructed.
5. Explain contemporary trends and controversies related to kinship, family and marriage both at the local Bhutanese level and the global level.
6. Explain how contemporary development policies impact Bhutanese families.
7. Collect the necessary data and construct kinship diagrams.

Learning and Teaching Approach:

Approach	Hours per Week	Total Credit Hours
Lecture	3	45
In-class exercises and discussion	1	15
Independent study and written assignments	4	60
Total Credit Hours		120

Assessment Approach:

A. Kinship Chart: Portion of Final Mark: 15%

Students will individually produce a kinship chart to demonstrate that they have understood key concepts about kinship, family and relatedness. Students will have to conduct at least two interviews to collect the information that they need to create a kinship diagram of their own family that includes at least 4 generations. They will also be asked to write a short reflection (250 words long) on the process of collecting the data that was needed to produce the chart.

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

B. In class exercises: Portion of Final Mark: 10%

Students will undertake at least five in-class writing activities either in small groups (pairs) or individually. Doing these activities in-class will allow the tutor to provide immediate and meaningful feedback on the process and not just the final results. The exercises (each graded out of 10), will have their marks averaged to compute the final mark for this assessment. In many cases, the tutors will use a worksheet to structure the assignment. An example of this kind of worksheet can be found in the appendix. These in-class activities should include (but are not limited to):

- Answering questions based on readings. These questions should guide students towards writing clear and accurate summaries and identifying main arguments as well as how these argument have been supported
- Applying kinship terminology and concepts to own families and communities. This should help students to produce more comprehensive and accurate kinship charts
- Analysis of representation of family, courtship or marriage in familiar Bhutanese and Non-Bhutanese cultural products such as literature, films, television or popular news sources.
- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the tutor can supervises and provide immediate support and feedback. The exercise is intended to show students how to study for exams that are not completely based on recall but also invite them apply module concepts in novel and unanticipated contexts.

C. Class Tests: Portion of Final Mark: 10%

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

D. Class Participation: Portion of Final Mark 5%

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

E. Midterm Examination: Portion of Final Mark: 20%

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

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

Prerequisites: None

Subject Matter:

Unit I: Introduction to Kinship

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

Unit II: Kinship Systems

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

Unit III: Marriage

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

Unit IV: Family

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

Unit V: Social Change, Kinship and Family

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

Unit VI: The Bhutanese Context of Kinship

6.1.   Historical approaches to kinship (Dorji)
6.2.   Historical approaches to courtship (Penjore)
6.3.   The impact of social change on Bhutanese families and kinship
6.4.   The impact of contemporary policy on Bhutanese families

Reading List:

1. Essential Reading
    1.1.   Bonvillain, N. (2006). Kinship and decent. In N. Bonvillain, *Cultural Anthropology*(pp. 211-238).New York: Pearson.
    1.2.   Bonvillain, N. (2006). Marriage and the family. In N. Bonvillain, *Cultural Anthropology* (pp. 239-169).New York: Pearson.
    1.3.   Coontz, S. (2004). The world historical transformation of marriage. *Journal of Marriage and Family*,*66*(4), 974-979.
    1.4.   Herzfeld, M. (2007). Global kinship: Anthropology and the politics of knowing. *Anthropological Quarterly*, *80*(2), 313-323.
    1.5.   Penjore, D. (2009). *Love, courtship and marriage in rural Bhutan: A preliminary ethnography of Wamling Village in Zhemgang*. Thimphu: Galing Printer and Publisher.
2. Additional Reading
    2.1.   Brunson, J. (2016). *Planning families in Nepal: Global and local projects of reproduction*. New Brunswick, NJ: Rutgers University Press.
    2.2.   Collier, J. F., & Yanagisako, S. J. (1987). *Gender and kinship: Essays toward a unified analysis*. Stanford, CA: Stanford University Press.
    2.3.   Davidson, J. K., & Moore, N. B. (1996). *Marriage and family: Change and continuity*. Needham Heights, MA: Allyn and Bacon.
    2.4.   Dorji, L. (2004). *Sergmathang kothikin and other Bhutanese marriage customs* (Monograph No.3). Thimphu: The Centre for Bhutan Studies.
    2.5.   Dorji, T. (2008). *Flute of Diza: Marriage customs and practices among the Brogpa of Merak and Sakteng*. Thimphu:Bhutan Times Ltd.
    2.6.   Fox, R. (1984). *Kinship and marriage an anthropological perspective*. Cambridge: Cambridge University Press.
    2.7.   Garey, A. (1995). Constructing motherhood on the night shift: 'Working mothers' as 'stay-at-home moms'. *Qualitative Sociology*, *18*(4),415-437.

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

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

2.10. Peletz, M. G. (1995). Kinship studies in late twentieth-century anthropology. *Annual Review of Anthropology*, *24*(1), 343-372.

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

2.12. Vogler, C. (2005). Cohabiting couples: Rethinking money in the household at the beginning of the twenty first century. *The Sociological Review53*(1), 1-29.

2.13. Williams, S. (2008). What is fatherhood? Searching for the reflexive father. *Sociology42*(3), 487-502.

Date: March 15, 2018

Module Code and Title:	**AFD102 Biological Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Jelle J P Wouters

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

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

1. Define biological anthropology.
2. Summarize the key concepts used by biological anthropologists
3. Explain the basics of genetic inheritance.
4. Explain the key components of modern evolutionary theory.
5. Develop a hypothesis related to biological anthropology.
6. Identify human ancestors using physical traits.
7. Summarize the history of human evolution.
8. Explain the biological relationship between humans and their evolutionary relatives.
9. Assess what biological variation can and cannot demonstrate about human diversity.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
In-class exercises	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. In-class exercises: Portion of Final Mark: 15%

The tutor will conduct 5 lab exercises in class during the semester. These in class exercises lead by the tutor will help students to apply the scientific method to understanding topics in biological anthropology. For each exercise, students will individually complete a worksheet that guides them through developing a hypothesis, collecting data, describing their findings,

and answering questions about the meaning of their findings. Exercises may last a whole class period or extend over multiple classes. The worksheets will be out of 15 marks and will have their marks averaged to compute the final mark for this assessment. Worksheets will have the following allocation of points:

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

B. Report on recent finding in biological anthropology: Portion of Final Mark: 10%

Using a reputable journalistic or popular science periodical, students will individually write a 300-400 word report about a recent finding relevant to biological anthropology or evolution. Students will be expected to summarize the subject of the finding. Students will also be expected to use concepts and knowledge learned in class to explain the significance of the finding. The tutor will provide a list of approved periodicals. Essays will be evaluated on:

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

C. Class Tests: Portion of Final Marks: 10%

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

D. Class participation and preparedness: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 10%

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

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

Pre-requisites: None

Subject matter:

Unit I: The Basics of Science and Biological Anthropology
1.1.   Overview of biological anthropology
       1.1.1.   What biological anthropologists study
       1.1.2.   Key subfields of biological anthropology today
       1.1.3.   Types of evidence used by biological anthropologists

3.4.4. Primate parasites and disease
3.4.5. The effects of environmental change on Primates
3.5. Reasons why biological anthropologists study primates
3.6. Explanation of the relationship between primates and humans

Unit IV: Early Hominin Evolution

4.1. Overview of early Hominins
    4.1.1. Characteristics of early hominins
    4.1.2. Explanation of the similarities and differences between hominins, primates, and modern humans
    4.1.3. Changing terminology and classifications in biological anthropology
4.2. Bipedalism
    4.2.1. The evolutionary development of bipedalism
    4.2.2. The mechanics of bipedalism
    4.2.3. The relationship between bipedalism and the body
4.3. Overview of the origin of early *Hominins*
    4.3.1. Timeline and characteristic anatomy from Pre-australopiths to late Australopiths
    4.3.2. Examples of key fossil findings showing the evolution of early *Hominins*
4.4. Key debates in Hominin evolution
    4.4.1. Overview of unanswered questions in early hominin evolution
    4.4.2. Debates about the way characteristics developed
    4.4.3. Debates about the classification of early hominins and early *Homo*

Unit V: Development and Dispersal of Genus Homo

5.1. A brief history of how the evolutionary development of the genus *Homo*
    5.1.1. *Homo habilis* classification and characteristics
    5.1.2. *Homo erectus* classification and characteristics
    5.1.3. Classification and characteristic of *Homo heidelbergensis* and later species of *Homo*
    5.1.4. The geographic dispersal of *Homo* including key fossil findings from around the globe
5.2. The development of new technologies
    5.2.1. Evidence of how and when humans harnessed the use of fire
    5.2.2. Advent of stone tool use in early *Homo*
    5.2.3. Early *Homo* improvements in tool making
5.3. Overview of social organization amongst early *Homo*
    5.3.1. Hunting and gathering, scavenging, and other possible subsistence patterns
    5.3.2. Language and symbolic behaviour
    5.3.3. Burials and questions about prehistoric religion

Unit VI: *Homo Sapiens*

6.1. Overview of the characteristics of *Homo sapiens*
    6.1.1. Classification and characteristics
    6.1.2. Evolutionary increase in brain and skull size
6.2. The origins and spread of *Homo sapiens*
    6.2.1. Regional continuity and multiple origin hypotheses
    6.2.2. Single origin and replacement hypothesis
    6.2.3. Partial replacement hypothesis
    6.2.4. Current consensus on origins of *Homo sapiens*
6.3. The problem of Neanderthals
    6.3.1. Classification and characteristics of Neanderthals
    6.3.2. Debates about the relationship between Neanderthals and modern humans
6.4. Shifts in social organization and technology
    6.4.1. *Homo sapiens* technological innovations
    6.4.2. Paleolithic art
    6.4.3. Animal domestication and the advent of agriculture

6.5. Human adaptations today
      6.5.1. Debates about continuing evolution
      6.5.2. Human physiological adaptations to environment and diet

Unit VII: Biological Anthropology and Culture

7.1. The biological basis of culture
7.2. The strengths and weaknesses of using evolutionary psychology to explain human behaviour
      7.2.1. Explanation of evolutionary psychology
      7.2.2. How scholars have applied evolutionary psychology (e.g. religion, gender)
7.3. Biological anthropology and the concept of race

Reading List:

1. Essential Reading
    1.1. Lewis, B., Jurmain, R., & Kilgore, L. (2008). *Understanding humans: An introduction to physical anthropology and archaeology* (Tenth Edition). Boston: Cengage Learning.
    1.2. Lewis, S.K. & Garmon, L. (Producers), Lewis, S.K., Espar, D., & Reid, A. (Directors). (2009). *Darwin's dangerousidea* [Motion Picture]. Boston: WGBH Boston Video.
    1.3. University of California Museum of Paleontology. (2004). *Understanding evolution.* Retrieved from http://evolution.berkeley.edu/
    1.4. WGBH/NOVA Science Unit and Clear Blue Sky Productions. (2001). *Evolution* [Website]. Retrieved from http://www.pbs.org/wgbh/evolution/
2. Additional Reading
    2.1. Beall, C. M. (2014). Adaptation to high altitude: phenotypes and genotypes. *Annual Review of Anthropology*, *43*, 251-272.
    2.2. Flammer, L., Beard, J., Nelson, C.E., & Nickels, M. (1998). *Evolution lessons* ENSIWEB. Evolution/Nature of Science Institutes. Retrieved from www.indiana.edu/~ensiweb/
    2.3. Fuentes, A. (2012). *Race, monogamy, and other lies they told you: Busting myths about human nature*. Berkeley: University of California Press.
    2.4. Hawks, J. (June 24, 2014). Laboratory session with *Homo erectus*. Retrieved from https://youtu.be/ITZM9vtIUn0.
    2.5. Gould, S. J. (1980). *The panda's thumb: More reflections in natural history*. New York: WW Norton & company.
    2.6. Hens, S. M. (2014). *Method and practice in biological anthropology: A workbook and laboratory manual for introductory courses*. London: Pearson.
    2.7. Lewin, R. (2009*). Human evolution: An illustrated introduction*. Malden, MA: John Wiley & Sons.
    2.8. National Academy of Sciences (US) Working Group on Teaching Evolution. (1998). *Teaching about evolution and the nature of science*. Washington, DC: National Academy Press.
    2.9. Sapolsky, R. M. (2007). *A primate's memoir: A neuroscientist's unconventional life among the baboons*. New York: Simon and Schuster.

Date: March 15, 2018

Module Code and Title:	**AFD103 Heritage Studies**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	New Tutor #1

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

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

1. Define tangible, intangible, and natural heritage.
2. Define archaeology.
3. Explain the relationships between heritage, archaeology, and culture.
4. Properly document examples of heritage.
5. Interpret and discuss examples of heritage for cultural meaning.
6. Summarise Bhutan's policies of heritage preservation.
7. Explain some of the basic aspects of heritage protection, collection management, and exhibition display.
8. Critically evaluate the role of power and politics in heritage practices.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. In-class exercises: Portion of Final Mark: 10%

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

- Analysing and documenting material culture: students will be given or shown an object and made to write a short description and analysis of the object applying module concepts and methods. This will provide students with hands on experience writing about material culture and applying proper documentation techniques.
- Answering questions based on the reading: students will answer a set of questions based on the week's reading that teach them to read critically for argument, method, and evidence.
- Preparing study guides for the exam. Students will be given time to study for the exam in class so that the instructor can supervises and provide immediate support and feedback. The exercise is intended to show students how to study for exams that are not completely based on recall but also invite them apply module concepts in novel and unanticipated contexts.

B. Application for heritage recognition (Written report): Portion of Final Mark: 20%

Students, working in small groups or pairs will pick some aspect of tangible, intangible, or natural heritage that they believe deserves recognition as an important part of Bhutanese heritage. Students must use some form of primary source material in their paper, which could include participant observation, archival research, material culture analysis and documentation, or any other relevant method. The written report should describe the object,

site, or practice they wish to preserve and justify its importance to Bhutanese heritage. In order to help guide students towards an appropriate final produce, roughly 15% of the final mark will be based on work done prior to the submission of the final project, including a proposal and a complete first draft. In order to encourage students to respond to feedback and improve their written work, 10% of the final mark will also be based on improvement in comparison to the first draft. The application is expected to be 500-600 words long.

- 1%   Proposal (based on specified criteria and rubric)
- 2%   Draft (description and quality of argument)
- 3%   Choice and description of heritage object, site or practice (completeness, originality, thoughtfulness)
- 8%   Quality of argument (logical, relevant and adequate supported, adherence to set criteria)
- 1%   Language
- 1%   Organization
- 1%   Referencing
- 2%   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
- 1%   Individual contribution (process)

C. Field trip report: 10%

Students will individually write a report on a field trip made to a relevant heritage-related site (this can include the Institute for Zorig Chusum, the Royal Textile Academy, the National Museum in Paro, archaeological sites like Drugyel Dzong or conservation projects). In the report, students must pick one aspect of the heritage-related site to focus on and use it to illustrate a key concept or process covered in the module (e.g. the commodification of heritage). Students will be provided with a grading rubric that will help to guide the writing of the field report. Reports are expected to be 300-500 words in length.

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

D. Class Participation: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

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

Prerequisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Overview of heritage

1.1.   Introduction to the meanings of 'heritage' (Harrison)
1.2.   Definitions and examples of tangible, intangible, and natural heritage
1.3.   Definitions and examples of official and unofficial heritage
1.4.   A brief history and overview of heritage studies

Unit II: Overview of archaeology

2.1.   What archaeologists study
        2.1.1.   Questions archaeologists ask and try to answer
        2.1.2.   Types of evidence archaeologists use
2.2.   How archaeologists collect data
2.3.   Basics of interpreting archaeological data
2.4.   Examples of the role archaeology plays in heritage conservation
2.5.   Examples of archaeology in Bhutan

Unit III: A History of Heritage

3.1.   Origins of the concept of heritage
3.2.   Colonialism and early ideas of heritage
        3.2.1.   How and why colonial powers documented material culture
        3.2.2.   How colonial powers used heritage to justify their rule
3.3.   How heritage was used in national building
3.4.   How heritage was used to contest colonial domination
3.5.   The United Nations and the rise of the idea of 'world heritage'
3.6.   Key examples of world heritage sites and artefacts
3.7.   Debates about what counts as 'global heritage'

Unit IV: Conservation, Collection, and Display

4.1.   A brief history of the museum as an institution
4.2.   The role museums play in heritage
4.3.   How museums collect and display material culture
4.4.   Basics of collection acquisition and management
4.5.   Basics of conservation techniques
4.6.   Exhibition and display as an act of cultural representation
4.7.   The difficulties of practicing conservation across cultural differences

Unit V: Tourism, Heritage and Environment

5.1.   Definitions of tourism
5.2.   A brief history of tourism
5.3.   Experiences and souvenirs: heritage as a resource and commodity
5.4.   Examples of tourism of natural heritage
5.5.   Examples of eco-tourism and sustainable heritage

Unit VI: Heritage and conflict

6.1.   Examples of war and the destruction of heritage
6.2.   Understanding the theft of heritage
6.3.   Debates about the antiquities market
6.4.   Debates about the repatriation of heritage

Unit VII: Heritage in Bhutan

7.1.   Bhutan's history of cultural and heritage preservation
7.2.   Overview of Bhutan's current policies on cultural and heritage preservation
7.3.   Implications of Bhutan's current policies on cultural and heritage preservation
7.4.   Examples of tangible heritage in Bhutan
7.5.   Examples of intangible heritage in Bhutan

7.6. Examples of natural heritage in Bhutan
7.7. Elements of tangible, intangible and natural heritage in the *zorig chusum*
7.8. Challenges in the conservation of Bhutanese culture

Reading List:

1. Essential Reading
    1.1. Clark, L., & Schreiber, L. (2003). *Lost treasures of Tibet* [Television Series Episode]. In L. Clark, *Nova*. Boston: WGBH Boston Video & PBS.
    1.2. Fux, P., Walser, C., & Tshering, N. (2014). *Archaeology in the Kingdom of Bhutan: Exploring the Country's Prehistory*. SLSA.
    1.3. Harrison, R. (Ed.). (2010). "Chapter 1: What is Heritage." InR. Harrison (Ed.), *Understanding the politics of heritage* (Vol. 5) (pp5-42). Manchester: Manchester University Press.
    1.4. Labadi, S. (2007). Representations of the nation and cultural diversity in discourses on world heritage. *Journal of social archaeology*, *7*(2), 147-170.
    1.5. Lewis, B., Jurmain, R., & Kilgore, L. (2008). *Understanding humans: An introduction to physical anthropology and archaeology* (Tenth Edition). Boston: Cengage Learning.
    1.6. Pearce, S. (1994). Objects as meaning; or narrating the past. In Pearce, S. (Ed.), *Interpreting Objects,* (pp19-29). New York: Routledge.
2. Additional reading:
    2.1. Appiah, K. A. (2006). Whose culture is it? *New York Review of Books*, *53*(2), 38-42.
    2.2. Adams, K. M. (1998). More than an ethnic marker: Toraja art as identity negotiator. *American Ethnologist*, *25*(3), 327-351.
    2.3. Bartholomew, T. T., & Johnston, J. (2008). *The dragon's gift: the sacred arts of Bhutan*. Chicago: Serindia Publications.
    2.4. Boylan, P. (Ed.). (2004). *Running a Museum: A Practical handbook*. Paris: ICOM.
    2.5. Byrne, D. (2011). Archaeological heritage and cultural intimacy: An interview with Michael Herzfeld. *Journal of Social Archaeology*, *11*(2), 144-157.
    2.6. Clifford, J. (1988). On Collecting Art and Culture. In J. Clifford (Ed.), *The Predicament of Culture,* (215-251). Cambridge, Mass: Harvard University Press.
    2.7. Division for Conservation of Heritage Sites (Archaeology section). (2014). *Archaeology in Bhutan* (Heritages Sites Journal 3). Thimphu:Department of Culture, Ministry of Home and Cultural Affairs.
    2.8. Dorji, J. (2015). *Intangible cultural heritage of Bhutan.* Thimphu: Research & Media Division, National Library & Archives of Bhutan.
    2.9. Institute of Language and Cultural Studies. (2016). *Bhutan cultural atlas: Bumthang district and Trongsa district.* Thimphu: Institute of Language and Cultural Studies.
    2.10. Lees, E. (2011). Intangible cultural heritage in a modernizing Bhutan: The question of remaining viable and dynamic. *International Journal of Cultural Property*, 18(2)
    2.11. Hoskins, J. (1997). *Biographical objects: How Things Tell the Stories of People's Lives*. New York: Routledge.
    2.12. Meskell, L. (Ed.). (2015). *Global heritage: a reader* (Vol. 12). Malden, MA: John Wiley & Sons
    2.13. Pedersen, A. (2002). *Managing tourism at world heritage sites. A practical manual for World Heritage site managers*. Paris: ICOMOS.

Date: March 15, 2018

Module Code and Title: **ATH101 Ecological Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Jelle J P Wouters

General objective: This module introduces students to theories and ethnographies in the field of ecological anthropology. It focuses on biological and cultural adaptation and particularly discusses how culture influences, and allocate meanings to the dynamic interactions between human societies and their environments. It concentrates both on how humans have influenced the environment, and how a changing environment, in turn, affects human behaviour.

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

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

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Response Paper: Portion of Final Mark: 15%

Students will individually write a response paper in which they relate key module concepts (such political ecology or cultural materialism) to an article or reading selected by the tutor. The response paper will be 500-750 words in length.

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

B. Research Essay : Portion of Final Mark: 15%

Students are required to write a research essay discussing some key aspect of the course as selected by the tutor, for example scared landscapes, the impact of climate change or multispecialty. They require to substantiate their arguments with ethnographic examples and theoretical arguments discussed during class lectures, as well as add to these through library research. The assignment will be 500-750 words in length.

2%   Proposal outlining the selected topic and proposed argument
10%   Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, ties analysis to relevant module concepts)
1%   Language
1%   Organization
1%   References

C. Class tests: Portion of Final Mark: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% each). The written test will be conducted within the class for duration of 40-50 min and cover 2-4 weeks of material. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge student's level of understanding.

D. Class participation and preparedness: Portion of Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Response Paper	1	15%
B. Research Essay	1	15%
C. Class tests	2	10%
D. Class participation and preparedness		5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Ecological Anthropology

1.1.   Defining ecological anthropology: key terms and trends
1.2.   Introduction to human and cultural ecology: key terms and trends
1.3.   Definitions and examples of cultural adaptation
1.4.   Debates about cultural materialism (e.g. Marvin Harris)

Unit II: Ethnoecology

2.1.   Learning from indigenous ecologies
2.2.   'The Giving Environment' (Bird-David)
2.3.   The relationships between ecology and social structure (e.g. Evans-Pritchard)

Unit III: Supernatural and Sacred Landscapes

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

Unit IV: Political Ecology

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

Unit V: The Anthropocene and Climate Change

5.1. Processes of environmental justice and equity
5.2. Key contemporary human ecological issues: examples
5.3. How climate change and cultural change are interrelated
5.4. Roles of state and community in environmental protection

Reading List:

1. Essential Reading
    1.1. Bird-David, N. (1990). *The giving environment: Another perspective on the economic system of gatherer-hunters*. Chicago: University of Chicago Press.
    1.2. Harris, M. (1966). The cultural ecology of India's sacred cattle. *Current Anthropology*, *7*(1), 51-66.
    1.3. Sutton, M.Q., & Anderson, E.N. (2009). *Introduction to cultural ecology*. Plymouth, UK: Altamira Press.
2. Additional Reading
    2.1. Dove, M. R., & Carpenter, C. (2008). *Environmental anthropology: A historical reader*. Malden, MA: Blackwell Pub
    2.2. Eck, D. (2013). *India: A sacred geography*. London: Harmony.
    2.3. Evans-Pritchard, E.E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford, UK: Oxford University Press.
    2.4. Karlsson, B. (2011). *Unruly hills: A political ecology of India's Northeast*. Oxford: Berghahn.
    2.5. Lipset, D. (2014). Place in the Anthropocene: A mangrove lagoon in Papua New Guinea in the time of rising sea-levels. *HAU: Journal of Ethnographic Theory*, *4*(3)th, 215-243.
    2.6. Mathur, N. (2015). It's conspiracy theory and climate change: Of beastly encounters and corvine disappearances in Himalayan India. *HAU: Journal of Ethnographic Theory*, *5*(1), 87-111.
    2.7. Nadasdy, P. (2003). *Hunters and bureaucrats: Power, knowledge, and aboriginal-state relations in the Southwest Yukon.* Vancouver: UBC Press.
    2.8. Ogden, L., et al. (2013). Global assemblages, resilience, and earth stewardship in the Anthropocene. *Frontiers in Ecology & the Environment*, *11*(7), 341-347.
    2.9. Rata, E. (2002). The transformation of indigeneity, *Review (Fernand Braudel Center), 25*(2), 173-195.
    2.10. Rata, E. M. (1999). A theory of neotribal capitalism. *Journal of the Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations*, *22*(3), 231-288
    2.11. Vitebsky, P. (2006). *The reindeer people: Living with animals and spirits in Siberia*. London: Mariner books.
    2.12. Wangchuk, T. (2010). Change in the land use system in Bhutan: Ecology, history, culture, and power. *Journal for Bhutan Studies*, *2*(1), 1-31.
    2.13. Zimmerer, K., & Bassett, T. (Eds.). (2003). *Political ecology*. New York: Guilford.

