

Petitioned Program Evaluation Form

Global Education Office

Fax #: 919-684-3083

E-mail: Please send completed form to cathy.penny@duke.edu

DATE: January 18, 2019

TO: Dr. Catherine Admay
Public Policy Studies

FROM: Amanda Kelso, Director

RE: Evaluation of Non-Approved Study Abroad Programs

Andrea Kolarova has returned from studying abroad in Bhutan through the School for Field Studies: Himalayan Environment & Society in Transition during Fall 2018. The Committee on Global Education for Undergraduates had given this student approval to participate in this program; however, the program is not on the approved list of programs normally available to Duke students.

In order to decide whether Duke students should be allowed to participate in the same program in the future, we have requested that the student bring back to Duke all course materials and syllabi of the courses he/she took overseas.

While this student was told that he/she would be given credit for the course work done, provided the grade of C- or better was received, the Committee on Global Education would like to know from you, as the DUS of the Department in whose area the student did the course work overseas, whether the course(s) are worthy of Duke credit and whether you recommend that the program be approved for Duke students in the future.

The student named above will only receive credit toward graduation once we have received an evaluation from you concerning the academic content of the program as it applies to your Department.

Please complete the attached form. Your evaluation will not affect the credit that above mentioned student will receive but will be useful to the Committee on Global Education in arriving at a decision concerning the availability of this particular program to Duke students in the future.

Thank you for taking the time to evaluate the course(s) in this program.

Petitioned Program Evaluation Form

STUDENT NAME: Andrea Kolarova
PROGRAM: SFS: Himalayan Environment & Society in Transition
COUNTRY: Bhutan TERM: FALL 2018

NOTE: Foreign Language courses can only be approved as 100 or 300. No Modes of Inquiry (CCI, STS, EI, FL, W, R) may be assigned. Students must apply for Modes of Inquiry through the Transfer Course Coding Committee.

Courses Taken:

Foreign Course Number & Title	Duke Approval
SFS 3040: Political and Socio-economic Dimensions of the Environment	PUB POL 300
_____	_____
_____	_____

The course(s) in this program appear to have similar academic standards to Duke courses. Comments?

___ YES

___ NO

The program should/should not (circle one) be permanently approved for Duke students. Please comment.

Director of Undergraduate Studies _____

Signature

Date

Director of Undergraduate Studies _____

(Please Print)

Department _____

Please complete and return this form as soon as possible to the Office of Global Education for Undergraduates, 114 S. Buchanan, Smith Warehouse, Bay 6, 2nd floor.

Study Abroad Review: _____

**Approval of Study Abroad
Transfer Credit Courses**
Duke University / Trinity College of Arts and
Sciences and Pratt College of Engineering

PETITION FORM
Please return this form to the
Global Education Office, Smith Whse, Bay 6, 2nd Floor, 114 S.
Buchanan Blvd., Box 90057, Durham, NC 27708-0057
Tel.: 684-2174 ■ Fax: 684-3083 ■ global@duke.edu

To the Director of Undergraduate Studies: Below is information about a course which is not yet part of the database of approved study abroad transfer credit courses in the Global Education Office for Undergraduates. The student listed wishes to take this non-Duke course while studying abroad and receive transfer credit (no Duke grade) upon return to Duke. Please