Date: July 27, 2021

Module Code and Title: **ATH102 Medical Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Dolma Choden Roder

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

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

1. Discuss the anthropological approach to issues around health, illness and the body.
2. Develop a cross-cultural understanding of health, illness and the body.
3. Examine medical beliefs and practices within particular cultural, historical and political contexts.
4. Summarize the history of biomedicine.
5. Evaluate the impact of medicalization on human culture and health.
6. Analyse individual experiences of illness and healing.
7. Evaluate health inequalities at both the local and global level.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures	3	45
Tutorial and in-class discussion	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Field trip report: Portion of Final Marks: 10%

Over the course of this module students will individually write a report on a field trip made to a relevant health-related site (logistics of the field trip will be organized by the tutor and could include a field trip to the indigenous hospital, the medical college, a BHU, or a particular unit within the hospital). These reports are expected to be both descriptive (for example, describing the site, the people at the site) and reflective (showing that students are attempting to make thoughtful and sincere observations) and must demonstrate the application of relevant key module concepts such as doctor-patient interactions, medicalization or medical pluralism. Students will be provided with a grading rubric that will help to guide the writing of the field report. Reports are expected to be 300-500 words in length.

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

B. Illness narrative: Portion of Final Marks: 10%

Students will interview someone who has either experienced an illness or a medical event. They will then produce an "illness narrative" based on the interview that recounts the experience as well as analyses its contents in relation to topics and ideas covered in the module. The narratives will be expected to be 300-500 words long.

2%   Draft of Illness Narrative (adherence to set criteria, quality of observations, uses relevant and adequate support for all claims made)

5%   Quality of Narrative (adherence to set criteria, quality of observations, uses relevant and adequate support for all claims made)

1%   Improvement of final product (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

1%   Organization

1%   Language and Referencing

C. Illness narrative presentation: Portion of Final Marks: 5%

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

3%   Content (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)

1%   Organization and Language use

1%   Delivery (volume, pace, efforts to engage audience) and time management

D. Class Test: Portion of Final Mark: 10%

Students will undertake a class test twice during the semester; once before mid-term and once after mid-term (5% each). The written test will be conducted within the class for duration of 40-50 min and cover 2-4 weeks of material. The tests are intended to help students better prepare for the exams as well as serve as an early indicator for tutors to gauge student's level of understanding.

E. Class participation and preparedness: Portion of Final Mark: 10%

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

F. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Field Trip Reports	1	10%
B. Illness narrative (written report	1	10%
C. Illness narrative (oral presentation)	1	5%
D. Class Test	2	10%
E. Class participation and preparedness	Ongoing	10%
F. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Introduction to Medical Anthropology
1.1.   History of medical anthropology: origin and influences
1.2.   Definitions of key terms and concepts in medical anthropology
1.3.   The importance of context to medical anthropology
1.4.   Cross-cultural approaches to medicine and health: method, justification and strengths

Unit II: Anthropological Approaches to Health and Illness

2.1.   The differences between health and illness
2.2.   Definitions and scope of "normal"
2.3.   Cross cultural understandings of well-being
2.4.   Cross cultural understandings of illness
2.5.   The sick role and illness narratives (Kleinman)

Unit III: An introduction to Biomedicine

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

Unit IV: Bodies and Selves

4.1.   Anthropological theories of the body (Lock): definitions and key debates
4.2.   The relationship between embodiment, identity and suffering (Martin): definitions and implications
4.3.   The relationship between stigma and illness: definitions and examples
4.4.   Medical anthropology approaches to mental health (Rosenhan)
4.5.   The relationship between understandings of the body and the life course
      4.5.1.   Birth and reproduction: descriptions and examples
      4.5.2.   Dying and death: descriptions and examples

Unit V: Illness and Inequality

5.1.   Human rights discourses and health: definitions and debates
5.2.   Understanding and describing health care disparity: descriptions, implications and examples
5.3.   Structural violence (Farmer): definition, description and implications
5.4.   Critical medical anthropology

Unit VI: Culture and Health in Bhutan

6.1.   Local understandings of health and illness: definitions and descriptions
6.2.   Tibetan Buddhist discourses of health, illness and the body: definitions and implications
6.3.   Traditional Bhutanese Medicine (Sowa Rigpa): descriptions and implications
6.4.   Emergent health research in Bhutan: descriptions and debates
6.5.   Medical pluralism in Bhutan: description and implications

Reading List:

1. Essential Reading
    1.1.   Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors and the collision of two cultures.* New York: Farrar, Straus and Giroux.
    1.2.   Farmer, P. (2004). *Pathologies of power: Health, human rights and the new war on the poor.*Berkeley: University of California Press.
    1.3.   Lhamo, N. & Nebel, S. (2011). Perceptions and attitudes of Bhutanese people on Sowa Rigpa: Traditional Bhutanese medicine: A preliminary study from Thimphu. *Journal of Ethnobiology and Ethnomedicine, 7*(1).
    1.4.   Taylor, J. (2003). The story catches you and you fall down: Tragedy, ethnography and 'cultural competence'. *Medical Anthropology Quarterly,17*(2), 159-181.
    1.5.   Yangchen, S., Tobgay, T. & Melgaard, B. (2016). Bhutanese health and health care system: Past, present and future. *The Druk Journal, 2*(1).
2. Additional Reading
    2.1.   Adams, V. (1992). The production of self and body in Sherpa-Tibetan Society. In M. Nichter (Ed.), *Anthropological approaches to the study of ethnomedicine* (pp. 149-190). Tuscon, AZ: Gordon and Breach.

2.2. Adams, V. (2001). The sacred in the scientific: ambiguous practices of science in Tibetan Medicine. *Cultural Anthropology*, *16*(4), 542–575.

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

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

2.5. Dorji, T. & Melgaard, B. (2012). *Medical history of Bhutan: Chronicle of health and disease from Bon times to today*. Thimphu: Centre for Research Initiatives.

2.6. Edmonds, A. (2007). Even the poor have a right to be beautiful: Cosmetic surgery in neoliberal Brazil. *Journal of the Royal Anthropological Institution,13*(2), 363-381.

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

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

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

2.10. Lock, M. (1993). Cultivating the body: Anthropology and the epistemologies of bodily practice and knowledge. *Annual Review of Anthropology,22*, 133-155.

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

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

2.13. Rosenhan, D. L. (1973). On Being Sane in Insane Places. *Science*,*179*(4070), 250-8.

2.14. Wangchuk, P., & Tobgay, T. (2015). Contributions of medicinal plants to the Gross National Happiness and Biodiscovery in Bhutan. *Journal of Ethnobiology and Ethnomedicine*, *11*, 48.

Date: March 15, 2018

Module Code and Title:	**AFD104 Language and Culture**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	New Tutor #1

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

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

1. Define linguistic anthropology.
2. Define linguistic relativism.
3. Explain what it means for language to be a form of social action using real world examples.

4. Discuss the relationships between language and other aspects of culture.
5. Transcribe linguistic data using a consistent system.
6. Analyse linguistic data using key concepts from the anthropology of language.
7. Summarize key research on language classification and language conservation in Bhutan.
8. Apply concepts (e.g., codeswitching) from sociolinguistics to Bhutanese languages and culture.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Transcription of language and place interview: Portion of Final Mark: 15%

Students will individually conduct an interview about a place and transcribe that interview systematically. The interview will be about the origins of a place name in Bhutan and the stories attached to that place name. The instructor will guide students in picking their topics, recording their interviews, and in the basics of transcription. Students will briefly describe the system they used for transcribing their data at the beginning of the transcription. Transcriptions will be marked based on:

5%   Description of the system of transcription
10%   Consistency and accuracy with which system of transcription is used

B. Ethnolinguistic essay about language and place: Portion of Final Mark: 15%

Students will individually write an essay on a place name in Bhutan. This will be original research using interviews. Students will individually collect a direct account of a place name from somewhere in Bhutan. Before writing their essay, they will turn in a transcription of their data (see above), this will give the tutor an opportunity to provide feedback and also teach about transcription methods. Though the transcriptions may vary in length, the essay will be 500-650 words in length and include an introduction to the place and the person they are interviewing, a brief selection from the place-name narrative, and an analysis using class concepts. The essay will be graded on the following:

2%   Draft
2%   Clarity of introduction (intended to inform the reader of the topic)
5%   Appropriate use of examples from their data to demonstrate their interpretation
2%   Accurate and insightful use of materials from class to analyse their narrative
1%   Organization
1%   Language and Referencing
2%   Improvement (in comparison to the draft, with particular emphasis on consideration and incorporation of feedback provided)

C. Linguist Autobiography Presentation: Portion of Final Mark: 10%

Student will individually construct a linguistic autobiography. They will then do a 10-15 min presentation of the biography. Student will have at least one pre-presentation meeting with the tutor before the presentation. The presentation will encourage students to reflect on their own linguistic experiences and preferences will also offering them an opportunity to apply class concepts to their own lives.

2%   Pre-presentation meeting with tutor

5%   Content (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and well-supported)
1%   Organization and Structure
1%   Delivery (volume, pace, efforts to engage audience) and Language use
1%   Time management

D. Class participation and preparedness: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Transcription of language and place interview	1	15%
B. Ethnolinguistic essay on place	1	15%
C. Linguistic Autobiography Presentation	1	10%
D. Class participation		5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: The Basics of Linguistic Anthropology
1.1.   Defining linguistic anthropology
1.2.   A brief overview of the history of linguistic anthropology
1.3.   Key terms in linguistic anthropology
1.4.   What makes language different from communication used by other animals
1.5.   The earliest examples of human language
1.6.   Overview of methods in linguistic anthropology
1.7.   Basic overview of morphology and phonology

Unit II: Language, Thought and Culture
1.8.   Definitions and examples of signifiers, signified, and signs
1.9.   What it means for language to be a "symbolic system"
1.10.   Linguistic relativity and Sapir-Whorf hypothesis
1.11.   The relationship between discourse, power, and thought
1.12.   Language acquisition and socialization: definitions and examples
1.13.   Narratives as part of culture

Unit III: Language Communities and Hierarchies
1.14.   Definition and examples of speech communities
1.15.   Accents, dialects, languages: forms and classifications of linguistic diversity
1.16.   Multilingualism and debates about language and identity
1.17.   Examples of language as cultural capital
1.18.   Language in social context: hidden transcripts and code switching

Unit IV: Performativity
1.19.   Introduction to understanding language as social action

1.20. Definitions and examples of locution, perlocution, illocution
1.21. Complaints, insults, magic spells and other examples of speech acts
1.22. Voice, sound, and non-verbal communication
1.23. Gendered ways of speaking and using language

Unit V: Literacy

1.24. A brief overview of the history of writing
1.25. Debates about the social and cultural effects of literacy
1.26. Degrees and types of literacy
1.27. Autonomous vs. situated approaches to literacy
1.28. The interaction between language and social media

Unit VI: Language Practices in Bhutan

1.29. Etiquette, honorifics, and other examples of language and culture in Bhutan
1.30. Discourses about the link between language and values in Bhutan
1.31. Policies and challenges of language conservation

Reading List:

1. Essential Reading
    1.1. Dorji, J. (2011). Hen Kha: A dialect of Mangde Valley in Bhutan. *Journal of Bhutan Studies*, *24*, 69-86.
    1.2. Hyslop, G. (2008). Kurtöp and the classification of the languages of Bhutan. *Proceedings from the Annual Meeting of the Chicago Linguistic Society,* 44(1), 141-152.
    1.3. Ottenheimer, H. J. (2008). *The anthropology of language: An introduction to linguistic anthropology*. Boston: Cengage Learning.
    1.4. Phuntsho, K. (2004). Echoes of ancient ethos: Reflections on some popular Bhutanese social themes. In K. Ura& S. Kinga (Eds.), *The spider and the piglet: Proceedings from the first international seminar on Bhutan studies* (pp. 364-80). Thimphu: Centre for Bhutan Studies.
    1.5. Wilce, J. M. (1998). *Eloquence in trouble: The poetics and politics of complaint in rural Bangladesh* (No. 21). Oxford: Oxford University Press.
2. Additional Reading
    2.1. Abu-Lughod, L. (1999). *Veiled sentiments: Honor and poetry in a Bedouin society*. Berkeley: University of California Press.
    2.2. Ahearn, L. M. (2001). *Invitations to love: Literacy, love letters, and social change in Nepal.* Ann Arbor: University of Michigan Press.
    2.3. Ahearn, L. M. (2016). *Living language: An introduction to linguistic anthropology*. Malden, MA: John Wiley & Sons.
    2.4. Basso, K. H. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. Albuquerque, NM: University of New Mexico Press.
    2.5. Basso, K. H. (1979). *Portraits of the whiteman: Linguistic play and cultural symbols among the Western Apache*. Cambridge: Cambridge University Press.
    2.6. Duranti, A. (2009). *Linguistic* anthropology*: A reader* (Vol. 1). Malden, MA: John Wiley & Sons.
    2.7. Goody, J. (1975). *Literacy in traditional societies.* Cambridge: Cambridge University Press.
    2.8. Lakoff, G., & Johnson, M. (2008). *Metaphors we live by*. Chicago: University of Chicago press.
    2.9. Mendoza-Denton, N. (2014). *Homegirls: Language and cultural practice among Latina youth gangs*. Malden, MA: John Wiley & Sons.
    2.10. Rosaldo, M. Z. (1982). The things we do with words: Ilongot speech acts and speech act theory in philosophy. *Language in Society*, *11*(02), 203-237.
    2.11. Thinley, D. (2005). *The boneless tongue: Figurative proverbs, wise sayings and incidental remarks that articulate a people's way of life, cultural experience and accumulated wisdom*. Thimphu: KMT Publishers.

Module Code and Title:	**ETY201 Ethnographic Monographs**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder

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

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

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

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Book Review Presentation : Portion of Final Mark: 15%
All the students will read the same classical monograph (published before 1970) selected by the tutor. Having the whole class read the same monograph together will allow the tutor to carefully walk students through the practical as well as analytical tasks needed to write a high quality book review and prepare them to write the next review more independently. Students will work in groups to present pre-assigned chapters. This will prepare them to write a book review on their own of a contemporary ethnography
8%   Content (how well does the presentation address specified criteria, quality of overall reflection, all claims relevant and supported)
1%   Organization and structure; language use
1%   Delivery (volume, pace, efforts to engage audience) and time management
2%   Team work
3%   Individual contribution

B. Book Review of Contemporary Monograph: Portion of Final Mark: 20%

Students will select and read a contemporary monograph (written within the last 10 years) and submit a written review, which includes a critical summary of the book and an analysis of the theoretical and methodological choices made by the author. This assignment, to be completed before the semester-end examination, will be assessed for 20% of the module. The expected

length of this assignment is 750-1000 words. The book-review will be marked based on the following criteria:

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

C. Peer-Review of Book review: Portion of Final Mark: 5%

Students will peer-review a review written by a classmate. Each student will be expected to critically analyse the book review of a classmate, identity strong and weak points, and offer suggestions for improvement. Their review will be orally presented inside the classroom. Each presentation will last no more than 10 minutes. Students will be marked based on the following criteria:

3%   quality of analysis and usefulness of suggestions
2%   presentation skills (organization, structure, delivery, language use and time management)

D. Response Paper: Portion of Final Mark: 15%

Based upon class lectures and weekly key ethnographic readings (usually an article, chapter or synopsis of a monography, or a review), students will submit a response paper in which they relate key ethnographic texts to their historical context and discuss their importance in the development of the discipline. The response paper will be 500-750 words in length.

2%   Summary of the text's main arguments (accuracy and completeness)

7%   Quality of analysis (includes well stated and original analysis, thoughtfulness of reflection, use of relevant and adequate support for all claims made, ties analysis to relevant module concepts)

2%   Organization

2%   Language

2%   Referencing

E. Class participation and preparedness: Portion of Mark: 5%

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

F. Midterm Examination: Portion of Final Mark: 10%

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

Areas of assignments	Quantity	Weighting
A. Book Review of classical monograph	1	20%
B. Book Review of contemporary monograph	1	20%
C. Peer review of Book Review	1	5%
D. Response paper	1	10

E. Class participation and preparedness	Ongoing	5%
F. Midterm Examination	1	10%
Total Continuous Assessment (CA)		**70%**
Semester-End Examination (SE)		**30%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Ethnography in Anthropology (a review)

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

Unit II: Ethnography in its Context

2.1. The connection between ethnography and the colonial encounter (Talal Asad, Edward Said)
2.2. The relationship between the ethnographer and their ethnography
2.3. Changes in postcolonial ethnography: key trends and debates

Unit III: Ethnography and the Production of Anthropological Knowledge;

3.1. Key themes in ethnography (e.g. kinship, gift and exchange, ritual and religion)
3.2. Defining ethnographic theory
3.3. The role of theory in ethnography
3.4. The influence of Clifford Geertz and the 'Interpretive Turn'
3.5. Ethnographic controversies – Mead / Freedman, the Malinowski diaries

Unit IV: Contemporary Trends and Topics in Ethnography

4.1. Defining and describing the crisis of representation – Clifford and Marcus
4.2. 'The social lives of things' – Appadurai
4.3. Examples of new directions in ethnographic research (e.g. climate change)

Unit V: Auto-ethnography

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

Reading List:

1. Essential Reading
    1.1. Clifford, J., & Marcus, G.E. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography.* Berkeley, CA: University of California Press.
    1.2. Evans-Pritchard, E.E. (1940). *The Nuer: A description of the modes of livelihood and political institutions of a Nilotic people*. Oxford, UK: Oxford University Press.
    1.3. Gay y Blasco, P. and Wardle, H. (2006) *How to Read Ethnography*. Routledge
2. Additional Readings
    2.1. Abu-Lughod, L. (1986). *Veiled sentiments: Honor and poetry in a Bedouin society.* Berkeley, CA: University of California Press.
    2.2. Barth, F., Parkin, R., Gingrich, A., & Sylverman, S. (2005)*. One discipline, four ways: British, French, German, and American anthropology*. Chicago: University of Chicago Press.
    2.3. Blasco, P., & Wardle, H. (2007). *How to read ethnography.* London/New York: Routledge.
    2.4. Boddy, J. (1989). *Wombs and alien spirits: Women, men, and the Zar cult in Northern Sudan.* Madison: University of Wisconsin Press.
    2.5. Bourgois, P. (1995). *In search of respect: Selling crack in El Barrio.* Cambridge: Cambridge University Press.

2.6.   Briggs, J.L. (1970). *Never in anger: Portrait of an Eskimo family.* Cambridge: Harvard University Press.

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

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

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

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

2.11. Fürer-Haimendorf, C. V. (1939)*. The naked Nagas.* London: Methuen & Co

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

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

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

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

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

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

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

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

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

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

Date: March 9, 2021

Module Code and Title:	**ATH203 History and Theory of Anthropology**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	New Tutor #2

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

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

1. Recount the origins of Anthropology as a discipline
2. Identify major theoretical paradigms in Anthropology
3. Discuss intellectual developments within the discipline of Anthropology

4. Compare and contrast major theoretical perspectives within Anthropology.
5. Link theory and theoretical advancements to ethnographic examples.
6. Discuss a range of debates from the beginnings of Anthropology to the contemporary scene, be able to assess these debates, and place them in their own socio-historical context.
7. Analyse critical issues encountered in anthropological theory.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Essay Based on Prompt: Portion of Final Marks: 15%

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

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

B. Historical Description Essay : Portion of Final Marks: 20%

Students will select a salient theme in anthropological scholarship (e.g. ritual, kinship, religion) and individually write an essay tracing how anthropological approaches and understandings of this theme have changed in course of the discipline's theoretical history. The essay will be 750-1000 words in length.

2%   Proposal outlining the selected topic and proposed argument
3%   Descriptive of selected salient theme (completeness, relevance)
12%   Quality of analysis and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
1%   Language
1%   Organization
1%   Referencing

C. Group Presentation: Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to study an anthropologist whose work and writings have shaped the theoretical underpinnings of the discipline. Students are required to discuss the major works of the selected anthropologist and to relate these with theoretical developments in the field. Group presentation will be 10-15 minutes in length.

6%   Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, all claims relevant and supported)
1%   Organization and structure; Language use
1%   Delivery (volume, pace, efforts to engage audience)

1%   Time management and Quality of teamwork
1%   Individual contribution (process)

D. Class participation and preparedness: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Essay Based on Prompt	1	15%
B. Historical Description Essay	1	20%
C. Group Presentation	1	10%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**65%**
Semester-End Examination (SE)		**35%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Early Anthropological Theories
1.1. Examples of precursors to the anthropological tradition
1.2. The origin and pretentions of classical evolutionism (Tylor, Frazer and Morgan)
1.3. Defining historical particularism (Boas)
1.4. Defining diffusionism

Unit II: Functionalism, Structuralism, and their Critics
2.1. The contributions and criticisms of functionalism (Malinowski) and structural functionalism (Radcliffe-Brown)
2.2. The difference between descent and alliance theory (Adam Kuper)
2.3. The emergence and implications of conflict theory (Marx, Wallerstein)
2.4. Approaches and examples of structuralism (Levi Strauss)

Unit III: Symbolic and Interpretive Anthropology
3.1. From function and structure to processes and meanings
3.2. Debates about cultural materialism and cultural symbols
3.3. Definition and examples of interpretive anthropology
3.4. Rituals of Rebellion' by Max Gluckman: key terms, key arguments and implications
3.5. Symbols in Ndembu Ritual' by Victor Turner: key terms, key arguments and implications
3.6. Deep Play: Notes on a Balinese Cock Fight' by Clifford Geertz: key terms, key arguments and implications
3.7. 'Thick Description' by Clifford Geertz: key terms, key arguments and implications

Unit IV: Key Concepts and Major Debates in Anthropology
4.1. Kinship and relatedness: definition, key terms, examples, comparison
4.2. Nature versus nurture: definition, key terms, examples, comparison
4.3. Ritual and religion: definition, key terms, examples, comparison

Unit V: Contemporary trends in anthropological theory
5.1. Understanding post-modernism and its critics
5.2. Debates about the feminist critique
5.3. The role of migration and globalization

Reading List:

1. Essential Reading
    1.1. Barnard, A. (2008). *A history and theory in anthropology.* London: Routledge
    1.2. Eriksen, T.H., & Nielsen, F.S. (2013). *A history of anthropology.* London: Pluto.
2. Additional Reading
    2.1. Beattie, J. (1964). *Other cultures: Aims, methods, and achievements in social anthropology.* London: Routledge.
    2.2. Barth, F., Parkin, R., Gingrich, A., & Sylverman, S. (2005). *One discipline, four ways: British, French, German, and American Anthropology.* Chicago: University of Chicago Press.
    2.3. Clifford, J., & Marcus, G.E. (Eds.). (1986).*Writing culture: The poetics and politics of ethnography.* Berkeley, CA: University of California Press.
    2.4. Geertz, C. (1973). *The interpretation of cultures.* New York: Basic Books
    2.5. Kuper, A. (1988). *The invention of primitive society: transformation of an illusion.* London: Routledge.
    2.6. Leach, E. (1961). *Rethinking anthropology.* London: Athlone Press.
    2.7. McGee, R.J., & Warns, R.L. (2004). *Anthropological theory: An introductory history.* New York: The McGraw-Hill Companies.
    2.8. Needham, R. (1971). *Rethinking kinship and marriage.* London: Tavistock.
    2.9. Said, E. (1978). *Orientalism.* New York: Vintage.
    2.10. Stocking, G. (1996). *After Tylor: British social anthropology, 1888–1951.* Madison: University of Wisconsin Press.
    2.11. Levi-Strauss, C. (1966). *The savage mind.* Chicago: University of Chicago Press.
    2.12. Wolf, E.R. (1982). *Europe and the people without history.* London and Berkeley: University of California Press.

Date: March 15, 2018

Module Code and Title: **ATH204 Political Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Jelle J P Wouters

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

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

1. Discuss the origins, scope, and growth of political anthropology as a sub-discipline of Anthropology.
2. Define the field of political anthropology within the broader field of cultural anthropology
3. Critically evaluate what an anthropological perspective can contribute to the study of contemporary politics.
4. Evaluate key theories and ethnographic works in political anthropology.
5. Interpret and critically analyse contemporary political life.
6. Discuss past and present theoretical paradigms used in the field of political anthropology.
7. Analyse the workings of power as a critical point of investigation in theorizing in Anthropology.

8. Examine major anthropological perspectives on state and stateless forms of political organization.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Argumentative Essay: Portion of Final Marks: 15%

Students are required to individually write a critical essay about political and social organization in state-less societies. They will be required to substantiate their arguments with ethnographic examples and theoretical arguments discussed during class lectures, as well as add to these through library research. This essay will be 750-1000 words in length.

3% Proposal outlining the selected topic and proposed argument
9% Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
1% Language
1% Organization
1% References

B. Descriptive Essay: Portion of Final Marks: 15%

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

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

C. Group Presentation: Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to elaborate and present on a topic discussed in class. Students are required to discuss its theoretical underpinnings, use ethnographic examples, and examine its relevance in relation to Bhutan. The presentation will be 10-15 minutes in length.

6% Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
1% Organization and structure; Language use
1% Delivery (volume, pace, efforts to engage audience)
1% Time management and Quality of teamwork
1% Individual contribution (process)

D. Class participation and preparedness: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Argumentative Essay	1	15%
B. Descriptive Essay	1	15%
C. Group Presentation	1	10%
D. Class participation and preparedness	1	5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

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

Unit II: Political Organization and Social Control: State and Stateless societies
2.1. How political and social order are established in stateless societies (e.g. Clastres, Scott)
2.2. The role of kinship in political organization (e.g. Evans-Pritchard, Leach, Sahlins)
2.3. How colonization changed local political systems
2.4. Political forms: bands, tribes, chieftainships, and states, empires

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

Unit IV: The State and Modern Political Processes
4.1. Basic overview of the anthropology of the modern state: key terms and examples
4.2. How anthropologists study and understand democracy
4.3. Understanding the concepts and workings of civil-society and public space
4.4. Theories and debates about citizenship
4.5. Imagined communities and nationalism (Benedict Anderson)

Reading List:

1. Essential Reading
    1.1. Kuntz, D.V. (2001). *Political anthropology: Paradigms and power.* New York: Westview Press.
    1.2. Leach, E.R. (1954). *Political systems of highland Burma: A study of Kachin social structure.* London: Athlone.
2. Additional Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date: March 15, 2018

Module Code and Title: **AAS201 Anthropology of the Himalayas**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #1

General objective: This module aims to allow students to explore the Buddhist Himalayas (Tibet, Bhutan, Nepal and India) using anthropological writing about the region. By learning about and discussing regional trends, shifts and differences, students will be able to imagine how Bhutan fits into the regional designation of the Himalayas.

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

1. Apply their understanding of ethnography as both a genre of writing and a method to scholarship from the Himalayan region.
2. Examine the Himalayas from a geographical, cultural and political perspective.
3. Discuss the ethnohistory of the region.
4. Evaluate the assumptions that underpin popular culture representations of the Himalayas.

5. Compare and contrast the dominant cultural and religious practices in the region.
6. Assess significant environmental and development trends in the region.
7. Evaluate actual and perceived social and cultural change and continuity in the region.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures	2.5	37.5
In-class discussions	1.5	22.5
Independent study	4	60
Total		120

Assessment Approach:

A. Map Quiz: Portion of Final Marks: 5%

After students have had preliminary lectures that help to locate the region known as the Himalayas as well as to identify key site and significant physical features (such as mountain ranges and rivers), they will be expected to pass a map quiz on the region. The quiz will require students to demonstrate that they can locate these key sites and features on a simple map. It will be evaluated based on accuracy.

B. Leading in-class discussion: Portion of Final Marks: 10%

Students will be responsible for working with one or two partners to lead a class discussion about a particular academic reading. The discussion will be expected to last most of a class period or at least 40 min. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) facilitating a clear and helpful discussion that will help them class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

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

C. Book Review: Portion of Final Marks: 20%

Students will select one book length ethnographic account of the Himalayas not already covered in class (the tutor will provide students with a list of accessible possibilities) and individually write a book review of 750-900 words. In order to encourage students to respond to feedback and improve their written work, 15% of the final mark will also be based on improvement in comparison to the first draft. The responses will be evaluated on:

3% Draft of book review (summary and quality of interpretation)
4% Summary of the ethnography's main findings and arguments (accuracy and completeness)
7% Quality of interpretation (includes well stated and original interpretations, uses relevant and adequate support for all claims made, ties interpretation to relevant module concepts)

1%   Organization
1%   Language
1%   Referencing
3%   Improvement of final product (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

D. Class Participation and preparedness: Portion of Final Mark 10%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Map Quiz	1	5%
B. Leading in Class Discussion	1	10%
C. Book Review	1	20%
D. Class participation and preparedness		10%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Introduction to the Himalayas

1.1.   Introduction to the logic and value of area studies
1.2.   Defining the Himalayas
1.3.   Space and place: mapping the Himalayas

Unit II: The Politics of Representation

2.1.   The power of representation
2.2.   Orientalism and the post-colonial critique of the "exotic"
2.3.   The Himalayas "The last Shangri-la" (Lopez)
2.4.   Representations of the Himalayas in film
2.5.   Representation of the Himalayas in literature
2.6.   Other representations of the Himalayas
2.7.   Examples of Himalayan self-representation

Unit III: The Ethnohistory and Anthropology of the Himalayas

3.1.   Defining ethnohistory; focus, key concerns and concepts
3.2.   Himalayan pre-histories: overview of key trends and theories
3.3.   The arrival of Buddhism in the Himalayas
3.4.   Ethnohistory of the Himalayas: key events, figures and trends
3.5.   Anthropological exemplars of the Himalayas (e.g. Childs, Gorer)

Unit IV: Religious Practice and Belief in the Himalayas (Gutschow)

4.1.   Traces of a pre-Buddhist past: overview of key theories and debates
4.2.   Lay Buddhism (everyday rituals and beliefs): overview and examples
4.3.   A return to space and places (holy sites and pilgrimage): definitions and descriptions
4.4.   Non-Buddhists of the Himalayas: descriptions, implications and examples

Unit V: Social and Political Relationships

5.1.   Traditional social structure and hierarchies: overview and examples

5.2. Kinship and marriage patterns across the Himalayas :key trends, implications and examples

5.3. Questions of identity :key trends, implications and examples

Unit VI: The Environment, Resources and Development

6.1. Ecologies and ecosystems of the Himalayas (Bauer): examples and implications

6.2. The environment as an economic resource : key trends and implications

6.3. The environment as a source of vulnerability and risks: key trends, examples and implications

6.4. Tourism and the Himalayas: key trends and implications

6.5. The Himalayas as imagined through the lens of international development: key trends and implications

Unit VII: Social and Cultural Change

7.1. Tradition and modernity in the Himalayas (Fisher, Ahearn): key trends and implications

7.2. New livelihoods and new identities :trends, examples and implications

7.3. New locations (rural to urban migration) :implications and examples

7.4. Laments of identity loss and culture corrupted :examples and implications

7.5. Re-imagined identities (Hybridization, Engaged Buddhism) : examples and implications

Reading List:

1. Essential Reading
    1.1. Brauen, M., & Ramble, C. (Eds.). (1993). *Proceedings of the international seminar of Tibet and the Himalaya*s:*September 21-28 1990 at the Ethnographic Museum of the University of Zurich*. Zurich: Volkerkundemuseum der Universitat Zurich.
    1.2. Childs, G. (2004). *Tibetan diary: From birth to death and beyond in a Himalayan Village of Nepal*. Berkeley: University of California Press.
    1.3. Damai, P. (2007). Interrupting ethnographic spectacles in Eric Valli's Himalaya. *Postcolonial Text,3*(4), 1-17.
    1.4. Ortner, S. (1978). *Sherpas through their rituals.* New York: Cambridge University Press.

2. Additional Reading
    2.1. Ahearn, L. (2001). *Invitations to love: Literacy, love letters and social change in Nepal.*Ann Arbour: University of Michigan Press.
    2.2. Alter, J. (1999). *Knowing Dil Das: Stories of a Himalayan hunter.* Philadelphia: University of Pennsylvania Press.
    2.3. Bauer, K. (2004). *High frontiers: Dolpo and the changing world of the Himalayan pastoralist.* New York: Columbia University Press.
    2.4. Bell, C. (1996). *The people of Tibet*. Delhi: Motilal Banarsidass Pvt Ltd. (Original work published Oxford: Clarendon Press, 1928)
    2.5. Fisher, J. (1990). *Reflections on change in Himalayan Nepal*. Berkeley: University of California Press
    2.6. Gorer, G. (2005). *Himalayan village: An account of the Lepcha in Sikkim*. Kathmandu: Pilgrims Publisher.
    2.7. Gutschow, K. (2004). *Being a Buddhist nun: The struggle for enlightenment in the Himalayas*. Cambridge, MA: Harvard University Press
    2.8. Hilton, J. (2012). *Lost horizon: A novel*. New York: Harper Perennial. (Original work published 1933).
    2.9. Liechty, M. (2003). *Suitably modern: Making middle-class culture in a new consumer society*. Princeton: Princeton University Pres
    2.10. Lopez, D. (1998). *Prisoners of Shangri- La: Tibetan Buddhism and the West*. Chicago: University of Chicago Press.
    2.11. Mumford, S (1989) *Himalayan Dialogue: Tibetan Lamas and Gurung Shamans in Nepal* Madison: University of Wisconsin Press

2.12. Pigg, S. L. (1992). Inventing social categories through place: Social representations and development in Nepal. *Comparative studies in society and history*, *34*(03), 491-513.

2.13. Shneiderman, S. (2010). Are the Central Himalayas in Zomia? Some scholarly and political considerations across time and space. *Journal of Global History*,*5*(02), 289-312.

Date: March 15, 2018

Module Code and Title:	**ETY202 Writing Ethnography**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder

General objective: This hands-on module aims to develop student's ethnographic writing skills, a core research skill in anthropology. It will build on the knowledge and critical readings abilities that students developed in ETY201 Ethnographic Monographs and compliment what they are learning in UGR202 Anthropological Research Methods. Students will explore the relationship between the kinds of data collected during fieldwork and how they can be used to support theory in ethnographic writing. The module will also include workshop-like practical classes aimed at giving students the time, support and space to hone their ethnographic technique. This module will be important for preparing students to undertake UGR303 Undergraduate Ethnographic Research in their final year.

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

1. Explain the relationship of ethnography to the discipline of Anthropology.
2. Recognize ethnographic writing strategies and genre in a selection of ethnographic writing.
3. Evaluate a selection of ethnographic writing.
4. Collect ethnographic data.
5. Apply a range of ethnographic writing strategies to their own writing.
6. Analyse ethnographic data.
7. Produce an original ethnographic account.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	2	30
Writing workshop/tutorials	2	30
Independent study	4	60
Total		120

Assessment Approach:

A. Reading Quizzes : Portion of Final Mark: 20%

Students will be given at least 2 reading quizzes on assigned reading material. These quiz will be used to both check for comprehension as well as to encourage students to build connections between the readings and class work/ lectures.

B. Book review presentation: Portion of Final Mark: 5%

Students will orally present their critical response to a selected ethnographic text. By performing the oral presentation before turning in their book review students will have the

opportunity to receive feedback from the tutor and their peers that they can use to improve their written book review. The presentation will be 10 minutes long.

3%   Content (how well does the presentation address specified criteria, quality of overall reflection, all claims relevant and supported)

1%   Organization and structure; language use

1%   Delivery (volume, pace, efforts to engage audience) and time management

C. In class writing exercises: Portion of Final Marks: 10%

Students will be asked to individually practice ethnographic writing in class, focusing on core issues such as combining observation and theory, descriptions of people, events and places, positioning, reflexivity and voice. They will be given 2 in class writing assignments as well as opportunities to provide constructive feedback to their classmates. The tutor will provide appropriate feedback during the exercise. The exercises (each graded out of 10), will have their marks averaged to compute the final mark for this assessment. The exercises may include:

- Description and observation exercises
- Applying theory to data exercises
- Exercises exploring voice and representation
- Reflexivity exercises

D. Leading discussion: Portion of Final Marks: 10%

During the semester students will be responsible for working with one or two partners to lead class discussion about a particular ethnography selected because it illustrates an ethnographic technique or analytical genre. The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) summarizing the ethnography in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion and (3) facilitating a clear and helpful discussion that will help them class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, clarify any doubts or questions they have about the reading. Discussion facilitation will be assessed based on:

2%   Pre-discussion meeting (attendance and preparedness)

2%   Quality and accuracy of summary (focus should be on arguments)

3%   Thoughtfulness and effectiveness of discussion questions

2%   Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)

1%   Teamwork (including meaningfulness of each member's participation)

E. Class participation and preparedness: Portion of Final Mark: 10%

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

F. Ethnographic Project: Portion of Final Mark 45%

Students will spend a large part of the semester working on an individual self-directed ethnographic project that will demonstrate mastery of the ethnography as both a genre and a research methodology. Since this project is on-going, at least 15% of the final mark will be allotted to process (including a proposal and draft stage) a further 10% of the final mark will be allotted to improvement based on feedback. Three milestones will included (namely the

proposal, an update viva and a draft) in order to ensure that students are on-track, supported and working throughout the semester. The final project is expected to be 1000-1,250 words in length.

- 2%   Proposal (completeness, thoughtfulness, feasibility)
- 2%   Update Viva (oral account of progress, process and challenges to take place at the midway point, students will be evaluated based on their progress, organization and thoughtful reflection)
- 5%   Quality of Draft (including the quality of the ethnographic account, ability to apply relevant module concepts and techniques, claims made in the ethnography are well stated and supported)
- 25%   Quality of content (including the quality of the ethnographic account, ability to apply relevant module concepts and techniques, claims made in the ethnography are well stated and supported)
- 2%   Language
- 2%   Referencing
- 2%   Organization
- 5%   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

Areas of assignments	Quantity	Weighting
A. Ethnography book review	1	20%
B. Book review presentation	1	5%
C. In class writing exercise	2	10%
D. Leading class discussion	1	10%
E. Class participation and preparedness	1	10%
F. Ethnographic project	1	45%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: AFD101: Introduction to Anthropology, ETY201 Ethnographic Monographs

Subject matter:

Unit I: Review of Ethnography (a review)
1.1.   Review of key terms, history and logic of ethnography
1.2.   The value of ethnography as an academic exercise

Unit II: Ethnographic Genres
2.1.   Realistic ethnography (Evans-Pritchard): definition, key features and examples
2.2.   Reflexive ethnography (Behar): definition, key features and examples
2.3.   Experimental ethnography (Bieh): definition, key features and examples
2.4.   Critical ethnography: definition, key features and examples
2.5.   Virtual ethnography: definition, key features and examples
2.6.   Multi-sited ethnography (Marcus): definition, key features and examples
2.7.   Native ethnographies: definition, key features and examples

Unit III: Ethnographic Conventions and Clichés
3.1.   Arrival stories; function, key features and examples
3.2.   The use of vignettes: function, key features and examples
3.3.   Review of thick description (Geertz): definition, function, key features and examples
3.4.   Incorporating holism and context: definition, function and examples
3.5.   Review of authorial authority and challenges to authorial authority: definition, function, critique and examples
3.6.   Avoiding the ethnographic present: definition, function, critique and examples
3.7.   Insider view(s): definition, function, key features and examples

Unit IV: "Doing" Ethnography
4.1.   Review of participant observation: definition and function

4.2.   Practical concerns in fieldwork: types and examples
4.3.   Building and maintaining rapport: function and key feature
4.4.   Recognizing "ethnographic data": key features and examples
4.5.   Formal and informal interviews: key features, process and examples
4.6.   Making ethnographic field notes (Emerson, Fretz & Shaw): key features, process and examples
4.7.   Coding ethnographic field notes: key features, process and examples
4.8.   Analysing ethnographic field notes: key features, process and examples

Unit V: Writing Ethnography (Narayan)

5.1.   Writing thick description; process, examples and practice
5.2.   Creating scenes: process, examples and practice
5.3.   Building contexts: process, examples and practice
5.4.   Creating characters and personalities: process, examples and practice
5.5.   Incorporating voices: process, examples and practice
5.6.   Choices about representation: process, examples and practice
5.7.   Positioning the author: process, examples and practice
5.8.   Language and tone: examples and practice
5.9.   Fitting together theory and ethnographic data: process, examples and practice

Unit VI: Ethic of Ethnography

6.1.   Ethics in the field: key issues and concern
6.2.   The politics of representation (Clifford): definition and implications
6.3.   The ethnographer's obligations: debates and implications

Reading List:

1. Essential Reading
    1.1.   Clifford, J. (1983). On Ethnographic Authority. *Representations*,*2*, 118- 146.
    1.2.   Emerson, R., Fretz, R., & Shaw, L. (2011). *Writing ethnographic Field notes.* Chicago: University of Chicago Press.
    1.3.   Geertz, C. (1998). Thick description: Toward an interpretive theory of culture. In C. Geertz, *The interpretation of culture* (pp. 3-32). New York: Basic Books.
    1.4.   Murchison, J. (2010). Participant observation. In J. Murchison, *Ethnography essentials: Designing, conducting and presenting your research* (pp. 83-98). San Francisco: Jossey-Bass.
    1.5.   Naryan, K. (2012). *Alive in the writing: Crafting ethnography in the company of Chekhov*. Chicago: University of Chicago Press.
2. Additional Reading
    2.1.   Basso, K. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. Albuquerque, NM: University of New Mexico Press.
    2.2.   Behar, R. (1996). *The vulnerable observer: Anthropology that breaks your heart.*Boston: Beacon Press.
    2.3.   Benedict, R. (1946). *The chrysanthemum and the sword*. Boston:Houghton Mifflin Harcourt.
    2.4.   Bieh, J. (2005). *Vita: Life in a zone of social abandonment*. Berkeley: University of California Press.
    2.5.   Cerwonka, A., & Malkki, L.H. (2007). *Improvising theory: Process and temporality in ethnographic fieldwork*. Chicago: University of Chicago Press.
    2.6.   Evans-Pritchard, E. E. (1937) *Witchcraft, magic and oracles among the Azade*. Oxford: Oxford University Press
    2.7.   Marcus, G. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology*, *24*, 95-117.
    2.8.   Passaro, J. (1997). You can't take a subway to the field! In A. Gupta & J. Ferguson (Eds.), *Anthropological locations: Boundaries and grounds of field science* (pp. 147-162). Berkeley and London: University of California Press.

Date: March 15, 2018

Module Code and Title: **UGR202 Anthropological Research Methods**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #2

General objective: This research skills oriented module aims to teach students the basic principles of research design, data collection methods and data analysis from an anthropological perspective. Students will have the opportunity to practice and master the most significant anthropological data collection methods. They will be expected to collect and analyse primary data during the course of the module. This module will compliment what students are learning in ETY202 Writing Ethnography as well as help prepare students to undertake UGR303 Undergraduate Ethnographic Research Project in their final year.

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

1. Identify the range of data collection and analytical methods used by anthropologists.
2. Evaluate the research methods used by other anthropologists including those found in published work.
3. Debate the opportunities and challenges presented by various research strategies.
4. Develop clearly articulated research questions.
5. Choose appropriate data collection strategies to address research questions.
6. Discuss ethical issues related to anthropological research.
7. Collect and analyse data using a range of research strategies.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	2	30
Tutorials/ practicing methods	2	30
Independent study	4	60
Total		120

Assessment Approach:

  A. Life History Interview and Analysis : Portion of Final Mark: 10%

Students will select a person with whom to individually conduct a life history interview, they are expected to turn in the transcript of their interview as well as a 350-500 word analysis of the content and themes of the interview. Before conducting the interview they must submit a proposal describing who they plan to interview and providing a justification for why this person would be a good subject for a life history interview.

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

  2%   Transcript (completeness, clarity, accuracy and consistency)

  6%   Report (quality of summary and analysis, thoughtfulness use of adequate and relevant support for all claims made, thoughtfulness)

  B. Group research project : Portion of Final Marks: 40%

Throughout the semester students will work in small groups to carry out a research project using anthropological research methods.

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

8% Draft of Project (quality of summary of findings, quality and thoughtfulness of analysis, use of adequate and relevant support for all claims made, thoughtfulness, language, organization and referencing)

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

2% Team work

5% Individual Viva (process)

C. Leading discussion: Portion of Final Marks: 10%
During the semester, students will be responsible for working with one or two partners to lead a class discussion about a particular academic reading selected to illustrate a particular data collection or analytical method. The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion, students will be responsible for: (1) summarizing the reading in their own words, including identifying and explaining key terms and concepts; in particular students must be able to articulate the relationship between an article's research question(s) and the methods that were used to collect or analyse the data; (2) preparing discussion questions to stimulate class discussion; (3) helping the class understand how the reading links to class concepts; (4) facilitating a clear and helpful discussion that will help them class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, and clarify any doubts or questions they have about the reading.

1% Pre-discussion meeting (attendance and preparedness)

2% Quality and accuracy of summary (focus should be on arguments)

4% Thoughtfulness and effectiveness of discussion questions

2% Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)

1% Teamwork (including meaningfulness of each member's participation)

D. Class participation and preparedness: Portion of Final Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 10%

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

Areas of assignments	Quantity	Weighting
A. Life history interview	1	10
B. Group research project	1	40
C. Leading in class discussion	1	10%
D. Class participation and preparedness	Ongoing	5%
E. Midterm Examination	1	10%
Total Continuous Assessment (CA)		**75%**
Semester-End Examination (SE)		**25%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Research Design

1.1 The purpose of research

1.1. The steps in conventional research process: explanation and key terms

1.2.	Literature reviews as an essential step in the research process
1.3.	Formulating research questions: why and how
1.4.	Features of Anthropological Research: definitions and examples
1.5.	Types of Anthropological Research: definitions and examples

Unit II: Research Ethics and Power in Anthropology

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

Unit III: Interviews (Spradly, Seidman)

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

Unit IV: Oral History

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

Unit V: Archival Research

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

Unit VI: Overview of other methods used by anthropologists

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

Unit VII: Communicating findings

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

Reading List:

1.	Essential Reading
	1.1.	Bernard, R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches.* Plymouth, UK: AltaMira Press.
	1.2.	Finnegan, R. (1996). Using documents. In R. Sapsford & V. Jupp (Eds.), *Data collection and analysis* (pp. 138-152). London: Sage Publication.
	1.3.	Spradly, J. (1979). Interviewing an informant. In J. Spradley, *The ethnographic interview* (pp. 55-68). Orlando, FL: Harcourt, Brace, Jovanovich.
2.	Additional Reading

2.1. Aris, M. (1987). 'The boneless tongue': Alternative voices from Bhutan in the context of Lamaist societies. *Past & Present, 115*, 131-164.

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

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

2.4. Whitecross, R. (2010). 'Virtuous beings': The concept of *tha damtshig* and being a moral person in contemporary Bhutanese society. *Himalaya the Journal of the Association for Nepal and Himalayan Studies*, *28*(1), 71-82.

Date: March 15, 2018

Module Code and Title: **AID202 Anthropology of Identity**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Jelle J P Wouters

General objective: This module aims to provide students with an orientation to theories, concepts and phenomena within the field of identity. Identity will be approached as a social construct, and this module will consider the ways in which social, racial, gendered, religious and national components interact in the constructions of the self and social groups in places across the globe. Students will be introduced to cross-cultural variation in how personhood and social identity are formulated, as well as to the form and substance of modern-day identity politics and nationalism.

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

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

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Argumentative Essay: Portion of Final Mark: 15%

Students will be asked to individually write a critical essay about the social construction of identities. They will be required to substantiate their arguments with both theory and ethnographic examples. The essay will be 750-1000 words in length.

3%   Proposal outlining the selected topic and proposed argument
9%   Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, quality & relevance of selected ethnographic examples, ties analysis to relevant module concepts)
1%   Language
1%   Organization
1%   References

B. Research Essay: Portion of Final Mark: 15%

Students will explain and theorize nationalism with reference to Benedict Anderson's *Imagined Communities.* They are expected to discuss a specific element of nationalism (e.g. ritual, symbol, practice, or document) and illustrate how from this a wider national consciousness can be produced. Students are required to combine historical sources, contemporary insights, and theoretical paradigms to substantiate their arguments. The essays will be 750-1000 words in length.

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

C. Group presentation. Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to elaborate and present on a topic discussed in class. Students are required to discuss its theoretical underpinnings, use ethnographic examples, and examine its relevance in relation to Bhutan. The presentation will be 10-15 minutes in length.

6%   Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
1%   Organization and structure; Language use
1%   Delivery (volume, pace, efforts to engage audience)
1%   Time management and Quality of teamwork
1%   Individual contribution (process)

D. Class participation and preparedness: Portion of Mark: 5%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting

A. Argumentative Essay	1	15%
B. Research Essay	1	15%
C. Group presentation	1	10%
D. Class participation and preparedness		5%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Personhood and Identity

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

Unit II: Social group identities

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

Unit III: The Politics of Identity

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

Unit IV: Nation and Nationalism

4.1. Definitions of nation
4.2. A brief history of the rise of the nation-state
4.3. Anthropological approaches to nationalism
4.4. Imagined communities (Benedict Anderson)
4.5. The relationship between nationalism, globalization, and modernization

Reading List:

1. Essential Reading
    1.1. Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism.* London: Verso.
    1.2. Jenkins, R. (2008). *Social Identity.* London: Routledge.
2. Additional Readings
    2.1. Balakrishnan, G. (Ed.). (1996). *Mapping the nation.* London: Verso
    2.2. Barth, F. (1969). *Ethnic groups and boundaries: The social organization of cultural difference.* London: Waveland Press.
    2.3. Brubacker, R. (2004). *Ethnicity without groups.* Cambridge, MA: Harvard University Press.
    2.4. Cohen, A. (Ed.). (2000). *Signifying identities: Anthropological perspectives on boundaries and contested values.* London: Routledge.
    2.5. Comaroff, J. and J. Comaroff (2001). On personhood: an Anthropological Perspective from Africa, *Journal for the Study of Race, Nation, and Culture* 7(2): 267-283.

2.6.   Donnan, H., & Wilson, T.M. (1999). *Borders: Frontiers of identity, nation and state.* Oxford: Berg.
2.7.   Eriksen, T.H. (2010). *Ethnicity and nationalism: Anthropological perspectives.* London: Pluto.
2.8.   Friedman, J. (1992). The Past in the Future: History and the Politics of Identity. *American Anthropologist* 94(4): 837-59.
2.9.   Gellner, E. (1983). *Nations and nationalism.* Oxford: Blackwell.
2.10.   Gilroy, P. (1991). '*There ain't no black in the Union Jack': The cultural politics of race and nation.* Chicago: Chicago University Press.
2.11.   Hobsbawm, E. J. (1990). *Nations and nationalism since 1780: Programme, myth, reality.* Cambridge: Cambridge University Press.
2.12.   Hobsbawm, E. and T. Ranger (Eds.) (1983). *The Invention of Tradition.* Cambridge: Cambridge University Press.
2.13.   Miguel, A.(2004).Tribe or nation? Nation-building and public goods in Kenya versus Tanzania. *World Politics 56(3),* 327-362.
2.14.   Schopflin, G. 2000. *Nations, Identity, Power: The New Politics of Europe.* London: C. Hurst.

Date: March 15, 2018

Module Code and Title: **ASC201 Anthropology of Globalization**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #2

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

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

1. Define globalization.
2. Define key terms in the study of globalization.
3. Summarize the history of globalization.
4. Explain various anthropological approaches to understanding local and global forces of globalization.
5. Discuss key research in the field of globalization.
6. Evaluate the case for and against globalization.
7. Discuss the effects and responses to globalization in Bhutan.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Biography of a Bhutanese Commodity: Portion of Final Mark: 25%

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

5%   Proposal (completeness, thoughtfulness, feasibility)
7%   Description of the object and ethnographic account
10%   Quality of analysis (includes well stated, thoughtful and original analysis, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
1%   Language
1%   Organization
1%   Referencing

B. Lead a class discussion: Portion of Final Mark: 10%

Students will be responsible for working with one or two partners to lead a class discussion about a particular academic reading. The discussion will be expected to last most of a class period or at least 40 min. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) facilitating a clear and helpful discussion that will help them class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

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

C. Class participation and preparedness: Portion of Final Mark: 10%

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

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

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

Areas of assignments	Quantity	Weighting
A. Commodity Biography	1	25%
B. Leading in class discussion	1	10%
C. Class participation and preparedness	Ongoing	10%
D. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Defining Globalization

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

Unit II: History of Globalization

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

Unit III: The Social Life of Things

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

Unit IV: The Movement of People and Ideas

4.1.   Definitions and examples of immigration, emigration, and diaspora cultures
4.2.   The motivations for and effects of rural-urban migration
4.3.   How people maintain links to "home" after leaving it
4.4.   Examining how global cultural forms are adapted to local contexts
4.5.   The cultural effects of pilgrimage
4.6.   The origins and cultural effects of tourism

Unit V: Bhutanese Responses to Globalization

5.1.   Bhutan's pre-modern regional connections
5.2.   Bhutan's links to the colonial world system
5.3.   Discussions of cultural loss and the rise of new cultures in Bhutan

Reading List:

1.   Essential Reading
    1.1.   Lechner, F. J., & Boli, J. (Eds.). (2014). *The globalization reader.* Malden, MA: John Wiley & Sons.
    1.2.   Marcus, G. (1995). Ethnography in/of the world system: The emergence of multi-sited ethnography. *Annual Review of Anthropology24*, 95-117
    1.3.   Redmon, D. (2008). *Mardi Gras: Made in China* [Motion Picture]. Brooklyn, NY: Calley Media.
    1.4.   Ueda, A. (2003). *Culture and modernization from the perspectives of young people in Bhutan.* Thimphu: Centre for Bhutan Studies.
2.   Additional Reading
    2.1.   Abu-Lughod, J. (1987). The shape of the world system in the thirteenth century. *Studies in Comparative International Development* (SCID), *22*(4), 3-25.
    2.2.   Appadurai, A. (1988). *The social life of things: Commodities in cultural perspective.* Cambridge: Cambridge University Press.
    2.3.   Appiah, K. (1998). Cosmopolitan patriots*. Critical Inquiry, 23*(3), 617-639.

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

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

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

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

2.8. Gurung, D. B., & Seeland, K. (2008). Ecotourism in Bhutan: Extending its benefits to rural communities. *Annals of Tourism Research*, 35(2), 489-508.

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

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

2.11. Mintz, S. W. (1985). *Sweetness and power*. New York: Viking.

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

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

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

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

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

Date: March 15, 2018

Module Code and Title: **UGR303 Undergraduate Ethnographic Research**

Programme: BA in Anthropology

Credit: 24

Module Tutor: All tutors in Anthropology programme

General objective: This year-long module aims to guide students through the design and conduct of an independent ethnographic research project. It explicitly builds on what students learnt in UGR202 Anthropological Research Methods and ETY202 Writing Ethnography, but it is ultimately the culmination of all the skills and knowledge students have acquired during their study of anthropology.

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

1. Apply their knowledge of Anthropology to develop an independent research project.
2. Plan and execute an individual ethnographic research project.
3. Apply anthropological research methods within the context of an independent research project.
4. Write a high quality literature review based on independent research.
5. Articulate feasible and interesting research questions.
6. Select the appropriate research methods to address these research questions.
7. Design appropriate research instruments.
8. Conduct a pilot study to test the feasibility of their project, their research methods and/or their research instruments.
9. Discuss the ethically responsibilities of anthropologists.
10. Apply anthropological data collection methods to collect the data needed for their projects.
11. Organize the data they collect in a manner that will allow for efficient analysis.

12. Analyse data that they have collected using anthropological theories and concepts learnt during the course of their degree studies.
13. Discuss the implications of their research including areas for future research.
14. Communicate their findings and analysis in the form of a written report.
15. Communicate their finding and analysis in an oral format.

Learning and Teaching Approach:

The nature of the research process requires shifts in the learning and teaching approach depending on the stage that students projects are at. Below is an approximation that reflects these necessary adjustments. In the Autumn I semester students will be preparing their projects, including writing a literature review and a research proposal. In the Spring semester students are expected to spend a substantial amount of time collecting field work independently and writing up their projects.

Autumn Semester

Approach	Hours per week	Total credit hours
Lectures & discussion	1	15
Tutorial and one-on-one meetings with advisor	0.5	7.5
Writing workshops	1	15
Independent study	5.5	82.5
Total		120

Spring Semester

Approach	Hours per week	Total credit hours
Lectures & discussion – more frequent in the initial third of the semester, then less in the latter two thirds during which students are expected to conduct their own data collection and later data analysis.	1	15
Tutorial and one-on-one meetings with advisor	0.5	7.5
Writing workshops	0.5	7.5
Independent study(transport arrangements will be made to allow students to collect data off campus as necessary	6	90
Total		120

Support and guidance mechanism

Once they have selected a research topic, each student is assigned an advisor whose expertise and interests matches their project. This advisor is responsible for giving written and verbal feedback on each assessment component. Verbal feedback is given in-person directly after an assessment is graded and returned to make sure that students understand how to use feedback and the rubric to improve their project in an on-going manner. These sessions are formal and will be scheduled however, students will be encouraged to seek out their advisor for additional guidance and support as and when it is needed. RTC tutors are also required to hold weekly office hours for each module that they teach at a time convenient to students. These offer an opportunity for drop-in un-scheduled one-on-one sessions. In general students will not be allowed to proceed to the next stage of the project until their advisor feels they are ready. For example, students might be asked to rewrite their research instruments several times before being allowed to begin their pilot study. Computer resources can also be booked so that students can have some time in-class to work on written components with the supervision and support of their advisors and other tutors.

Assessment Approach:

As this a year-long module, students will receive a single mark for the module. To help monitor progress and maintain consistency with the other semester long modules, students will receive a mark at the end of the Autumn semester out of 100% and a mark in the Spring semester out of 100%. The final mark for the module will then be a combination of the marks from both semesters. Each semester will be worth 50% of the final mark. The final mark for the 24-credit module will be reflected at the end of the Spring semester for the final transcript and student record.

Assessments in the Autumn semester are related to preparing to conduct research, while assessment in the Spring is related to conducting and presenting research:

Assessments for the Autumn semester

A. Annotated bibliography: Portion of Final Mark: 10%

Students will turn in a properly formatted annotated bibliography of at least 8 appropriate academic sources. Each annotation will be expected to both summarize and critically evaluate the sources. The bibliography will be evaluated based on the following:

2%   Quality and variety of sources selected
3%   Accuracy and clarity of the summary of the sources
3%   Thoughtfulness and quality of evaluation of the sources
1%   Language
1%   Referencing and Format

B. Literature Review: Portion of Final Marks: 15%

Students will produce a literature review that demonstrates both their knowledge of their chosen topic and the gaps and contradictions within the literature that would justify further research. Students will be expected to show that they have used the feedback that they received on their annotated bibliographies to improve their literature review. The literature reviews will be about 750-1000 words in length.

4%   Overall organizing argument(s) (clarity, logic, coherence)
3%   Integration of sources (ability to produce a "conversation" between the sources)
5%   Quality of analysis/ evaluation of the sources
1%   Language
1%   References
1%   Improvement (in comparison to annotated bibliography, with particular emphasis on consideration and incorporation of feedback provided)

C. Research Question(s): Portion of Final Marks: 5%

Students will be expected to write a clear, feasible original research question(s) or hypothesis to guide the rest of their research. While the question itself may be relatively short students are expected a) to justify their research question (particularly in the context of their literature review) and b) continually refine and improve their research question(s). They will be assessed based on the following:

1%   Clarity and focus
2%   Feasibility
1%   Originality, complexity and thoughtfulness
1%   Improvement (both based on feedback and self-initiated)

D. Draft of Research Proposal: Portion of Final Mark: 15%

Students will be expected to produce a draft of their research proposal outlining their proposed project and the research methods they plan to deploy. They will be expected to also outline an appropriate and feasible pilot project that they can use to test some part of their proposal. The proposal will 850-1250 words in length.

2%   Introduction and research question(s)
3%   Literature review (must demonstrate improvement from earlier draft)
4%   Research methods (clearly connected to research question, includes discussion of ethical issues, well described, appropriate and feasible)
2%   Proposed pilot research (clear, appropriate and feasible)
1%   Language
1%   Organization
1%   References
1%   Timeline for project

E. Research Proposal: Portion of Final Mark: 30%

Students will use feedback to improve their research proposal drafts and turn in a final version of it before embarking on pilot research. The final draft will be assessed based on the following:

3%   Introduction and research question(s)
5%   Literature review (must demonstrate improvement from earlier draft)
10%   Research methods (clearly connected to research question, includes discussion of ethical issues, well described, appropriate and feasible)
4%   Proposed pilot research (appropriate and feasible)
1%   Language
1%   Organization
1%   References
1%   Timeline for project
4%   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

F. Feedback report: Portion of Final Mark: 5%

In order to demonstrate that they have made an effort to read and understand the feedback provided by their advisors on their proposal draft, students are expected to produce a report (which can be done in the form an excel table) explaining and justifying their response to each substantive piece of feedback that they received on their draft. The report will be presented in the form of a table.

2%   Completeness (responded to all questions)
3%   Quality of explanation and justification

G. Pilot study reflection report: Portion of Final mark: 15%

Students will produce a reflective report detailing the experience of doing their pilot study, their findings and what impact the experience and findings will have on their final project. The reports are expected to be 500-600 words long.

1%   Introduction
2%   Methodology
6%   Description of data findings and analysis
3%   Quality of reflection (thoughtfulness, originality)
1%   Language
1%   Organization
1%   Referencing

H. Oral presentation on pilot study: Portion of Final mark: 5%

Students will be expected to orally present the results of their pilot study as well as their reflections on them. The presentations are expected to be 10-15 min in length and will be evaluated on the following:

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

Areas of assignments	Quantity	Weighting
A. Annotated Bibliography	1	10%
B. Literature Review	1	15%
C. Research Question	1	5%
D. Draft of research proposal	1	15%
E. Research proposal	1	30%
F. Feedback report	1	5%
G. Pilot study reflection report	1	15%
H. Pilot study presentation	1	5%
Total Continuous Assessment (CA)		**100%**

Assessments for the Spring semester

A. Update Report: Portion of Final Marks: 5%

During the first week of the semester, students will write a short (300-400 words) update report detailing any work that they were able to complete on their project over the winter break. It will also allow students to restate their expectations (including their revised timeline) for data collection and analysis.

1%   Description of work to date (completeness, level of detail, justification for any lapses or delays)
1%   Description of work to be completed (completeness, relevance, feasibility)
1%   Reflection
1%   Revised timeline (completeness, level of detail, feasibility)
1%   Language, referencing and organization

B. Data Findings and Analysis – Individual Viva: Portion of Final Mark: 10%

Mid-way through the data collection process, students will have a one-one-one viva with their advisor as way to assess progress, prompt deeper analytical thinking and provide timely feedback. Students will be encouraged to bring examples from transcriptions and field notes and even written findings to the meeting in order to demonstrate progress. Each viva will last 20-30 minutes and will be evaluated based on:

2%   Ability to explain and justify project, research question(s) and chosen methods
3%   Ability to discuss progress to date (successes, struggles and solutions attempted)
2%   Preliminary analysis (including ability to link findings to research question(s) and literature review)
2%   Ability to detail work that is still left to be completed (completeness, level of detail, feasibility)
1%   Language use

C. Data Analysis and Findings: First Draft: Portion of Final Mark: 15%

Students will be expected to submit a draft of their data findings and analysis section in order to demonstrate progress and receive feedback before this section becomes part of their larger report. The draft will be evaluated based on the following:

5%   Quality of data findings (clarity, logic, appropriateness of format, completeness, level of detail)

7% Quality of data analysis (clearly providing an explanation of what the data means, all claims are logical and well supported by data, able to tie analysis to research question and literature review)
1% Language
1% Organization
1% References

D. Draft of Full Research Report: Portion of Final Mark: 20%

Students will be expected to turn in a first full draft which will include all the sections expected in a research report. This draft will be cross-graded so that students receive feedback from two different advisors. The final reports are expected to be 5000-7000 words in length and will be assessed based on the following:

2% Introduction and research question(s)
3% Literature Review
4% Research methods (well justified and described, clearly linked to research question)
5% Data findings and Analysis (data findings are in a clear and appropriate format, clearly providing an explanation of what the data means all claims are logical and well supported by data, able to tie analysis to research question and literature review)
3% Conclusion
3% Language, organization and referencing.

E. Final Research Report: Portion of Final Mark: 35%

Students will use feedback on their draft to write a final full research report. The report is expected to show genuine and thoughtful attempts at improvement and will be evaluated on the following:

3% Introduction and research question(s)
5 % Literature Review
5% Research methods (well justified and described, clearly linked to research questions)
8% Data findings and Analysis
3% Conclusion
5% Language, organization and referencing.
6% Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

F. Oral Presentation of research: Portion of Final Mark: 10%

Students will be expected to orally present the results of their research project. The presentation are expected to be 15-20 minutes in length and will be evaluated on the following:

6% Content (how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
1% Organization and structure
1% Delivery (volume, pace, effort to engage audience)
1% Language use
1% Time management

G. Feedback report: Portion of Final Mark: 5%

In order to demonstrate that they have made an effort to read and understand the feedback provided by their advisors on their draft students are expected to produce a report (which can be done in the form an excel table) explaining and justifying their response to each substantive piece of feedback that they received on their draft. The reports will be evaluated based on the following:

2% Completeness (responded to all questions)

3%   Quality of explanation and justification

Areas of assignments	Quantity	Weighting
A. Update report	1	5%
B. Data findings and analysis viva	1	10%
C. Data findings and analysis first draft	1	15%
D. Draft of full research report	1	20%
E. Final Research report	1	35%
F. Presentation of research	1	10%
G. Feedback report	1	5%
Total Continuous Assessment (CA)		**100%**

Pre-requisites: AFD101 Introduction to Anthropology, UGR202 Anthropological Research Methods and ETY202 Writing Ethnography

Subject matter:

Unit I: Review of Research Design and Anthropological Research Methods

1.1.   Review of research designs: steps and logic
1.2.   Review of anthropological research methods
1.3.   Review of research ethics in Anthropology

Unit II: Annotated Bibliography

2.1.   Review of academic sources: what they are and how to find them
2.2.   Definition and features of an annotated bibliography
2.3.   Summary versus evaluation

Unit III: Literature Review

3.1.   Review of literature review: what they are and why they are part of the research process
3.2.   Moving from an annotated bibliography to a literature review
3.3.   Creating a "conversation": integrating and synthesizing sources

Unit IV: Research Questions

4.1.   Reviewing research questions: what are they and why are the heart of the research process
4.2.   Identifying good research questions
4.3.   Writing good research questions

Unit V: Research Design Details

5.1.   Matching methods to research questions
5.2.   Why sample and how to sample
5.3.   Designing and testing research instruments
5.4.   The value of pilot research

Unit VI: Practical Aspects of Data Collection

6.1.   Finding and gaining permission from gatekeepers
6.2.   Identifying and dealing with safety issues
6.3.   Budgeting time, money and effort
6.4.   Recovering from setbacks

Unit VII: Review of Data Collection Process

7.1.   Practicalities of data collection and fieldwork
7.2.   Storing and organizing data
7.3.   Safeguarding data
7.4.   Dealing with the unexpected during fieldwork

Unit VIII: Data Findings

8.1.   Data findings as an iterative process
8.2.   Coding strategies

8.3. Different formats for presenting data findings

Unit IX: Data Analysis

9.1. How to analyse and interpret data
9.2. Integrating data findings and data analysis
9.3. Supporting claims and arguments using data
9.4. Supporting claims and arguments using other academic sources

Unit X: Writing the final report

10.1. Writing a strong introduction
10.2. Returning to the literature review and research question
10.3. Building flow and connection between sections
10.4. Writing a strong conclusion

Unit XI: Presenting research orally

11.1. Critical differences between a written and oral report
11.2. How to plan an oral presentation
11.3. How to use visual aids (e.g. PowerPoint) in support of your presentation
11.4. How to prepare for the question and answer session after an oral presentation

Reading List:

1. Essential Reading
    1.1. Babbie, E.R. (1999). *The basics of social research.*Belmont, CA: Breton Pub Co.
    1.2. Bernard, R. (2006). *Research methods in anthropology: Qualitative and quantitative approaches.* Plymouth, UK: AltaMira Press.
    1.3. Golash-Boza, T. (2011, March 19). How to respond to a 'revise and resubmit' from an academic journal: Ten steps to a successful revision [Blog post]. Retrieved from: http://getalifephd.blogspot.com/2011/03/how-to-respond-to-revise-and-resubmit.html
2. Additional Reading
    2.1. To be identified, evaluated and used by students as part of their research.

Date: March 15, 2018

Module Code and Title:	**AID303 Anthropology of Gender**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	Dolma Choden Roder

General objective: This module aims to examine sex, gender and sexuality from an anthropological perspective. Students will be asked to consider the way in which biological and cultural understandings of gender, sex and sexuality shape human lives in powerful but often subtle ways. By taking a cross-cultural and historical approach, with examples from around the world, this module aims to introduce students to the substantial diversity in the way gender, sex and sexuality are imagined and organized as an experience.

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

1. Evaluate various definitions of gender.
2. Discuss various approaches to gender, including anthropological approaches.
3. Examine a variety of cross-cultural understandings and expressions of gender.
4. Identify and discuss gendered beliefs, practices and norms in Bhutanese society.
5. Interpret the myriad impacts of gendered beliefs, practices and norms on human experience.

6. Evaluate the way in which economic, cultural and political contexts can shape gender experiences.
7. Assess the value of gender approaches within the Bhutanese context.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Gender norms experiment: Portion of Final Mark: 10%

In order to demonstrate that they can recognize gender norms within their own society, students will be expected to design, carry out and finally report on a gender norm breaking experiment. There will be proposal stage to ensure that the tutor can give students feedback on their proposed experiment before they conduct it. The final report will be expected not only to report student's findings and interpretation, but will also include their reflection on the experience. The report will be 500-750 words in length.

1% Proposal (describes gender norm and how the experiment would propose to break the norm, feasibility, thoughtfulness)
2% Description of gender norm (completeness, relevance, level of detail)
2% Description of breaking the gender norm (completeness, relevance, level of detail)
4% Findings and analysis of findings (original, wells-supported, thoughtful, relevant and tied to appropriate module concepts, quality of reflection)
1% Language, Organization, and Referencing

B. Research Paper: Portion of Final Marks: 15%

Students will produce an original research paper on some aspect of gender within the Bhutanese context. The paper can be based either on primary data (such as interviews) or it may utilize appropriate secondary sources (such as published reports or academic articles). Students will have to justify their chosen topic, the sources that they plan to use and their approach in the form of a one page proposal before they can begin the project. There will be marks awarded for process including a proposal and draft stage. The final paper is expected to be 800-1250 words in length.

1% Proposal (specifies topic, argument and a justification of the sources that will be used, will be evaluated based on completeness, feasibility and originality)
2% Draft (description, quality of argument, language, organization and referencing)
2% Description of choose aspect of gender
6% Quality of Analysis (includes well stated, thoughtful and original interpretations, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
2% Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
2% Language, Organization, and Referencing

C. Reading Quizzes: Portion of Final Mark: 10%

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

time to complete. The marks of both quizzes (each out of 10), will be averaged to determine the final mark for this assessment.

D. Leading Class Discussion: Portion of Final Mark: 10%

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

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

E. Class participation and preparedness: Portion of Final Mark: 10%

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

F. Midterm Examination: Portion of Final Mark 15%

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

Areas of assignments	Quantity	Weighting
A. Gender Norm experiment	1	10%
B. Research paper	1	15%
C. Reading Quizzes	2	10%
D. Leading class discussion	1	10%
E. Class participation and preparedness	1	10%
F. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**70%**
Semester-End Examination (SE)		**30%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Definitions of Gender
1.1.   Defining "gender"
1.2.   The difference(s) between gender and sex
1.3.   Key concept for studying gender: definitions and examples
1.4.   Gender norms, roles and ideologies: definitions and examples

Unit II: Approaches to Gender
2.1.   Biological approaches to gender: key arguments and examples
2.2.   Constructivists approaches to gender: key arguments and examples

2.3. Postmodern/poststructuralist approaches to gender: key arguments and examples

Unit III: Bhutanese Understanding of Gender

3.1. Religious and historical context of gender in Bhutan
3.2. Cultural norms and gender in Bhutan: key concerns and examples
3.3. Social science studies of gender in Bhutan: key concerns and examples

Unit IV: Gender in Anthropology

4.1. Feminist critiques of anthropology: key findings and arguments, examples
4.2. Primate studies and gender: key findings and arguments, examples
4.3. Gender in prehistory and archaeology: key findings and arguments, examples
4.4. Cross cultural approaches to gender: key findings and arguments, examples

Unit V: Gendered Bodies

5.1. Gender as embodied (Martin): definitions, key terms
5.2. Gender as identity: definitions, key terms
5.3. Gender as performance (Butler): definitions, key terms
5.4. Gender and sexuality: definitions, key terms
5.5. Discourses of honour and shame (Abu-Lughod): definitions, key terms, examples
5.6. Constructions of motherhood: definitions, key terms, examples
5.7. Non-binary approaches to gender (Nanda): key terms, examples

Unit VI: Gender and Power

6.1. Gender hierarchies: definitions, key terms, examples
6.2. Gendered divisions of labour: definitions, key terms, examples
6.3. Gendered knowledge and access to knowledge: definitions, key terms, examples
6.4. Gender and structural violence: definitions, key terms, examples
6.5. Gender and resistance: definitions, key terms, examples

Unit VII: Contemporary Trends in Gender Studies

7.1. Gender and globalization : key terms and trends, examples
7.2. Intersectional studies of gender: key terms and trends, examples
7.3. Interrogating masculinity: key terms and trends, examples
7.4. Queer theory: key terms and trends, examples

Reading List:

1. Essential Reading
    1.1. Abu-Lughod, L. (1993). *Writing women's worlds: Bedouin stories.*Berkeley: University of California Press.
    1.2. Hodgson, D. L. (2001). Once intrepid warriors: Modernity and production of Maasai masculinity. In D.L. Hodgson (Ed.), *Gendered modernities: Ethnographic perspectives* (pp. 105-145). New York: Palgrave Macmillan US.
    1.3. Lorway, R., Dorji, G., Bradley, J., Ramesh, B.M., Shajy, I., & Blanchard, J. (2011). The Drayang Girls of Thimphu: Sexual network formation, transactional sex and emerging modernities in Bhutan. *Culture, Health & Sexuality: An International Journal of Research, Intervention and Care, 13*(sup2), S293-S308.
    1.4. Pain, A., & Pema, D. (2004). The matrilineal inheritance of land in Bhutan. *Contemporary South Asia*, *13*(4), 421-435.
    1.5. Martin, E. (1992). *The woman in the body: A cultural analysis of reproduction.* Boston: Beacon Press.
2. Additional Reading
    2.1. di Leonardo, M. (1991) *Gender at the crossroad of knowledge: Feminist anthropology in the postmodern era*. Berkeley: University of California Press.
    2.2. Du, S. (2003) *Chopsticks only work in pair: Gender unity and gender equality among the Lahu of Southwest China*. New York: Columbia University Press.
    2.3. Guttman, M. (2007) *Fixing men: Sex, birth control and AIDS in Mexico*. Berkeley:University of California Press.

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

2.5. Nanda, S. (1998). *Neither man nor woman: The Hijra of India*.Belmont, CA: Wadsworth Publishing Company.

Date: March 15, 2018

Module Code and Title: **AAS302 Anthropology of South East Asia**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #2

General objective: This module focuses on the South East Asia region and offers a comprehensive introduction to the anthropology of this region. The module introduces students to key elements, themes, and theories of South East Asian history, cultures, geography, religions, kinship systems, gender, development, politics, and economic change. The module emphasizes on understanding conceptual issues, ethnographic evidences, and theoretical debates that resonate across South East Asia.

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

1. Describe key events and patterns in South East Asia's history, and trace the extent to which these influence contemporary social phenomena in the region.
2. Identify salient themes and topics in the Anthropology of South East Asia.
3. Critically evaluate a range of theories and ethnographic source material relating to the societies and cultures of South East Asia.
4. Grasp key debates in the Anthropology of South East Asia.
5. Discuss the key features of South East Asian social, political and cultural systems.
6. Identify similarities and differences in social and cultural systems within the region.
7. Apply anthropological concepts and theories to ethnographic materials from South East Asia.
8. Discuss the anthropology of South East Asia in the wider context of anthropological theory and knowledge.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Wikipedia Entry: Portion of final Marks: 10%
Students are required to identify a specific place, historical event, community, or object in South East Asia that interests them. They are then required to individually write an entry for an 'imagined' Wikipedia audience. This entry should detail (1) origins (2) historical significance (3) cultural features (4) economic attributes, and (5) wider political and societal significance in the context of South East Asia. The entry will be 500-750 words in length.
    2%   Proposal (topic, structure, references)

5%   Quality of content (includes fulfilling all the expected criteria for content, use of relevant and adequate support for all claims made, quality & relevance of selected examples, ties analysis to relevant module concepts)

1%   Language

1%   Organization

1%   References

B. Research Essay: Portion of Final Marks: 15%

Students are required to individually write a critical essay about a contemporary issue/debate in South East discussed in the class lectures. Students are expected to adopt both a historical and contemporary point of view, and to critically discuss changes and continuities. In their discussion, students will be required to both engage key theoretical paradigms on the topic and substantiate their arguments with ethnographic examples. The essay is expected to be 750-1000 words in length.

3%   Proposal outlining the selected topic and proposed argument

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

1%   Quality of selected references and sources

1%   Language

1%   Organization

1%   References

C. Map Assessment : Portion of final marks 10%

After students have had preliminary lectures that help to locate the region known as the Southeast Asia as well as to identify key site (of both historical and contemporary importance) and significant physical features (such as mountain ranges and rivers), they will be expected to pass a map assessment on the region. This assessment will be evaluated based on accuracy

D. Group Presentation: Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to elaborate and present on a topic discussed in class. Students are required to discuss its theoretical underpinnings, use ethnographic examples, and examine its relevance to the Bhutanese context. This presentation will be 10-15 minutes long.

6%   Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)

1%   Organization and structure; Language use

1%   Delivery (volume, pace, efforts to engage audience)

1%   Time management and Quality of teamwork

1%   Individual contribution (process)

E. Class participation and preparedness: Portion of Final Mark: 5%

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

F. Midterm Examination: Portion of Final Mark: 10%

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

Areas of assignments	Quantity	Weighting
A. Wikipedia Entry	1	10%
B. Research Essay	1	15%
C. Map assessment	1	10%
D. Group Presentation	1	10%
E. Class participation and preparedness	1	5%
F. Midterm Examination	1	10%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Introduction to South East Asia

1.1. Locating South East Asia: countries, regional integration, and the place of southeast Asia in the world
1.2. Geography and human landscape (upland-lowland, rural-urban, mainland-maritime, and plural societies)
1.3. South East Asian languages and linguistic classifications.

Unit II: Historical Perspectives

2.1. Power and polity in pre-colonial South East Asia: Galactic polities (Tambiah) and oscillating political systems (Leach)
2.2. Zomia, nonstate spaces, and state resistance: key terms and examples
2.3. Moral economies and peasant revolutions in Burma and Vietnam (Scott)
2.4. European colonialism in Indochina: key trends and events
2.5. Ritual and state formation in Bali (Geerz): description and implications

Unit III: Kinship, Family, and Gender

3.1. Perspectives on kinship and the family in places across South East Asia
3.2. Gender and the sexes: queer identities in Thailand
3.3. The house and the hearth: residence, food, and kinship (Levi-Strauss and Carsten)
3.4. Reflections on South East Asian notions of personhood: key concerns and examples
3.5. Kingship, royalty, and nobility: Thailand

Unit IV: Religion and Cosmology

4.1. Entry and spread of Islamic, Chinese, Indian, and Western religious and cultural traditions
4.2. Buddhism in Thailand: key issues and trends
4.3. Cosmology, animism, and spirits in Indonesia
4.4. Religious blending: Confucianism, Taoism, and Buddhism in Vietnam
4.5. Religion in social and political mobilization: Myanmar
4.6. History and perspectives of Catholicism in The Philippines

Unit V: Postcolonial Developments and Nationalism

5.1. Transition to market-economy: from peasants to proletariat
5.2. Nationalism and revolution (Anderson): key terms and concerns
5.3. Cambodian nationalism, the emergence of an independent Cambodia, and the Cambodian genocide
5.4. Remembering and forgetting in post-war Vietnam
5.5. Resistance: Weapons of the Weak in Malaysia (Scott)

Unit VI: Experiences of modernity and capitalism

6.1. Capitalism and its discontents: resistance of Malaysian factory workers (Ong)
6.2. 'Asian values' and the economy: the case of Singapore

6.3.　The plight and struggles of indigenous peoples (Tania Murray Li)
6.4.　Labour migration and mobility: Filipino women in international migration
6.5.　Development and its limits (urbanization and industrialization)
6.6.　Tourism and its impacts: Thailand

Reading List:

1. Essential Reading
    1.1.　Leach, E. (1954). *Political systems of highland Burma.* London: Athlone.
    1.2.　Scott, J.C. (1985). *Weapons of the weak: Everyday forms of peasant resistance.* New Haven and London: Yale University Press.
    1.3.　Scott, J.C. (2009). *The art of not being governed: An anarchist history of upland Southeast Asia.* New Haven and London: Yale University Press.
2. Additional Reading
    2.1.　Anderson, B. (1998). *The Spectre of Comparisons: Nationalism, Southeast Asia and the World.* London: Verso.
    2.2.　Carsten, J. (2000). *Cultures of relatedness: New approaches to the study of kinship.* Cambridge: Cambridge University Press.
    2.3.　Carsten, J. (1997). *The Heat of the Hearth: The Process of Kinship in a Malay Fishing Community.* Oxford: Clarendon Press.
    2.4.　Ehrenreich, B and A.R. Hochschild (Eds.) (2000) *Global Woman: Nannies, Maids and Sex Workers in the New Economy.* New York: Owl Books.
    2.5.　Faier, L. (2007) 'Filipina Migrants in Rural Japan and Their Professions of Love", *American Ethnologist* 34(1): 148-162.
    2.6.　Geertz, C. (1980): *Negara: The Theatre-State in Nineteenth Century Bali.* Princeton: Princeton University Press.
    2.7.　Hinton, A.L. (2005). *Why did they Kill? Cambodia in the Shadow of Genocide.* Berkeley: University of California Press.
    2.8.　Kratoska, P., R. Raben and H. Schulte-Nordholt(2005) *Locating Southeast Asia: Geographies of Knowledge and Politics of Space.* Leiden: KITLV Press.
    2.9.　Ong, A. (1987). *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia.* Albany: State University of New York.
    2.10.　Peletz, M.G. (2009). *Gender Pluralism: Southeast Asia since Early Modern Times.* New York: Routledge.
    2.11.　Rigg, J. (1990). *Southeast Asia: A region in transition.* London: Unwin Hyman
    2.12.　Rudnyckyi, D. (2009). "Spiritual Economies: Islam and Neoliberalism in Contemporary Indonesia." *Cultural Anthropology* 24(1): 104-141.
    2.13.　Scott, J.C. (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia.* Berkeley: Yale University Press.
    2.14.　Schwenkel, C. (2009). *The American War in Contemporary Vietnam: Transnational Remembrance and Representation.* Bloomington: Indiana University Press.
    2.15.　Tambiah, S.J. 1970. *Buddhism and Spirit Cults in North-East Thailand.* Cambridge: Cambridge University Press.
    2.16.　Tambia, S.J. (1977). "The Galactic Polity: The Structure of Traditional Kingdoms in Southeast Asia", *Annals of the New York Academy of Sciences293*(1): 69-97.

Date: March 15, 2018

Module Code and Title:　　ASC302 Anthropology of Development

Programme:　　BA in Anthropology

Credit: 12

Module Tutor: New Tutor #3

General objective: This module engages the anthropology of development, which refers to the application of anthropological approaches, methods and theories to the critical study of development. This module discusses ethnographic insights related to this field from various parts of the world and evaluates them in the light of broader development theories, policies, and practices. This module further explores the contributions of Anthropology to contemporary development debates, for instance, on the invention of poverty, scientific and indigenous knowledge, natural resources, and the aid industry itself.

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

1. Examine the history of "development" as both paradigm and practice in today's globalized world.
2. Evaluate the major anthropological theories of development.
3. Discuss contemporary critiques of global development.
4. Critically evaluate development indicators such as life-expectancy, education, and GDP.
5. Evaluate the paradigms of 'development alternatives' and 'alternatives to development'.
6. Critically engage with contemporary development debates.
7. Discuss the relevance to development debates to contemporary Bhutan in relation to GNH.
8. Analyse the roles anthropologists might play in assisting with more beneficial forms of development.
9. Assess the complex relationship between culture and development.
10. Discuss the relationship between development and gender.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Critical Essay : Portion of Final Marks: 10%

Students are required to individually write a critical essay about one of the development theories discussed in class lectures. The essay will describe the selected theory (demonstrating that they have understood it) and then provide a thorough analysis of the theory, for example looking at real world implications or offering a moral or economic critique. The essay will be 600-800 words in length.

1%   Proposal (topic, structure, references)
6%   Quality of content and analysis (includes fulfilling all the expected criteria for content, use of relevant and adequate support for all claims made, quality & relevance of selected examples, ties analysis to relevant module concepts)
1%   Language
1%   Organization
1%   References

B. Application Essay: Portion of Final Marks: 10%

Students are required to concentrate on one of the development debates (for example issues around measuring development) and analyse its relevance and application within the context of Bhutan. The essay will be 750-1000 words in length.

2%   Proposal outlining the selected topic and proposed argument
3%   Quality of content and argument (includes well stated and original analysis, use of relevant and adequate support for all claims made, ties analysis to relevant module concepts)
4%   Quality of application to Bhutanese context
1%   Language, Organization & References

C. Response paper. Portion of final mark: 10%

A documentary pertaining to a contemporary development issue will be shown in class as well as made available to the students via the Cloud. Students are expected to analyse the documentary and individually write a critical response paper on the development issues that figures in the documentary. This response paper will be 600-800 words in length

3%   Summary of the documentary's main argument (accuracy and completeness)
5%   Quality of analysis (includes well stated and original analysis, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
1%   Organization
1%   Language and Referencing

D. Group Presentation: Portion of Final Mark: 10%

Students will be divided into small groups. Each group will be given the task to elaborate and present on a topic discussed in class. Students are required to discuss its theoretical underpinnings, use ethnographic examples, and examine its relevance to the Bhutanese context. This presentation will be 10-15 minutes long.

6%   Content (including the use of sources / perspectives not discussed in class, how well does the presentation address specified criteria, quality of overall narrative, all claims relevant and supported)
1%   Organization and structure; Language use
1%   Delivery (volume, pace, efforts to engage audience)
1%   Time management and Quality of teamwork
1%   Individual contribution (process)

E. Class participation and preparedness: Portion of Final Mark: 5%

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

F. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Critical Essay	1	10%
B. Application Essay	1	10%
C. Response paper	1	10%
D. Group presentation	1	10%
E. Class participation and preparedness		5%
F. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101 Introduction to Anthropology

Subject matter:

Unit I: Defining Development

1.1. Definitions and meanings of development: key terms, key trends
1.2. Overview of origins and history of development
1.3. The making of the Third World (Escobar)

Unit II: Theories of Development

2.1. Basics of modernization theory: definition, key terms and examples
2.2. Approaches and examples of Marxism, dependency and world-system theory
2.3. Anthropological approaches to poverty and deprivation: key concerns and examples
2.4. Human Development Index: education, lifespan, and per capita income

Unit III: Development Debates

3.1. Development from 'above' versus 'below'
3.2. Indigenous views on development versus mainstream views
3.3. GDP versus GNH: definitions and key terms
3.4. Growth versus distribution: definitions and key terms
3.5. Ecology and the limits to growth
3.6. Debates about gender and development : key trend, examples

Unit IV: Development Institutions and Politics

4.1. What is the relationships between politics, policies, and practices of development (e.g. Ferguson, Mosse, Gupta)
4.2. Definitions and examples of international organizations and NGOs
4.3. How development can lead to conflict
4.4. How development can cause displacement

Unit V: Development Critiques

5.1. Anthropological critiques of development
5.2. Debates about development alternatives
5.3. Debates about alternatives to development

Reading List:

1. Essential Reading
    1.1. Ferguson, J. (1994). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho.* Minneapolis, MN: University of Minnesota Press.
    1.2. Ura, K. (2005). *The Bhutanese development story*. Thimphu: Centre for Bhutan Studies.
    1.3. Ura, K., Zangmo, A.S., & Wangdi, K. (2012). *A short guide to Gross National Happiness*. Thimphu: Centre for Bhutan Studies.
2. Additional Reading
    2.1. Edelman, M., & Haugerud, A. (Eds.). (2005). *The anthropology of development and globalization.* Oxford: Blackwell Publishing.
    2.2. Escobar, A. (1995). *Encountering development: The making and unmaking of the third world.* Princeton: Princeton University Press.
    2.3. Farmer, P. (2005). *Pathologies of power: health, human rights and the new war on the poor.* Berkeley: University of California Press.
    2.4. Gupta, A. (2012). *Red tape: Bureaucracy, Structural Violence, and Poverty in India.* Durham: Duke University Press.
    2.5. Gupta, A. (1998). *Postcolonial developments: Agriculture in the making of modern India.* Durham, NC: Duke University Press.
    2.6. Li, T. M. (2007). *The will to improve: Governmentality, development, and the practice of politics.* Durham, NC: Duke University Press.

2.7. Mosse, D. (2004). *Cultivating development: An ethnography of aid policy and practice.* London: Pluto Press.

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

2.9. Sahlins, M. (2017). *Stone age economics.* London: Tavistock Publications.

2.10. Shah, A. (2007). The dark side of indigeneity?: Indigenous people, rights and development in India. *History Compass5*(6), 1806-1832.

2.11. Thinley, J. (1999). Values and development: Gross National Happiness. In S. Kinga, K. Galay, P. Rabten, & A. Pain (Eds.), *Gross National Happiness: A set of discussion papers* (pp. 12-23). Thimphu: Centre for Bhutan Studies.

2.12. Yeh, E. (2013). *Taming Tibet: Landscape Transformation and the Gift of Chinese Developmen*t. Ithaca: Cornell University Press.

Date: March 15, 2018

Module Code and Title: **ATH305 Anthropology of Religion and Rituals**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #3

General Objectives: This module introduces students to the theories and approaches used to help understand the variety of social and cultural phenomenon labelled religion, as well as rituals. The module delves into theories and approaches that focus on cultural meaning and beliefs, as well as others that focus on religious practice, cross-cultural similarities, or which question the very category of religion itself. Beginning with an overview of key theories of religion, this module moves into examining anthropological research on religion and ritual from around the world.

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

1. Define key concepts in the Anthropology of religion.
2. Explain a diverse range of theoretical approaches to religion.
3. Apply theories of religion to real-world examples, including Bhutanese examples.
4. Analyse religious rituals and religious narratives.
5. Explain key debates in the Anthropology of religion.
6. Use real-world examples to explain the connection between religion and other aspects of culture.
7. Analyse important trends in Bhutanese religious life.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & tutorials	2	30
In class discussion and tutorial	2	30
Independent study	4	60
Total		120

Assessment Approach:

A. Describe and analyse a religious ritual. 15%

Students will work with one or two partners to document and analyse a religious ritual from multiple theoretical perspectives. Rituals could be anything from large formal gatherings to daily demonstrations of devotion. Students will submit a research paper that contains an

introduction and description of the ritual including any elements of material culture used in the ritual. After the description, students will briefly write an analysis of the ritual from a theoretical perspective. Each student will take responsibility for one part of the paper. If there are three in a group, the paper should include two different theoretical analyses. Students will be graded on the quality of their description, whether they use one of the theorists discussed in class, how well they use their selected theorist to interpret the ritual, and the integration of the different parts of the paper.

The research paper will consist of two phases:

Students will first submit a description and introduction of the ritual as a group as well as an individual outline for the theoretical sections. Students must have completed their observation of the ritual prior to submitting this section.

Then, a final draft will be submitted that includes the theoretical analysis as well as edited descriptive sections. The final paper will be 750-1000 words in length.

The paper will be assessed on:

2%   Quality of Draft
6%   Content (including the quality of description and analysis, ability to apply relevant module concepts and techniques, claims made are well stated and supported)
1%   Language
1%   Referencing
1%   Organization
3%   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)
1%   Individual contribution (process)

B. Describe and analyse a religious narrative: Portion of final Mark: 10%

Students will work individually to document and analyse a religious story told in Bhutan. The students must examine the context in which they heard the story told, the relationship between the audience and the teller of the story, and summarize the narrative itself. Students will submit a paper that contains a description of the storytelling event as well as a theoretical analysis. Students will be graded on the quality of their description, the thoughtfulness of their analysis, and the integration of the different parts of the paper. The assignment will be 600-800 words in length.

2%   Proposal (completeness, thoughtfulness, feasibility)
5%   Quality of description and analysis (including the thoughtfulness of the ethnographic details, ability to apply relevant module concepts and techniques, claims made are well stated and supported)
1%   Language
1%   Referencing
1%   Organization

C. Leading a Key Term Discussion: Portion of Final Mark: 10%

Students will be responsible for working with one or two partners to lead class discussion about one of the key terms covered in the class. The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten minutes of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) identifying and explaining key terms and concepts in their own words, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the key term through examples (4) facilitating a clear and helpful discussion that will help the class as a whole to both understand the key term and discuss different ways of interpreting it. Before the discussion, each pair will meet with the tutor to discuss the current event they have chosen

and the source or sources they are using, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

- 2% Pre-discussion meeting (attendance and preparedness)
- 2% Quality and accuracy of explanation of key term
- 3% Thoughtfulness and effectiveness of discussion questions
- 2% Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)
- 1% Teamwork (including meaningfulness of each member's participation)

D. Class Participation and Preparedness: Portion of Final Mark: 10%

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

E. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Religious ritual	1	15%
C. Religious story	1	10%
D. Leading key term discussion	1	10%
E. Class participation and preparedness	Ongoing	10%
F. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-end Examination (SE)		**40%**

Pre-requisites: ANT 101: Introduction to Anthropology

Subject Matter:

Unit I: Introduction to Anthropological Theories of Religion
1.1.   History of anthropological studies of religion
1.2.   Marx, Weber, and Durkheim on religion
1.3.   Evans-Pritchard's studies of religion
1.4.   Mircea Eliade's approach to religion
1.5.   William James's approach to religion
1.6.   Clifford Geertz's approach to religion
1.7.   Evolutionary psychology's approach to religion

Unit II: Symbols and Rituals
2.1.   Definition and examples of symbols
2.2.   Examples of how rituals use symbols
2.3.   The structure of rituals: separation, transition, reintegration
2.4.   Explanation of liminality and communitas as effects of ritual
2.5.   Examples of rituals as communication
2.6.   Definition and examples of syncretism

Unit III: Political Economy and Religion
3.1.   Examples of materialist studies of religion
3.2.   Definition and examples of religious sources of authority
3.3.   Definition and examples of religious specialists and religious hierarchy
3.4.   Examples of the links between material culture and religion
3.5.   Comparing the role of women across religious traditions

Unit IV: Myths, Narratives, and Texts

4.1.   Introduction to myths and other types of religious narrative
4.2.   Purity, danger, and other concepts in religious narratives
4.3.   Examples of the social lives of religious texts
4.4.   Examples of the historical development religious canon
4.5.   Examples of how religious narratives are used to teach ethics and morals
4.6.   Explanation of the role of interpretation in religion

Unit V: Religion in Bhutan

5.1.   Describing and classifying the diverse religious traditions of Bhutan
5.2.   Syncretism: Buddhism and the taming of local deities
5.3.   Analysing examples of religious rituals in Bhutan
5.4.   Buddhist modernism and other changes in the practice of religion in Bhutan

Reading List:

1. Essential Reading
    1.1.   Gutschow, K. (2009). *Being a Buddhist nun: The struggle for enlightenment in the Himalayas.* Cambridge, MA: Harvard University Press.
    1.2.   Kumagai, S. (Ed.). (2014). *Bhutanese Buddhism and its culture.* Kathmandu: Vajra Books
    1.3.   Lambek, M. (Ed.). (2002). *A reader in the anthropology of religion* (Vol. 2). Malden, MA: Blackwell.
    1.4.   Narayan, K. (1989). *Storytellers, saints, and scoundrels: Folk narrative in Hindu religious teaching.* Philadelphia: University of Pennsylvania Press
    1.5.   Rappaport, R. A. (2000). *Pigs for the ancestors: Ritual in the ecology of a New Guinea people.* Long Grove, IL: Waveland Press.
2. Additional Reading
    2.1.   Aris, M. (1987). 'The boneless tongue': Alternative voices in the context of Lamaist societies. *Past and Present, 115*, 131-164.
    2.2.   Chhoki, S. (1994). Religion in Bhutan I: The sacred and the obscene in Bhutanese religion. In M. Aris and M. Hutt (Eds.), *Bhutan: Aspects of culture and development* (107-122). Gartmore, Scotland: Kiscadale.
    2.3.   Dorji, T. (2004). The spider, the piglet and the vital principle: A popular ritual for restoring the *srog.* In K. Ura and S. Kinga (Eds.), *The spider and the piglet: Proceedings on the first international seminar on Bhutanese studies* (598-607). Thimphu: Centre for Bhutan Studies
    2.4.   Conklin, B. A. (2001). *Consuming grief: Compassionate cannibalism in an Amazonian society.* Austin, TX: University of Texas Press.
    2.5.   Danforth, L. M. (2016). *Firewalking and religious healing: The Anastenaria of Greece and the American firewalking movement.* Princeton: Princeton University Press.
    2.6.   Darlington, S. M. (1998). The ordination of a tree: The Buddhist ecology movement in Thailand. *Ethnology,37*(1),1-15.
    2.7.   Douglas, M. (2003). *Purity and danger: An analysis of concepts of pollution and taboo.* London: Routledge.
    2.8.   Evans-Pritchard, E. E., & Gillies, E. (1976). *Witchcraft, oracles and magic among the Azande.* Oxford: Clarendon Press.
    2.9.   Geertz, C. (1971). *Islam observed: Religious development in Morocco and Indonesia* (Vol. 37). Chicago: University of Chicago Press.
    2.10.   George, K. M. (2011). *Picturing Islam: Art and ethics in a Muslim lifeworld.* Malden, MA:John Wiley & Sons.
    2.11.   Ortner, S. (1978). *Sherpas through their rituals.* Cambridge University Press: New York.
    2.12.   Pals, D. L. (2006). *Eight theories of religion.* New York: Oxford University Press, USA.

2.13. Ura, K., Penjore, P., & Dem, C. (2017). *Mandala of 21st century perspectives: Proceedings of the international conference on tradition and innovation in Vajrayana Buddhism*. Thimphu: Centre for Bhutan Studies

Date: March 15, 2018

Module Code and Title: **ASC303 Applied Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: Jelle J P Wouters

General objective: This module will explore the ways in with anthropological knowledge and practices are used in wide range of non-academic context. These contexts include government, public policy, the corporate world and civil society. Students will have the opportunity to see how theories, concepts and methods that have learnt throughout their programme are used in this anthropological sub-field to imagine solutions to real world challenges.

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

1. Identify fields beyond academia in which anthropological knowledge and skills are an asset.
2. Define the field of applied anthropology.
3. Recount the history of applied anthropology.
4. Evaluate applications of anthropological knowledge and skills to real-world problems..
5. Design and implement an applied anthropology project.
6. Evaluate the impact of a self-designed applied anthropology project.
7. Prepare a project report for an applied anthropology project.
8. Critically analyse ethical issues around applying anthropology in real-world settings.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & tutorials	2	30
In class discussion and tutorial	2	30
Independent study	4	60
Total		120

Assessment Approach:

A. Applied Project Report: Portion of Final Mark: 20%

During the course of the semester students, with the guidance and support of the module tutor(s), will design, implement and then measure the impact of one small applied anthropology project. Students will select an agency, institution, community group or company that has been identified and approached by the module tutor(s). For example, students might work with a local CSO to design an awareness campaign or a new program. The final product will be a report of no more than 1500 words.

2%   Proposal (The proposal will outline the planned project, its rational as well as the planned timeline and work division. It will be evaluated based on completeness, thoughtfulness and feasibility)

8%   Project Implementation Description (This portion will be evaluated based on level of detail, completeness and how well the description addressed specified criteria and format)

6%   Project Evaluation (Students are expected to design evaluation methods to measure the impact of their project. This portion will be evaluated based on the quality of evaluative method and its ability to actually measure impact)

2%   Process (During the course of the project students will be regularly assessed based on planning, time-management and progress)

2%   Language, Organization and Referencing

B. Presentation of Applied Project: Portion of Final Marks: 5%

At the end of the semester, each student will present the results of their applied project to the class. Each presentation is expected to last no more than 15 minutes followed by up to 5 minutes of questions. Each presentation will be assessed on:

3%   Content (how well does the presentation describe the project and its outcomes, all claims relevant and supported)

1%   Organization and structure; Language use

1%   Delivery (volume, pace, efforts to engage audience) and Time management

C. External evaluator assessment Portion of Final Mark: 5%

This is the mark that will be given by the supervisor or main point of contact at the organization, agency or business where the student did their applied project. The tutor will provide the rubric for the evaluation. The mark will be individual and could include the following criteria: quality and value of individual input, level of engagement, consistency and effort.

D. Leading in-class discussion: Portion of Final Marks: 10%

Students will be responsible for working with one or two partners to lead class discussion about a particular case study in which anthropological knowledge or techniques were applied. The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten min of class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) summarizing the reading in their own words, including identifying and explaining key terms and concepts, (2) preparing discussion questions to stimulate class discussion (3) helping the class understand how the reading links to class concepts and (4) facilitating a clear and helpful discussion that will help them class as a whole to both understand the reading and engage more critically with its main arguments and ideas. Before the discussion, each pair will meet with the tutor to discuss the reading, clarify any doubts or questions they have about the reading and share their strategy for leading the discussion including potential discussion questions.

2%   Pre-discussion meeting (attendance and preparedness)

2%   Quality and accuracy of summary (focus should be on arguments)

3%   Thoughtfulness and effectiveness of discussion questions

2%   Quality and effectiveness of facilitation of discussion (including balance between facilitator and class participation)

1%   Teamwork (including meaningfulness of each member's participation)

E. Reflection Essay: Portion of Final Mark: 10%

At the end of the semester students will write a reflective essay, contemplating how a BA in Anthropology in general and this module in particular, could be used to further their career goals and their personal or professional development. Each paper will be 500-750 words and will be assessed on:

6%   Quality of reflection (evidence of thoughtfulness, originality and interest in personal growth)

2%   Accuracy and relevance of observations and arguments

2%   Language, organization and references

F. Class Participation and preparedness: Portion of Final Mark 5%

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

G. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Report for Applied Project	1	20%
B. Presentation of Applied Project	1	5%
C. External Evaluator Assessment	1	5%
D. Leading In class discussion	1	10%
E. Reflection Essay	1	10%
F. In class participation and preparedness		5%
G. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**70%**
Semester End Exam (SE)		**30%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Introduction to Applied Anthropology

1.1.   Defining applied anthropology: key features and terms
1.2.   The history of applied anthropology: origins and influences
1.3.   Identifying and describing real-world problems: examples and implication
1.4.   Using anthropology to mitigate real-world problems: examples and implication
1.5.   Other applications for anthropology (outside of academia): examples
1.6.   Ethical considerations in applying anthropology: examples and implications

Unit II: Anthropology and Public Policy

2.1.   Defining public policy: key terms and features
2.2.   Research informed policy making: examples
2.3.   The politics of making policy: process and implication
2.4.   Using anthropology for policy implementation, evaluation and analysis: process and examples

Unit III: Cultural Preservation and Heritage

3.1.   Preserving the past and the present: justifications and assumptions
3.2.   The political and ethical dimension of cultural preservation: examples and implications
3.3.   Cultural preservation within the Bhutanese context: history, examples and implications

Unit IV: Anthropology and the Non-profit / Voluntary Sector

4.1.   Defining the non-profit/ voluntary sector
4.2.   Imagining a "better society": history, key trends and implications
4.3.   Anthropological theory and methods in the non-profit/ voluntary sector
4.4.   The Bhutanese CSO and voluntary organization context; description and implications

Unit V: Anthropology and Development

5.1.   The tangled history of anthropology and development engagements
5.2.   The anthropologist as observer (Aidnographies): examples and implication
5.3.   The anthropologist as development worker: implications

Unit VI: Corporate Ethnography and Other Commercial Applications

6.1. Corporate ethnography (Cefkin): definition, example and implications
6.2. Anthropologists in the corporate world: examples
6.3. "Sell outs" - the ethical considerations of commercial application of anthropology

Unit VII: Public Anthropology / Engaged Anthropology

7.1. Defining pubic anthropology: history, key features and trends
7.2. Academic responsibility; definition and examples
7.3. Cases studies of academic engagement
7.4. Public anthropology in the Bhutanese context: description and implications

Reading List:

1. Essential Reading
    1.1. Besteman, C. (2010). In and out of the academy: Policy and the case for strategic anthropology. *Human Organizations*, *69*(4), 407-417.
    1.2. Lassiter, L. E. (2008). Moving past public anthropology and doing collaborative research. *NAPA Bulletin, 29*(1), 70-86.
    1.3. Low, S., & Merry, S.E. (2010). Engaged anthropology: Diversity and dilemmas: An introduction to supplement 2. *Current Anthropology*, *51*(s2), 203-226.
    1.4. Rylko-Bauer B., Singer, M., & Willigne, J.V. (2006). Reclaiming applied anthropology: Its past, present and future. *American Anthropologist*, *108*(1).
    1.5. Shackel, P. (2004). Introduction: Working with communities heritage development and applied archaeology. In P. Shackel & E. Chambers (Eds.), *Places in Mind: Public Archaeology as Applied Anthropology* (pp. 1-19). London: Routledge.
2. Additional Reading
    2.1. Cefkin, M. (Ed). (2010). *Ethnography and the corporate encounter: Reflections of research in and of corporations* (Vol. 5). New York: Berghahn Books.
    2.2. Lampher, L. (2004). The convergence of applied, practicing and public anthropology in the 21st century. *Human Organization*, *63*(4), 431-443.
    2.3. Nahm, S. & Rinker, C.H. (2015). *Applied anthropology: Unexpected spaces, topics and methods.* London: Routledge.
    2.4. Shipan, C.R., & Volden, C. (2012). Policy diffusion: Seven lessons for scholars and practitioners. *Public Administration Review*, *72*(6), 788-796.

Date: April, 2024

Module Code and Title:	**AAS303 Ethnography of Bhutan**
Programme:	BA in Anthropology
Credit:	12
Module Tutor:	New Tutor #3

General objective: This module aims to survey the key works, scholars and topics that make up the emerging field: the ethnography and anthropology of Bhutan.

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

1. Apply relevant anthropological and ethnographic concepts and methods to the Bhutanese context.
2. Discuss the emergent themes in the field of ethnography of Bhutan.
3. Evaluate key scholarly contributions in the field of Bhutanese ethnography.

4. Examine the cultural and social diversity of Bhutan using ethnography and anthropology.
5. Assess the value of Anthropology and ethnography as a ways to understand social and cultural change in contemporary Bhutan.
6. Discuss how Anthropology and ethnography can contribute to an understanding of Bhutan's past.
7. Identify opportunities for future research and scholarship in the field of ethnography of Bhutan.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures (including a variety of relevant guest speakers)	3	45
Tutorials & discussion	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Guest lecture report : Portion of Final Mark: 5%

Over the course of the semester the tutor will arrange to have several relevant guest lecturer (practicing anthropologists, both local and expatriate) come in to talk about their work. Students will select one of these guests lecture to individually write a report of between 350-500 words. Reports are expected to do more than simply summarize the talk, students will be expected to apply concepts and theories discussed in class and offer an evaluation of the talk's merits.

1% Summary (accuracy and completeness)
2% Quality of Analysis and Evaluation (accurate and thoughtful application of concepts, well stated and original evaluation and interpretation, use of relevant and adequate support for all claims made)
1% Organization, Language and Referencing

B. Report on recent finding : Portion of Final Mark: 5%

Students (with the assistance of the module tutor) must locate a recent academic article relevant to the ethnography of Bhutan and individually write a 350-500 word report on it. Students will be expected to write a summary of the findings as well as to analyse the significance of its findings to the ethnography of Bhutan.

0.5% Quality of the source used
1% Summary (accuracy and completeness)
2% Quality of Analysis and Evaluation (accurate and thoughtful application of concepts, well stated and original evaluation and interpretation, use of relevant and adequate support for all claims made)
0.5% Organization, Language and Referencing

C. Research proposal and presentation: Portion of Final Mark: 15%

In pairs, students will identify an opportunity for further research within the field of the ethnography of Bhutan and write a mock funding proposal to engage in this research. Students will also orally present and defend their proposal. The proposal will be 500-700 words and the presentations will be 10 minutes long.

4% Presentation (delivery, structure and language, time management, teamwork, quality of argument)
2% Choice and description of opportunity (completeness, relevance, originality, thoughtfulness)
5% Quality of argument (logical, relevant and adequate supported, adherence to set criteria)

1%　　Language
　　1%　　Organization and Referencing
　　1%　　Quality of teamwork
　　1%　　Individual contribution (process)

D. Leading in- class discussion: Portion of Final Marks: 10%

Students will be responsible for working with one or two partners to lead a class discussion about a Bhutanese ethnography. The discussion will be expected to last most of a class period or at least 40 minutes. The tutor may take up the last ten minutes of the class (or spend time in the next class) going over doubts, confusions or inaccuracies but will be a silent observer during the discussion. During the discussion students will be responsible for (1) summarizing the ethnography in their own words, including identifying key concepts and arguments (2) preparing discussion questions to stimulate class discussion (3) helping the class understand the significance of the ethnography in the Bhutanese context and (4) facilitating a clear and helpful discussion that will allow the class as a whole to both understand the reading and more critically engage with its main arguments. Before the discussion the discussion leaders will meet with the tutor to discuss the reading and share their strategies for leading the discussion including potential discussion questions.

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

E. Class participation and preparedness: Portion of Final Mark: 10%

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

F. Midterm Examination: Portion of Final Mark: 15%

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

Areas of assignments	Quantity	Weighting
A. Guest Lecture report	1	5%
B. Report on recent finding	1	5%
C. Research proposal and presentation	1	15%
D. Leading in- class discussion	1	10%
E. Class participation and preparedness	Ongoing	10%
F. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites: AFD101: Introduction to Anthropology

Subject matter:

Unit I: Introduction to the Ethnography of Bhutan
1.1.　　The history of academic scholarship in Bhutan
1.2.　　The history of anthropology and ethnography in Bhutan (Penjore, Pommaret)

Unit II: Overview of the Major Emergent Trends in the Anthropology and Ethnography of Bhutan

2.1. The influence of Buddhism on dominant Bhutanese culture
2.2. Documenting tangible and intangible culture
2.3. Defining, recording and analysing folkways and folktales
2.4. Documenting and analysing cultural change and continuity

Unit III: Cultural Diversity and the Ethnography of Bhutan

3.1. Review of Bhutan's geographical, linguist, ethnic and cultural diversity
3.2. Focus and organization of traditional village ethnography : Case study of Lhops (Deben)
3.3. Relationship between culture and subsistence patterns: Case study: Monpa (Chand)

Unit IV: Using Ethnography to Document Bhutan's Past

4.1. Using ethnography to document traditional kinship and family patterns (Dorji)
4.2. Using ethnography to document traditional festival and ritual (Centre for Bhutan Studies)

Unit V: Using Ethnography to Document Continuity and Change (Phuntsho)

5.1. Ethnographies of cultural continuity
5.2. Ethnography of cultural change
5.3. Applications for ethnographic knowledge about Bhutan

Reading List:

1. Essential Reading
    1.1. Centre for Bhutan Studies. (2004). *Wayo, wayo: Voices from the past*. Thimphu: Centre for Bhutan Studies.
    1.2. Chand, R. (2006). Monpa of Black Mountain Forest of Bhutan: A study of socio-cultural sensibility and transition. *The Himalayan Review*, *37*, 39-52.
    1.3. Chand, R. (2009). Monpas of Bhutan: A study of tribal survival and development response. *Bulletin of the Hiroshima University Museum*,*1*(6), 25-37.
    1.4. Deben, S. (2005). *Lhops (Doya) of Bhutan: An ethnographic account*. New Delhi: Akansha Publishing House.
    1.5. .Dorji, L. (2004) *Sergmathang kothikin and other Bhutanese marriage practices* (Monograph No. 3) Thimphu: Centre for Bhutan Studies
    1.6. Penjore, D. (2013). The state of anthropology in Bhutan. *Asian and African Area Studies. 12* (2), 147-156.
    1.7. Phuntsho, K. (Ed). (2015). *Twilight cultures: Tradition and change in four rural communities in Bhutan*.Thimphu: Shejun and Helvetas.
2. Additional Reading
    2.1. Aris, M. (1987). The 'boneless tongue': Alternative voices from Bhutan in the context of Lamaist societies. *Past & Present, 115*, 131-164.
    2.2. Barth, F. & Wikan, U. (2011). *Situation of children in Bhutan: An anthropological perspective*.Thimphu: Centre for Bhutan Studies.
    2.3. Bodt, T. (2012). *The new lamp clarifying the history, peoples, language and traditions of Eastern Bhutan and Eastern Mon*. Wageningen: Monpasang Publications.
    2.4. Chhoki, S. (1994). Religion in Bhutan I: The sacred and the obscene. In M. Aris & M. Hutt (Eds.), *Bhutan: Aspects of Culture and Development* (pp 107-122). Gartmore: Kiscadale Asia Research Series, no 5.
    2.5. Choden, K. (2008). *Chilli and cheese: Food and society in Bhutan.* Bangkok, White Lotus.
    2.6. Crins, R. (2008). *Meeting the "other"- Living in the present, gender and sustainability in Bhutan.* Eburon: Delft.
    2.7. Dorji, J. (2003). *Lhop: A tribal community in South Western Bhutan and its survival throught time.* Paro: Jagar Dorji.
    2.8. Dorji, K., Choden, K., & Roder, W. (2013). Diversity in food ways of Bhutanese communities brought about by ethnicity and environment. *Journal of Bhutan Studies*, *28*, 30-46.
    2.9. Dorji, T. (2007). Acquiring power: Becoming a paw (dpa' bo). In J. Ardussi & F. Pommaret (Eds.), *Bhutan: Traditions and Changes* (pp. 65-72).Leiden: Brill.

2.10. Dorji, T. (2008). *Flutes of Diza: Marriage customs and practices among the Brogpa of Merak and Sakten.* Thimphu; Bhutan Times.

2.11. Dujardin, M. (2000). From living to propelling monument: The monastery- fortress (dzong) as vehicle of cultural transfer in contemporary Bhutan. *Journal of Bhutan Studies,2*(2), 164-198.

2.12. Giri, S. (2004). *The vital link-Monpas and their forests.* Thimphu: Centre for Bhutan Studies.

2.13. Kinga, S. (2005). *Speaking statues, flying rocks: Writing on Bhutanese history, myth and culture.* Thimphu: DSB Publications.

2.14. Kinga, S. (2008). Reciprocal exchange and community vitality: The case of Gortshom Village in Eastern Bhutan. In *Toward global transformation: proceedings of the third international conference on Gross National Happiness* (pp31-65). Thimphu: Centre for Bhutan Studies.

2.15. Kowalewski, M. (1994). Religion in Bhutan II: The formation of a world-view. In M. Aris and M. Hutt. (Eds.), *Bhutan: Aspects of culture and development* (pp. 123-136). Gartmore: Kiscadale Publications.

2.16. Mynak, T. (1997). Religion and ritual. In C. Shicklgruber & F. Pommaret (Eds.), *Bhutan mountain fortress of the gods,* pages. London: Serindia Publication.

2.17. Pelgen, U. (2007). Ritual and pilgrimage devoted to Aum Jo mo Re ma ri by Brog pas of Me rag of Eastern Bhutan. In J. Ardussi & F. Pommaret (Eds.), *Bhutan: Traditions and Changes* (pp. 121-134).Leiden: Brill.

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

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

2.20. Phuntsho, K. (2015). The cultural construction of Bhutan: An unfinished story. *The Druk Journal1* (1), 53-60.

2.21. Pommaret, F. (1994). Entrance keepers of a hidden country: Preliminary notes on the Monpa of South-Central Bhutan. *The Tibet Journal, 19*(3), 46-62.

2.22. Pommaret, F. (1997). Ethnic Mosaic: The peoples of Bhutan. InC. Schiklgruber and F. Pommaret (Eds.), *Bhutan: Mountain-fortress of the Gods* (pp 43-59). London: Serindia.

2.23. Pommaret, F. (2002). Recent Bhutanese scholarship in history and anthropology. *Journal of Bhutan* Studies, *2*(2), 128-150.

2.24. Pommaret, F. (2003). The tradition of betel and areca in Bhutan. *Journal of Bhutan Studies, 8*, 12-28.

2.25. Pommaret, F. (2006). Dances in Bhutan: A traditional medium of information. In *Media and public culture: Proceedings of the second international seminar on Bhutan studies* (pp. 31-39). Thimphu: Centre for Bhutan Studies.

2.26. Van Driem, G. (1994). Language policy in Bhutan. In M. Aris and M. Hutt. (Eds.), *Bhutan: Aspects of culture and development,* (pp. 87-106). Gartmore: Kiscadale Publications.

2.27. Ura, K. (1995). *The hero with a thousand eyes.*Thimphu: Karma Ura

2.28. Wangchuk D., Dhammasaccakarn, W., Tesping, P. & Sakolnakran, T. P. N. (2013). Survival of Drogpa cultural and traditional memes and the threat of modern development. *Asian Social Science9* (15), 142-155.

2.29. Wangchuk D., Dhammasaccakarn, W., Tesping, P. & Sakolnakran, T. P. N. (2013). The yaks: Heart and soul of the Himalayan tribes of Bhutan. *Journal of Environmental Research and Management, 4*(2). 189-196.

2.30. Whitecross, R. (2010). 'Virtuous beings': The concept of *tha damtshig* and being a moral person in contemporary Bhutanese society. *Himalaya the Journal of the Association of Nepal and Himalayan Studies, 28*(1), 71-82.

Date: March 15, 2018

Module Code and Title: **ETY303 Visual Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #3

General Objectives: This module explores the rich and varied cultural meanings present in human visual expression. Students will learn how to document, describe, analyse and, in select cases, produce a variety of visual cultural expressions including photography, film, material culture, museum displays and art. They will also engage in theoretical discussion around issue considered central to visual anthropology.

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

1. Apply the methods of visual anthropology to interpret visual culture.
2. Explain the politics of representation, especially across cultures.
3. Explain the history of photography and film in Anthropology.
4. Provide examples of cultural variation in aesthetics.
5. Explain key debates in the study of visual culture.
6. Apply visual methods for original anthropological research
7. Discuss representation as a social practice.
8. Analyse agency in both the production and consumption of images.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & discussions	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Proposal for mini-ethnography of visual culture: Portion of Final Mark: 10%

Students will individually complete a mini-ethnography both about visual culture and using visual methodologies. To prepare, students will complete a preparatory assignment, which will help students pick a topic and find sources that will help them complete a better final project. It will also allow the tutor to provide feedback and guidance along the way.

2%   Proposal of project with a visual example of the topic they want to write about and one relevant scholarly article.
1%   Language
1%   Organization
1%   References

B. Mini-ethnography of visual culture: Portion of Final Mark: 25%

Students will individually conduct a mini-ethnography of visual culture in Bhutan. The work will be marked for how well they describe their topic, how well they use concepts from class to analyse their topic, and how thoughtfully they use visual methods for documenting their work. The final ethnography will be 600-900 words long.

4%   Draft of their mini-ethnography (including the quality of description and analysis, ability to apply relevant module concepts and techniques, claims made are well stated and supported, accuracy and thoughtfulness of use of visual method

10%   Quality of mini-ethnography (including the quality of description and analysis, ability to apply relevant module concepts and techniques, claims made are well stated and supported)

5%   Use of visual method (accuracy, thoughtfulness)

1%   Language

1%   Referencing

1%   Organization

3%   Improvement (in comparison to draft, with particular emphasis on consideration and incorporation of feedback provided)

C. Visual presentation of ethnographic project: Portion of Final Marks: 20%

Students will also be required to use visual media to present their visual ethnography to the class. The presentation will be graded on how clearly they summarize their research as well as how creatively and insightfully they make use of visual media in their presentation. Students will use methods described in class to produce a visual ethnography. This may include video, photography, drawing a comic, or any other visual method for conveying ethnographic information. Presentations will be no longer than 10 minutes. Marks will be allocated in the following way:

10%   Content (including summary of research, creative use visual media in presentation, how well visual media pairs with content, how well does the presentation address specified criteria, quality of overall analysis, all claims relevant and supported)

5%   Use of visual presentation method (effectiveness, creativity, appropriateness)

3%   Organization and structure; Language use

2%   Delivery (volume, pace, efforts to engage audience) and time management

D. Midterm Examination: Portion of Final Mark: 10%

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

Areas of assignments	Quantity	Weighting
A. Visual ethnography proposal	1	10%
B. Visual ethnography	1	25%
C. Visual ethnography presentation	1	20%
D. Midterm Examination	1	10%
Total Continuous Assessment (CA)		**65%**
Semester-End Examination (SE)		**35%**

Prerequisites: AFD101 Introduction to Anthropology

Subject Matter:

Unit I: Introduction to Visual Anthropology

1.1.   Introducing visual anthropology and anthropology of the visual
1.2.   Examples of visual anthropology
1.3.   Overview of the history of visual anthropology
1.4.   Exploring the similarities and differences between "visual" and "material" culture

Unit II: How to See Like an Anthropologist

2.1.   Introduction to visual methodologies: key terms
2.2.   The basics of formal analysis and visual Interpretation
2.3.   Methods for studying audiences and other social activity surrounding visual objects
2.4.   Examples of applying visual methods

Unit III: Ethnographic Photography

3.1.   Early anthropological uses of photography: examples

3.2.   The myth of photographic objectivity: definition and implications
3.3.   Examples of using photographs as sources
3.4.   Examples of photography as ethnography
3.5.   Analysing photographic representations of Bhutan: key trends and examples

Unit IV: Ethnographic Film

4.1.   Overview of the history ethnographic film
4.2.   Discussions about the politics of representation in film
4.3.   Important examples of film as ethnography
4.4.   Reflexivity in ethnographic film: *Chronicle of a Summer* by Jean Rouch
4.5.   Auto-ethnography and the use of film by indigenous communities
4.6.   Analysing non-fiction films about Bhutan: key terns and examples

Unit V: Anthropology of visual culture

5.1.   Some examples of aesthetics across cultures
5.2.   Orientalism and the politics of representation
5.3.   "Beyond aesthetics:" looking at art as social action
5.4.   National identity and the development of national visual cultures
5.5.   The effects of globalization on visual culture: key trends
5.6.   Visual culture in Bhutan: key elements of Bhutanese visual culture
5.7.   Social and historical analysis of Buddhist art in Bhutan
5.8.   Efforts to preserve Bhutanese visual culture
5.9.   Examples of new forms of visual culture in Bhutan
5.10. Analysing the relationship between new and old art forms in Bhutan

Reading List:

1. Essential Reading and Film List:
    1.1.   Beckham, M., & Turner, T. (1989). *The Kayapo: Out of the forest* [Motion Picture]. London: Royal Anthropological Institute.
    1.2.   Centre for Bhutan Studies (2007). *Media and public culture : Proceedings of the second international seminar on Bhutan studies*. Thimphu, Bhutan: Centre for Bhutan Studies.
    1.3.   Dauman, A., Rouch, J., & Morin, E. (1961). *Chronicle of a summer* [Motion Picture]. France: Criterion Collection.
    1.4.   Dorji, K. and Wild, M. (2013). *Bhutan's cultural diversity: Life and culture in four remote communities of Bhutan.* Thimphu: Helvetas Swiss Intercoopertion.
    1.5.   Maki, A. (2011). A Zhabdrung Phunsum Tshogpa (zhabs drung phun sum tshogs pa) thangka from the National Museum of Bhutan Collection. *Journal of Bhutan Studies*, *25* (winter), 1-49.
2. Additional Reading:
    2.1.   Geertz, C. (1976). Art as a cultural system. *MLN*, *91*(6), 1473-1499.
    2.2.   Ginsburg, F. D., Abu-Lughod, L., & Larkin, B. (2002). *Media Worlds: Anthropology on New Terrain*. Berkeley and London: University of California Press
    2.3.   Hagaman, D. (1996). *How I learned not to be a photojournalist*. Lexington, KY: University Press of Kentucky.
    2.4.   Hagaman, D. (1993). The joy of victory the agony of defeat: Stereotypes in newspaper sports feature photographs. *Visual Studies,* 8(2), 48-66.
    2.5.   Jacknis, I. (1988). Margaret Mead and Gregory Bateson in Bali: Their use of photography and film. *Cultural Anthropology*, *3*(2), 160-177.
    2.6.   Morphy, H., & Banks, M. (Eds.). (1997). *Rethinking visual anthropology.* New Have, CT: Yale University Press.
    2.7.   Morphy, H., & Perkins, M. (2009). *The anthropology of art: A reader*. Malden, MA: John Wiley & Sons
    2.8.   Rose, G. (2016). *Visual methodologies: An introduction to researching with visual materials*. London: Sage.

Module Code and Title: **ASC304 Contemporary Issues in Anthropology**

Programme: BA in Anthropology

Credit: 12

Module Tutor: New Tutor #1

General objective: In this module students will be expected to build on their ability developed in previous module s, to engage analytically, anthropologically, and critically with current theoretical trends and findings across the various fields of Anthropology. The module, for example, covers the cultural effects and uses of ever-evolving forms of media and communication, recent studies of new developments in global capitalism, and research focused on religious violence. Theoretically the module addresses new debates and topics of discussion in anthropology such as the anthropology of ethics and the intersections between anthropology and disciplines like religious studies. This is a reading-intensive module and will be comprise of seminar style meetings and discussions. Due to the constantly evolving discussion within the discipline of anthropology, the readings and subject matter in this module may change year-to-year. However, the structure and intent of the module will remain the same and the quality and amount of work required of students should also remain the same.

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

1. Evaluate new scholarship in Anthropology in light of past scholarship.
2. Discuss emerging topics and case studies in anthropological scholarship.
3. Summarize recent theoretical developments in Anthropology.
4. Debate the strengths and weaknesses of key developments in anthropology.
5. Apply new scholarship in anthropology to Bhutan.
6. Communicate an anthropological perspective to the broader public.
7. Assess gaps in current anthropological scholarship that may be productive spaces for future research

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Tutorials	4	60
Independent study	4	60
Total		120

Assessment Approach:

A. Comparison essay: Portion of Final Marks: 25%

Students will individually write an essay comparing two research articles (published in the last five years) by different authors about the same contemporary issue in anthropology In the essay students must summarize the main arguments of the two articles, evaluate the strengths and weaknesses of the two articles, take their own stance on the issue, and justify their stance. The essay is expected to be 750-1000 words in length.

2%   Proposal outline justifying which two articles the student plans to review and how the two articles are related (completeness, thoughtfulness)
6%   Summary of the articles' main arguments (accuracy and completeness)
12%   Quality of analysis and justification of personal stance (includes well-stated and original evaluation of the articles' arguments and thoughtful justification of the student's own stance)
2%   Organization

    2%   Language
    1%   Referencing

B. Anthropology opinion piece: Portion of Final Marks: 15%

Students will individually write an editorial for an imagined general audience about a topic of contemporary concern in Bhutan. The student must make an argument using at least one anthropological concept and one reading from the class. The piece will be 500-700 words in length.

    1%   Proposal detailing concept and argument (feasibility, thoughtfulness completeness)
    6%   Quality of content (including clarity of argument, accurate, relevant and thoughtful application of key anthropological concept, uses relevant and adequate support for all claims made, ties analysis to relevant module concepts)
    1%   Organization
    1%   Language
    1%   Referencing

C. Lead a class discussion: Portion of Final Marks: 10%

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

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

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

Students will be expected to participate substantially in class discussions, with contributions reflecting adequate preparation for topics under discussion. Since this is a seminar style module the expectations are much higher, both in terms of quantity and quality 5% of class participation and preparedness will be assessed before midterm and the remaining 5% post midterm.

E. Midterm Examination: Portion of Final Mark: 10%

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

Areas of assignments	Quantity	Weighting
A. Comparison essay	1	25%
B. Anthropological opinion piece	1	15%
C. Lead class discussion	1	10%
D. Class participation and preparedness	Ongoing	10%
E. Midterm Examination	1	10%

Total Continuous Assessment (CA)	70%
Semester-End Examination (SE)	30%

Pre-requisites: ATH203 History and Theory of Anthropology, AFD101 Introduction to Anthropology

Subject matter:

Unit I: Living under Global Capitalism

1.1.   The history and definitions of fair trade
1.2.   Anthropological studies of global finance and financialization
1.3.   Debt as a feature of capitalism
1.4.   Anthropological studies of artisanal and creative work
1.5.   Studies of remittances in Bhutan and elsewhere

Unit II: Media and ICT

2.1.   How communication technology influences social and cultural life
2.2.   Anthropology of virtual worlds and gaming
2.3.   Anthropology of hacking culture
2.4.   Examples of preserving culture through new media
2.5.   Hip-hop and other global genres across cultures

Unit III: Democracy

3.1.   Definitions of democracy
3.2.   How anthropological approaches to democracy differ from other disciplines
3.3.   Anthropological studies of voting
3.4.   Anthropological studies and critiques of liberalism

Unit IV: Religious Movements and Religious Life

4.1.   Studies of religious violence
4.2.   Studies of Buddhist lay meditation movements
4.3.   Studies of secularism and the headscarf debate in France
4.4.   Examples of transnational religious practice
4.5.   Studies of material religion and religious media

Unit V: New Research on Bhutan and Himalayan Cultures

5.1.   New approaches to cultural preservation in Bhutan
5.2.   Food in contemporary Bhutanese culture
5.3.   Contemporary social issues in Bhutan

Reading List:

1.   Essential Reading
1.1.   Bowie, K. A. (2008). Vote buying and village outrage in an election in Northern Thailand: Recent legal reforms in historical context. *The Journal of Asian Studies*, *67*(2), 469-511.
1.2.   Coleman, E. G. (2013). *Coding freedom: The ethics and aesthetics of hacking.* Princeton, NJ: Princeton University Press.
1.3.   Upper One Games. (2014). *Never alone* [Computer Game]. Anchorage, AK: E-Line Media.
1.4.   Paley, J. (2002). Toward an anthropology of democracy. *Annual Review of Anthropology*, *31*, 469-496.
1.5.   Ueda, A., & Samdup, T. (2010). Chilli transactions in Bhutan: An economic, social, and cultural perspective. *Bulletin of Tibetology, 45*(2) &*46*(1), 103-118.
2.   Additional Reading
2.1.   Besky, S. (2013). *The Darjeeling distinction: Labor and justice on fair-trade tea plantations in India* (Vol. 47). Berkeley, CA: University of California Press.
2.2.   Boellstorff, T. (2006). A ludicrous discipline? Ethnography and game studies. *Games and Culture*, *1*(1), 29-35.

2.3. Bernstein, A. (2012). More alive than all the living: Sovereign bodies and cosmic politics in Buddhist Siberia. *Cultural Anthropology, 27*(2), 261-285.

2.4. Calabrese, J. D., & Dorji, C. (2013). Traditional and modern understandings of mental illness in Bhutan: Preserving the benefits of each to support Gross National Happiness. *Journal of Bhutan Studies, 30* issue and pages.

2.5. Cannell, F. (2010). The anthropology of secularism. *Annual Review of Anthropology, 39*, 85-100.

2.6. Cohen, J. H. (2011). Migration, remittances, and household strategies. *Annual Review of Anthropology*, *40*, 103-114.

2.7. Cook, J. (2010). *Meditation in modern Buddhism: Renunciation and change in Thai monastic life*. New York: Cambridge University Press.

2.8. Das, V. (2008). Violence, gender, and subjectivity. *Annual Review of Anthropology*, *37*, 283-299.

2.9. Garriott, W., & Raikhel, E. (2015). Addiction in the making. *Annual Review of Anthropology*, *44*, 477-491.

2.10. Graeber, D. (2014). *Debt-updated and expanded: The first 5,000 years*. Brooklyn, NY: Melville House.

2.11. Hallam, E. & Ingold, T. (Eds.). (2007). *Creativity and cultural improvisation*. New York: Berg.

2.12. Nadasdy, P. (2007). The gift in the animal: The ontology of hunting and human–animal sociality. *American Ethnologist*, *34*(1), 25-43.

2.13. Namgay, K., Millar, J., Black, R., & Samdup, T. (2013). Transhumant agro-pastoralism in Bhutan: Exploring contemporary practices and socio-cultural traditions. *Pastoralism: Research, Policy and Practice*, *3*(13), 1-26.

2.14. Olivieri, L. M. (2016). Guru Padmasambhava in context: Archaeological and historical evidence from Swat/Uddiyana (c. 8th century CE). *Journal for Bhutan Studies*, *34*(summer), 20-42.

2.15. Paxson, H. (2008). Post-Pasteurian cultures: The microbiopolitics of raw-milk cheese in the United States. *Cultural Anthropology*, *23*(1), 15-47.

2.16. Plate, S. B. (2015). *A history of religion in 5 ½ objects: Bringing the spiritual to its senses.* Boston: Beacon Press.

2.17. Standage, T. (1998). *The Victorian internet: The remarkable story of the telegraph and the nineteenth century's on-line pioneers*. London: Weidenfeld & Nicolson.

2.18. Tsing, A. L. (2015). *The mushroom at the end of the world: On the possibility of life in capitalist ruins.* Princeton: Princeton University Press.

2.19. Verdery, K. (2013). *The political lives of dead bodies: Reburial and postsocialist change*. New York: Columbia University Press.

2.20. Wendland, C. L. (2010). *A heart for the work: Journeys through an African medical school.* Chicago: University of Chicago Press.

Date: March 15, 2018

Module Code and Title:	**LAN101 Grammar, Vocabulary, and Phonology in Context**
Programme:	BA in English Studies
Credit Value:	12
Module Tutor:	Dechen Pelden, Sangay C. Wangchuk, Ruma Tamang, Palden Wangmo
Module Coordinator:	Dechen Pelden

General objective: This module helps students improve their academic writing by focusing on aspects of grammar and vocabulary that will reflect the transition from pre-university to university. Students will gain experience with the functional grammar they need to succeed in their academic studies in future semesters. Their confidence in understanding and using grammar for written assignments will improve, along with their academic vocabulary, so that they can write accurate English and communicate more effectively in academic contexts. For the vocabulary aspect, the module will cover the most frequently used words in academic texts at an intermediate level. The module uses students' own writing as the basis for conveying grammatical concepts and building vocabulary: incorporating these within the context of writing rather than approaching them in an isolated manner. The writing practise will emphasize the production of coherent paragraphs and further use these skills in developing an essay. For the phonology aspect, the unit will cover details about phonology such as practising phonemic symbols, and all the forty-four sounds in the English Language. Students will also learn how to pronounce words correctly and transcribe phonetic words to English and vice-versa.

Learning outcomes – On completion of this module, learners should be able to:
1. Recall the definitions and appropriate contextual usage of the most frequently used words in intermediate academic texts.
2. Recognise and select more appropriate forms of vocabulary for use in a contextually appropriate manner.
3. Use a high frequency of intermediate academic vocabulary words in written forms of academic communication.
4. Apply grammatical rules to recognize and correct grammatical and mechanical errors in intermediate academic texts.
5. Use appropriate grammatical structures to express more complex academic ideas, such as shades of meaning.
6. Select and design appropriate paragraph types for different uses.
7. Plan, organize, and write a coherent paragraph with a topic sentence, supporting details, and a conclusion, at an intermediate academic level and further integrate paragraph writing skills in writing an essay.
8. Explain how speech sounds are made and demonstrate the sound.
9. Enhance their vocabulary by reading the phonetic transcription in the dictionary.
10. Transcribe phonetic words to English.

Learning and Teaching Approach:

Approach	Hours per week	Total credit hours
Lectures & practice	3	45
Tutorials	1	15
Independent study	4	60
Total		120

Assessment Approach:

A. Grammar quizzes: 10%
   30 – 40 min quizzes every 3-5 weeks (alternate with vocabulary quizzes or paragraph assignments).
B. Vocabulary quizzes: 10%
   30 – 40 min quizzes every 3-5 weeks (alternate with grammar quizzes or paragraph assignments).
C. Paragraph writing portfolio: 15%
   5 paragraphs (150-200 words each), submitted separately, and in final form as a collection after rewriting/editing. This portfolio will also include an essay-writing assignment as a medium to check the student's learning in applying their paragraph writing skills.
D. Essay Writing assignment : 10 %
   Students will write an essay of 800-1000 words applying their skills learned in writing paragraphs in the semester.
E. Midterm Examination: Portion of Final Mark: 15%
   Students will take a written exam of 1.5 hr duration covering topics up to the mid-point of the semester. 10% will be a written exam while 5% will be on phonology.

Areas of assignments	Quantity	Weighting
A. Grammar quizzes	2	10%
B. Vocabulary quizzes	2	10%
C. Paragraph writing portfolio	5 paragraphs	15%
D. Essay Writing	1	10%
E. Midterm Examination	1	15%
Total Continuous Assessment (CA)		**60%**
Semester-End Examination (SE)		**40%**

Pre-requisites:

Subject matter:

Unit I: Writing, Vocabulary, and Grammar Practice 1
1.1. Introduction to paragraph planning, with examples
1.2. Unifying ideas: themes, topics; paragraph length guidelines
1.3. Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
      1.3.1. Word meanings, word families, and collocations for target words from the academic word list (top ~50)
      1.3.2. Strategy building: Using a dictionary
1.4. Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
      1.4.1. Punctuation
      1.4.2. Tenses Review
      1.4.3. Conditionals

Unit II: Aspects of Phonology
2.1. Learning phonemic symbols
      2.1.1. Audio and video learning the sounds
2.2. Practicing sounds
      2.2.1. Learning how to read, write and practice consonants sounds
      2.2.2. Learning how to read, write and practice vowel sounds
2.3. Transcription exercises
      2.3.1. Transcribing from English to phonetics and phonetics to English

Unit III: Writing, Vocabulary, and Grammar Practice 2
3.1. Features and uses of an illustration paragraph

3.2.   Flow of ideas in a paragraph: showing connections
3.3.   Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
      3.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
      3.3.2. Strategy building: Word-knowledge expansion
3.4.   Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
      3.4.1. Connectors
      3.4.2. Modal Verbs
      3.4.3. Verb patters

Unit IV: Writing, Vocabulary, and Grammar Practice 3

4.1.   Features and uses of an analysis or classification paragraph
4.2.   Flow of ideas in a paragraph: deliberate repetition
4.3.   Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
      4.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
      4.3.2. Strategy building: Identifying text structures
4.4.   Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
      4.4.1. Phrasal and prepositional verbs
      4.4.2. Noun phrases
      4.4.3. Being formal and informal

Unit V: Writing, Vocabulary, and Grammar Practice 4

5.1.   Features and uses of a comparison or contrast paragraph
5.2.   Flow of ideas in a paragraph: strategic use of pronouns
5.3.   Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
      5.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
      5.3.2. Strategy building: Synthesis of ideas across texts using common vocabulary
5.4.   Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
      5.4.1. Arguing and persuading
      5.4.2. Passives
      5.4.3. Paraphrasing

Unit VI: Writing, Vocabulary, and Grammar Practice 5

6.1.   Features and uses of a process paragraph
6.2.   Low of ideas in a paragraph: specialized linking words to signal a change in ideas.
6.3.   Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
      6.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
      6.3.2. Strategy building: Word maps

6.4.   Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
      6.4.1. Stating facts and opinions
      6.4.2. Comparing and Contrasting
      6.4.3. Being emphatic

Unit VII: Writing, Vocabulary, and Grammar Practice 6

7.1.   Writing of conclusion paragraph
7.2.   Flow of ideas in a paragraph: specialized linking words to signal a conclusion.

7.3. Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
    7.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
    7.3.2. Strategy building: Word maps
7.4. Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
    7.4.1. Arguing and Persuading
    7.4.2. Talking about Cause and Effect
    7.4.3. Relative Clause

Unit VIII: Writing, Vocabulary, and Grammar Practice 7

8.1. Essay Writing
    8.1.1 Putting paragraphs together
    8.1.2 Paragraph placement and combinations

    8.1.3 Paragraph transitions

8.2. Flow of ideas in a paragraph: specialized linking words to signal a conclusion
8.3. Vocabulary – in class and self-study practice of vocabulary definitions and contextual usage
    8.3.1. Word meanings, word families, and collocations for target words from the academic word list (next ~50)
    8.3.2. Strategy building: Root analysis
8.4. Grammar in context – in-class and self-study practice on identifying and correcting grammatical errors and producing grammatically correct sentences
    8.4.1. Using defining language
    8.4.2. Cohesion

Reading List:

1. Essential Reading
    1.1. Hacker, D. (2010). A Writer's Reference, 7th Ed. Boston: Bedford/St. Martin's.
    1.2. Paterson, K. and Wedge, R. (2013). Oxford Grammar for EAP. Oxford University Press.
    1.3. Jones, D. (2014). Cambridge Pronouncing Dictionary. Cambridge University Press.
    1.4. Hornby, A.S. (2013). Oxford Advanced Learner's Dictionary. Oxford University Press.
2. Additional Reading
    2.1. Bolton, D. (2010). English Grammar in steps. New Delhi: Orient Black Swan.
    2.2. Fuchs, M. and Bonner, M. (2006). Focus on grammar: An integrated skills approach, 4th Ed. New York: Pearson Education ESL.
    2.3. Hacker, D. (2008). Rules for writers. Boston: Bedford/St. Martin's.
    2.4. Harris. (2003). Prentice Hall Reference Guide to Grammar and Usage. Upper Saddle River: Prentice Hall.
    2.5. Hewings, M. (2008). Advanced English Grammar: A self-study reference and practice book for advanced South Asian Students. New Delhi: Cambridge University Press.
    2.6. Jones, L. (2007). Cambridge Advanced English: Student's Book. New Delhi: Cambridge University Press.
    2.7. Kennedy, X.J. and Kennedy, D.M. (1990). The Bedford Guide for College Writers, 2nd Ed. Boston: Bedford Books of St. Martin's Press.
    2.8. Leech, G. and Svartvik, J. (2002). A Communicative Grammar of English. New Delhi: Pearson Education.
    2.9. McCarthy, M. and O'Dell, F. (2002). English Vocabulary in Use: Advanced. NewYork: Cambridge University Press.
    2.10. Quirk, R. (2008). A University Grammar of English. New Delhi: Pearson

Education.

2.11. Raimes, A. (2008). Keys for writers. Boston: Houghton Mifflin.

2.12. Schmitt, D., Schmitt, N. and Mann, D. (2011). Focus on Vocabulary 1: Bridging Vocabulary (2nd Ed.). Pearson Education ESL.

2.13. Schmitt, D. and Schmitt, N. (2011). Focus on Vocabulary 2: Mastering the Academic Word List (2nd Ed.). Pearson Education ESL.

2.14. Yule, G. (2014). The Study of Language (5th Edition). Cambridge University Press.

Date: December, 2020

Module Code and Title:	**ACS101 Academic Skills**
Programme(s):	University-wide module
Credit:	12
Module Tutor(s):	Dechen Palden, Rajitha Sanaka
Module Coordinator:	Dechen Pelden

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
Total		**120**

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%) (*Introduction-3%, Body-5%, Conclusion-2%*)
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:

Areas of assessment	Quantity	Weighting
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* (6th 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* (3rd 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* (4thed.). White Plains, NY: Pearson Education.

Oshima, A., & Hogue, A. (2006). *Introduction to academic writing* (3rded.). New York: Pearson Longman.

Ramsey-Fowler, H., & Aaron, J. E. (2010). *The little brown handbook* (11thed.). New York, NY: Pearson Longman.

Date: June 29, 2018

Module Code and Title: **IPS101 IT and Basic Problem Solving**

Programme(s):   BSc in Environmental Management (borrowed)

Credit: 12

Module Tutor(s):   Shreejana Pradhan

General objective(s) of the module:

This module aims to develop a working facility with Office productivity tools (Microsoft Word, Excel, and PowerPoint). The module will also develop skill in basic structuring of problems, applying common sense logic and reasoning to problem solving, using appropriate tools to solve problems, and presenting findings in a clear and concise manner.

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

- Demonstrate basic functional use of Word, Excel and PowerPoint, to the level appropriate for the remainder of the time in college plus an entry-level job.
- Find data relevant to a problem.
- Assess the quality and reliability of data.
- Structure common mathematical problems.
- Solve common mathematical problems on Excel and other software.
- Approximate quantitative answers.
- Judge reasonableness for computed answers.
- Structure more complex problems, including asking the relevant questions, gathering appropriate data, analysing that data, and presenting findings.

Skills to be developed:

- Students should develop basic IT/office productivity skills.
- Students should gain skill in structuring and solving problems, and assessing the reasonableness and usefulness of conclusions.

Learning and teaching approaches used:

The module will be conducted over 15 teaching weeks as follows:
- 4 hrs/wk. lecture & practice in a computer lab in 2 x 2hr block periods.
- 4 hrs/wk. outside of class, on average, for independent study and further practice.

Assessment:

Continuous Assessment (CA):   100%

CA Assessment	Weight	Assessment Detail
Frequent short practice exercises (6 x 5%)	30%	In-class (30 min) and take-home practice exercise incorporating small elements of Units I-III (e.g. data

		searches, re-write letter, short Excel problems, milestones in Unit III).
Achieving interrelated tasks throughout, Unit I	20%	Written report using Word (500 words) – 10%; Preparation of a presentation using PPT (10 slides) – 10%.
Problem solving, approximation exercises, Unit II	30%	Three written/computed in-class exercises of 10% each on problem solving.
Final Project	20%	Written report using Word (500 words) and accompanying presentation of 10 min duration using PPT (~10 slides).

Pre-requisite knowledge:

Subject matter:

I.   Basics of the computer for communication and analysis
   a. Write a letter, e-mail it, file it, respond
         i. Basics of Word
        ii. Basics of Internet
       iii. File folders; search
   b. Find and assess information: Internet search (e.g. Google); Sifting through / assessing quality of information; quality of the source; Categories of information/issues with each
         i. Facts: Reliability of the source; crosschecking different sources
        ii. Data: Varies with the question being asked; different perspectives
       iii. Opinion: No single answer; varies with source and perspective; different uses in different contexts
        iv. Revise the letter, using better quality information
   c. Present the findings
         i. Written report using Word (introduction, key issues, analysis, conclusions, actions)
        ii. Presentation using PowerPoint: PowerPoint basics (clear concise slides; major points only, not reading off the slides; body language and eye contact / facing the audience
II.   Solving problems using basic math on the computer
   a. Introduction to Excel: types of basic problems that can be solved
         i. Calculation of a specific answer to a narrow problem (e.g. average and weighted averages, Min/Max, Count, Present value, IRR)
        ii. Statistical overview of a dataset
   b. Students do a variety of problems, and solve on Excel: Identify different types of problems; set up problem/data on Excel; Assess the correctness of the answer
         i. Students select different types of problems they can solve with basic math of general relevance
            1. Budgeting and basic finance (money and consumer math): Account balances, savings and loan repayment calculations based on simple interest; estimating returns on investment, doubling time
            2. Percentages: % increases, decreases, commissions, discounts
            3. Weighted averages, e.g. marks calculation
            4. Quantitative trends over time
            5. Basic probability
        ii. Assess the correctness of the answer (i.e. do estimations of the answer and compare with the calculated answer as a way of finding mistakes and approximating answers)
            1. Basic "reasonableness": identify answers which are clearly out of the possible range of answers
            2. Do rough calculations to get approximate answers

3. Relate to the type of possible answers (e.g. for an average, the answer cannot be outside the range of numbers in the data - look at the most frequent number in the data; e.g. for a compound interest problem, do simple multiplication for the approximation).

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

IV. Final Project
   a. Student identifies a more complex problem he/she wants to analyse, and then structures the basic data collection, data analysis, and conclusions
      i. Identify the issues to be addressed
      ii. Structure questions to highlight these issues and draw conclusions
      iii. Process and limitations for obtaining survey answers (if relevant)
      iv. Accuracy and compiling data
      v. Structuring the data analysis in Excel
      vi. Interpreting quantitative results and drawing conclusions
      vii. Assessing reliability, limitations of answers
   b. Student prepares a written report in Word and a presentation in PowerPoint (presentation given to student audience; other students critique the presentation)

Essential Readings:

1. Frye, C. (2014). Microsoft Excel 2013 Step by Step. Microsoft Press.
2. Simple case studies designed to teach students how to identify a problem and structure a solution.
3. Training resources on Microsoft Office, available at http://office.microsoft.com/en-us/training/

Additional Readings:

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

Date: May 30, 2015

Module Code and Title: **GSE101 Analytical Skills**

Programme: University-wide module

Credit: 12

Module Tutor(s):

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

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

- articulate thinking paradigms;

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

Teaching and learning approaches

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

Assessment approach

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

Students will be required to complete one written assignment on the contemporary issue of a subject. The required data and contextual information will be provided to students. Students will be required to read, analyse and interpret the data and contextual information, and communicate the result to the intended audience. Wherever there is a need, students should substantiate the existing data with their own data collection. The length of the assignment should be anywhere between 1000 and 1500 words.

Criteria:

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

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

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

Criteria:

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

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

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

1. Written

Criteria:

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

2. Presentation

Criteria:

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

D. Panel Discussion: Portion of Final Mark - 20%

A group of students will be required to discuss a topical issue such as climate change, green procurement, disruptive innovation, and big data moderated by a peer.

Criteria:

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

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

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

Criteria:

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

Overview of the assessment approaches and weighting

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

Pre-requisite: None

Subject matter

UNIT I: Thinking process & Reflection
1.1.   Introduction to the Thinking Process & Reflection
1.2.   Concept of mind mapping
1.3.   Metacognition and thinking about thinking
1.4.   Thinking Paradigms: Lateral and Vertical thinking
         1.4.1.   Whole brain (system 1 and system 2)

   1.4.2. Analytical
   1.4.3. Critical
   1.4.4. Creative
   1.4.5. Logical
   1.4.6. Scientific
   1.4.7. Statistical
   1.4.8. Systems
   1.4.9. Visual
   1.4.10. Ethical

UNIT II: Overview of analytical thinking skills

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

UNIT III: Creative Thinking

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

UNIT IV: Problem solving process

4.1. Understanding problem analysis
4.2. Conventional problem solving process
   4.2.1. Present the problems
   4.2.2. Ask solutions
   4.2.3. Shoot down ideas
   4.2.4. Make consensus
4.3. Creative problem solving process
   4.3.1. Problem definition
   4.3.2. Problem analysis
   4.3.3. Generating possible solutions
     4.3.3.1. Brain storming process and rules
     4.3.3.2. Fishbone Analysis
     4.3.3.3. Mind mapping
   4.3.4. Analysing the solutions
   4.3.5. Selecting the best solution
   4.3.6. Implementing the best solution
   4.3.7. Planning the next course of action
4.4. Questioning techniques

UNIT V: Decision making process

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

Reading List

Essential Reading

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

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

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

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

Additional Reading

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

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

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

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

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

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

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

Date: January, 2018

Module Code and Title:	**DZG101 Dzongkha Communication**

སྦྱོང་ཚན་གྱི་ཨང་དང་སྦྱོང་ཚན་ཁག	DZG101 རྫོང་ཁ་བརྡ་དོན་སྦྱོང་ལེན།
ལས་རིམ།	གཙུག་ལག་སློབ་སྦེ་ཡོངས་ཁྱབ།
སྦྱོང་འཕྲས།	༡༢
སྦྱོང་ཚན་སྔོན་སྦྱོན་པ།	རྫོང་ཁའི་ལེགས་བཤད་པ།
སྦྱོང་ཚན་འགོ་འཛིན་པ།	

སྙིང་བཅུད་ལས་དོན།

སྦྱོང་ཚན་འདི་གི་དམིགས་ཡུལ་གཙོ་བོ་ར་སློབ་སྦྱོང་པ་ཚུ་གིས་རང་གི་མི་ཚེ་ནང་ལུ་གལ་ཡོད་དང་འབྲེལ་བའི་གནད་དོན་ག་ཅིའི་སྐོར་ལས་འབད་རུང་རྫོང་ཁའི་ཐོག་ལུ་བརྡ་དོན་སྦྱོང་ལེན་ཚུལ་དང་མཐུན་ཏོག་ཏོ་སྦེ་འབད་ཚུགས་ནིའི་དོན་ལུ་ཨིན། འ་ནི་ཅད་སྦྱོང་ཚན་འདི་གིས་རྫོང་ཁའི་ཐོག་ལུ་ཤེས་ཡོན་འབྲི་རྩལ་གྱི་ལམ་ལུགས་དང་འབྲེལ་ཏེ་བྲི་ཚུགས་ནི་ལུ་ཡང་དམིགས་གཏད་བསྐྱེད་ཡི།

སློབ་སྦྱོང་སྒྲུབ་འབྲས།

སྦྱོང་ཚན་འདི་མཇུག་བསྒྲུབ་ད་སློབ་ཕྲུག་ཚུགས་

༡   རྫོང་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས་དང་རྫོང་ཁ་ལྷབ་དགོ་པའི་ཁུངས་དང་དགོས་པ་སླབ་ཚུགས།

༢   སློག་རིག་ནན་ལུ་རྫོང་ཁའི་མཛུབ་སྟོན་རྒྱབ་ཚུགས།

༣   འབྲི་སླབ་དང་ཉེད་སླ་སྐད་བཅས་ཚིག་གྲོགས་འབྲེལ་ཚིག་ཚག་ཡད་ཀྱི་དབྱེ་འབད་དེ་མ་འཛོལ་བར་ལག་ལེན་འཐབ་ཚུགས།

༤   ཡུལ་དུས་གནས་སྟངས་དང་བསྟུན་ཏེ་རྫོང་ཁའི་ཐོག་ལུ་ཉེན་སླབ་འབད་ཚུགས།

༥   རྫོང་ཁའི་ཐོག་ལུ་བྲིས་ཏེ་ཡོད་མི་ཚུ་ངག་གཤིས་དང་མཐུན་མ་མི་སྔ་ལྷག་ཚུགས།

༤ གནས་སྟངས་དང་འབྲེལ་བའི་དཔྱེ་གཏམ་ལག་ལེན་འཁབ་ཆུགས།

༧ རྫོང་ཚིག་དང་རྡོ་མཚམས་ཆུལ་མཐུན་སྦེ་ཕྲི་ཆུགས།

༨ གཞུང་སྐྱེར་གྱི་ཡིག་རིགས་ཕྲི་ཆུགས།

༩ རྫོང་ཁའི་ནང་ཡོད་པའི་འབྲི་ཕོག་གི་རིགས་ག་ཅི་ར་ཨིན་ཏུང་བཀང་ཆུགས།

༡༠ ཡིག་རིགས་ཆུ་ལུགས་མཐུན་དང་ལུགས་ཡངས་གཉིས་ཆ་རའི་ཕོག་ལུ་ཕྲི་ཆུགས།

༡༡ ལུང་འདྲེན་དང་རྒྱབ་རྟེན་གྱི་ཕོ་འོས་འབབ་ལྷན་ཏོག་ཏོ་ཕྲི་ལག་ལེན་འཁབ་ཆུགས།

སློབ་སྟོན་ཐབས་ལམ།

དབྱེ་བ།	ཐབས་ལམ།	འདུན་ཕག་གཅིག་ནང་ཆུ་ཚོད།	སློང་འཕྲས་ཆུ་ཚོད།
དངོས་འབྲེལ།	གསལ་བཤད།	༢	༧༠
	སློང་སྦྱ།	༡	
	སྦྱུན་ཁྲ།	༡	
རང་སློང་།	ལས་འགུལ་བྲི་ནི།	༢	༧༠
	དཔེ་མཛོད་ཁང་ལག་ལེན་སྤྱོད་ནི།	༢	
སློང་ཚན་འདི་གི་དོན་ལུ་ཡོངས་བསྡོམས་ཆུ་ཚོད།			༡༤༠

དབྱེ་ཞིབ་ཐབས་ལམ།

སློང་ཚན་འདི་གི་དོན་ལུ་དུས་རྒྱུན་དབྱེ་ཞིབ་དང་སྡུངས་རྒྱགས་དབྱེ་ཞིབ་གཉིས་ཆ་རའི་ཐོག་ལས་དབྱེ་ཞིབ་འབད་དགོལ་ཨིན།

༡ ལས་འགུལ་དང་པ། ཉན་ཞིབ་རིག་ཆུལ་དབྱེ་ཞིབ། (ལྱགས་༡༠%)

སློབ་སློང་པ་གིས་འོས་འབབ་ལྡན་པའི་དོན་ཚན། (ལྱ་བཟུང་ཡོད་མི་ཅིག) གཏམ་ཁ་རྒྱབ་སྟེ་རང་རྒྱུད་ཀྱི་ཕོག་ལས་ཁྱིམ་སེམ་སྟེ་ཉན་བཅུགཔ་ཏུང་ཚར་ཅིག་ཉན་ཅིག་དང་གཉིས་པར་ཨིན་ཐྲིས་བཏབ་བཅུག་ཞིནམ་ལས་ཉན་མི་འདི་ཚིག་ཕབ་འབད་དེ་ཕྲི་བཅུགཔ་གི་དམིགས་ཡུལ་གཙོ་བོ་ཉན་ཏེ་དུ་གོ་ནི་དང་ཉན་ཏེ་ཕྲི་ཆུགས་མི་ཆུགས་དབྱེ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན།

ལྱགས་ཀྱི་ཚད་གཞི

- གོ་དོན་ལེན་ཏེ་རང་ཚིག་ནང་བཀད་པ་རྒྱབ་ཐངས།   ༡༠%
- ཐེབ་སློར།   ༦%
    - ཉན་ཏེ་ཐྲིས་མི་དེ་གི་དབྱེ་དཔྱད་སྟན་ཁ།   ༣%
    - རང་གི་ཉན་ཞིའི་རིག་ཆུལ་ཡར་རྒྱས་ཀྱི་གྲོས་འཆར།   ༣%

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དབན་གསོ། དཔེ་དཔྱད་སྐད་ཤུ་དང་གློས་འཆར་བསྒྲིགས་ཏེ་ཕྱོག་ལེབ་གཅིག་བྲི་དགོ

ཁ། ལས་འགུལ་གཉིས་པ་སྐྱ་ནིའི་རིག་རྩལ་དབྱེ་ཞིབ། (སྐྱགས་༡༠%)

སྦྱབ་སྦྱོན་པ་གཱིས་སྤྱིར་བདུང་མི་སྒྱིའི་ནང་ཏོང་ཁ་བའད་དོན་སྦྱོང་ཞེ་དང་ལུ་དགའ་བའག་ཅེ་ར་འབྱུང་དོ་ཡོའཔ་མེན་ན་གཀ་ལ་ཁྲུབ་ཞིནས་ལས་འབྲུ་མི་པེ་འབའ་མེའི་ཆན་ནག་སྦྱེ་སྦྱོ་ཁང་ནད་སྐྱ་སྔ་ར་༡༥འི་རིང་ལུ་སྐྱ་ཤུ་འབད་བཅུག་དགོ་འགྱུགས་མི་རེ་གིག་སྐྱར་མ་ནར་གསལ་བཤད་འབད་དགོ་དི་གི་དངགས་ཕྱུག་གཱི་སྦྱ་ནིའི་རིག་རྩལ་གྱི་དཔྱེ་ཞིབ་འབད་ནིའི་དོན་ལུ་ཨིན།

སྐྱགས་ཀྱི་ཚད་གཞི།

- དོན་ཚན་དང་འབྲེལ་བ། ༤%
- སྐད་ཡིག་སྤྱོར་བ། ༣%
- གསལ་བཤད་འབད་ཐངས།
  - ཐོགས་ཆགས་མེད་པ། ༣%
  - རྟོད་སྒྲ་དག་པ། ༣%
  - སྐད་ཀྱི་མེད་ཐབ། ༢%
  - གབུགས་ཀྱི་རྣམ་འགྱུར། ༡%
  - ལྷོ་ཕོབས། ༢%
- ཉན་མི་ཚུ་འབྲེལ་གཏོགས་འབད་ཐངས། ༢%

ག། ལས་འགུལ་གསུམ་པ་སྐྱམ་ནི་དང་བྲི་ཉིའི་རིག་རྩལ་དབྱེ་ཞིབ། (སྐྱགས་༤༠%)

ཚིག་འབྲུ་༡༥༠༠-༢༠༠༠གི་བར་ན་ཡོད་པའི་ཚོམ་བྲིས་ཅིག་སྦྱབ་དཔོན་དང་སྦྱོབ་ཕྱུག་མཉམ་རུབ་ཀྱི་ཐོག་ལས་གདམ་ཁ་རྐྱབ་ཞིནམ་ལས་རང་རྐྱབ་གི་ཕོག་ལས་དབྱེ་དཔྱོད་སྐྱ་ཤུ་བྲི་ནིའི་གི་ངེཤིག་གཏང་འདི་སྦྱོ་ཕྱུག་ལུ་ཆུ་ལྐུ་སྦྱེ་གི་དོན་ལ་ཏེ་བཅུད་དོན་ཁ་ནི་དང་བྲི་དཔྱད་འབད་ཐབས་ཀྱི་རིག་ རྩལ་ཕོ་སྦེ་ཡིག་ཕོག་ལུ་བཀོད་སྐྱགས་ཉིའི་དོན་ལུ་ དང་ཡང་འཛིན་ཏང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས་ཚུ་དཔྱེ་ཞིག་འབད་ཉིའི་ཨིན་སྦྱོ་ཕུག་རེ་གིས་ཚོམ་བྲིས་ཀྱི་བཅུད་དོན་རེ་དང་དཔྱད་དཔྱོ་སྐྱ་ རེ་བྲི་དགོཔ་ཨིན་སྦྱོ་ སྐྱ་རེ་འདི་ཚིག་འབྲུ་༢༠༠གི་ནང་འཁོད་བྲི་དགོཔ་ཨིན།

སྐྱགས་ཀྱི་ཚད་གཞི།

- ཚོམ་བྲིས་ཀྱི་བཅུད་དོན་གཙོ་པོ་ཚུལ་མ་འཛོལ་བར་བཀོད་ཐངས། ༥%
- དཔྱད་པ་གི་ཕོག་ལས་དབྱེ་དཔྱོད་འབད་ཐངས། ༤%
- གནད་དོན་ཚུ་གོ་རིམ་སྒྲིག་ཐངས། ༣%
- ཤེས་འབབ་དང་འབྲེལ་བ་ཡོད་པའི་མེ་ཚིག་ལག་ལེན་འཐབ་ཐངས། ༣%
- ལུགས་མཐུན་དང་འབྲེལ་བ་ཏེ་འབྲི་ཐབས། ༤%
- ཕྲད་སྦྱོར་དག་པ། ༣%
- ཚིག་སྦྱོར་ཚུལ་མཐུན་ལག་ལེན་འཐབ་ཐངས། ༣%
- ཡུང་འཇུན་དང་རྒྱབ་རྟེན་ལག་ལེན་འཐབ་ཐངས། ༣%
- འབྲི་བཀོད། ༢%

ང། སྦྱབ་དུས་ཚོ་སྐྱགས། (སྐྱགས་༤༠%)

ལས་རིམ་འདི་ནང་བཅའ་མར་གཏོགས་མི་ཚུ་གིས་སྦྱབ་དུས་མཚག་བསྒྲུབ་ད་དུས་ཡུན་རྒྱ་ཚོད་ར་རིང་ལུ་སྐྱགས་༢༠འི་རྒྱགས་ཕྱུལ་དགོཔ་ཨིན།

དབན་གསོ། འབྲི་རྒྱགས་ཀྱི་སྐྱགས་དང་དུས་ཡུན་རྒྱ་ཚོད་ཚུ་རང་སོའི་མཐོ་རིམ་སྦྱོབ་གྲྭའི་ལས་ལུགས་དང་འཁྲིལ་ཏེ་ལེན་ཞིནམ་ལས་སྐྱགས་བརྒྱ་ཆ་༢༠ཨང་ལུ་ཕབ་དགོཔ་ཨིན།

དབྲེ་ཞིབ་ཐབས་ལམ་དང་ཕྲིད་ཚོད་ཀྱི་བཀོད་རིས།

ཐབས་ལམ།	དབྱེ་ཞིབ་ཀྱི་དབྱེ་བ།	གྲངས་ཁ།	སྐུགས་ཀྱི་བརྒྱ་ཆ།
དུས་རྒྱུན་དབྱེ་ཞིབ།	གཤན་ནོའི་རིག་རྩལ་དབྱེ་ཞིབ།	༡	༣༠%
	ཁསྐབ་ནོའི་རིག་རྩལ་དབྱེ་ཞིབ།	༡	༣༠%
	གཤུག་ནེ་བྲེ་ནོའི་རིག་རྩལ་དབྱེ་ཞིབ།	༡	༣༠%
སློབ་དུས་ཚོན་རྒྱུགས།	ང་འབྲེ་རྒྱུགས།	༡	༣༠%
		སྐུགས་བསྡོམས་༡༠༠	

སྟོན་ཚོད།   མེད།

ནང་དོན།

ལས་ཚན་དང་པ།   སྐད་ཡིག་གི་ངོ་སྤྲོད།

    ༡·༡   རྫོང་ཁའི་སྐད་ཡིག་གི་འབྱུང་རབས།

    ༡·༢   སྒྱུར་བཏང་རྫོང་ཁ་ལྷབ་དགོ་པའི་དགོས་པ།

    ༡·༣   དམིགས་བསལ་མཐོ་རིམ་སློབ་གྲྭ་ནང་ལུ་རྫོང་ཁའི་སློང་ཚན་འདི་ལྷབ་དགོ་པའི་དགོས་པ།

ལས་ཚན་གཉིས་པ།   བཟོ་དོན་འཕུལ་རིག

    ༢·༡སློག་རིག་ནང་རྫོང་ཁ་བཙུགས་ཐངས།

    ༢·༢འབྲུག་རིག་ནང་ལུ་རྫོང་ཁ་འབྲི་ཐངས།

ལས་ཚན་གསུམ་པ།   ཡི་གུའི་སྦྱོར་བ།

    ༣·༡   ཚིག་གྲོགས།

    ༣·༢འབྲེལ་ཚིག་ལག་ལེན་འཐབ་ཐངས།

    ༣·༣   འབྲེལ་སྒྲ།

    ༣·༤   བྱེད་སྒྲ།

    ༣·༥   ལྷག་བཅས།

    ༣·༦   ཚིག་ཕྲད་ལག་ལེན་འཐབ་ཐངས།

ལས་ཚན་བཞི་པ།   རྫོང་ཁའི་དག་གཉིས་དང་འབྲིལ་ཏེ་སྦྱར་ཐངས།

    ༤·༡   ཁ་བཟང་།

༨.རྫས་སྐད་ཞིབས།

༨.དམིགས་ཚིག་དང་བྱ་ཚིག་ཁྱད་ཚིག་ཚུ་འོས་འབབ་ཐུནམ་སྦེ་ལག་ལེན་འཐབ་ཐངས།

༨.རྫུབྱེ་གཅུམ།

༨.༥ རྫོང་ཁ་ཤུག་རྒྱུག་གི་མིང་ཚིག་ལག་ལེན་འཐབ་ཐངས།

ལས་ཚན་ལྔ་པ། རྫོང་ཁའི་དག་གཞིས་དང་འཁྲིལ་ཏེ་ལྷག་ཐངས།

༥.༡ ཚིག་མཚམས་བཅད་དེ་ལྷག་ཐངས།

༥.༢ མགོ་འདོགས་དབྱངས་གསུམ་ཞུགས་པའི་རྫོད་སྒྲ།

༥.རྗེས་འཇུག་གི་སྒྲ་ཕྱིར་བུ་བཏོན་དགོཔ་དང་མ་དགོ་བའི་རིགས་ཚུ་ཁྱད་པར་ཕྱེ་སྟེ་ལྷག་ཐངས།

༥.༩ རྗེས་འཇུག་མེད་རུང་ཡོདཔ་བཟུམ་ལྷག་ཐངས།

༥.༥མིང་མཐའ་མེད་རུང་ཡོདཔ་བཟུམ་ལྷག་ཐངས།

ལས་ཚན་དྲུག་པ། བྲི་ཉིའི་རིག་རྩལ།

༤.༡ རྫོད་ཚིག་འབྲི་ཐངས།

༤.༢ དོན་མཚམས་འབྲི་ཐངས།

༤.༣ ས�្ན་ཞུ་འབྲི་ཐངས།

༤.༩ འབྲི་ཤོག་གི་རིགས་བཀང་ཐངས།

༤.༥ གློས་ཚོད་འབྲི་ཐངས།

ལས་ཚན་བདུན་པ། ཡིག་འབྲུལ།

༧.༡ ཡིག་ཆུང་འབྲི་ཐངས།

༧.༢ མགྱོན་ཞུ་འབྲི་ཐངས།

༧.༣ གཏང་ཡིག་འབྲི་ཐངས།

༧.༩ ཞུ་ཡིག་དང་ཞུ་ཚིག/བཤེར་ཡིག་འབྲི་ཐངས།

༧.༥ གན་ཡིག་འབྲི་ཐངས།

༧.༦ ཁྱབ་བསྒྲགས་ཀྱི་རིགས་འབྲི་ཐངས།

ལས་ཚན་བརྒྱད་པ།ཤེས་ཡོན་འབྲི་རྩལ།

༦.༡ལུགས་མཐུན་དང་ལུགས་ཡངས་ཀྱི་འབྲི་ཐངས།

༦.དབྱང་འཇེན་ལག་ལེན་འཐབ་ཐངས།

༦.༢.༡ཐབ་ཀར་ལུང་འཇེན།

༦.༢.༢ཚིག་སྒྲར་ལུང་འཇེན།

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ད་རྒྱབ་ཏེན་ཕོ་བཀོད་འབད་ཐངས།

ད་༣་ཀད་ཕི་དེབ་ཀྱི་རིགས་ཕོ་བཀོད་འབད་ཐངས།

ད་༣་དགའ་ནས་དེབ་ཀྱི་རིགས་ཕོ་བཀོད་འབད་ཐངས།

ལྷག་དགོ་པའི་དཔེ་ཆ།

ཨིས་པར་དུ་ལྷག་དགོ་པའི་དཔེ་ཆ།

ཀུན་བཟང་རྡོ་རྗེ། (༢༠༡༢)རྫོང་ཁའི་རྫོང་སྐུ་ངག་རྒྱུན་དག་པའི་ཁྲུས་ཆུ/ཐིམ་ཕུ/ཐོང་ལྷན་ཚོགས།

ཀུན་བཟང་རྡོ་རྗེ། (༢༠༡༥) དཔེ་གཏམ་དོན་གྱི་རྒྱན་ཆ/ཐིམ་ཕུ/ཐོང་ལ་གོང་འཕེལ་ལྷན་ཚོགས།

རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༢) རྫོང་ཁའི་བརྡ་གཞུང་སྐབ་པའི་སྒྲོན་མེ/ཐིམ་ཕུ/རྫོང་ཁ་འཕེལ་ལྷན་ཚོགས།

རྫོང་ཁ་གོང་འཕེལ་ལྷན་ཚོགས། (༢༠༡༩) འབྲུག་གི་ཡིག་བསྐུར་རྣམ་གཞག/ཐིམ་ཕུ/རྫོང་ཁ་འཕེལ་ལྷན་ཚོགས།

གཙུག་ལག་སློབ་སྟེའི་སློབ་སྟོང་ལེ་བ(༢༠༡༨)ལུང་འདྲེན་དང་རྒྱབ་རྟེན་འབད་ཐངས།ཐིམ་ཕུ།   འབྲུག་རྒྱལ་འཛིན་གཙུག་ལག་སློབ་སྟེ།

ཁ་སྐོང་ལྷག་དགོ་པའི་དཔེ་ཆ།

སྐལ་བཟང་དབང་ཕྱུག (༢༠༠༢)རྫོང་ཁ་བརྡ་དོན་རྒྱུན་འབྱེལ་བསམ་ཚེ།

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

སྤྱི་ཚེས།   ༢༢/༡༢/༢༠༡༨ །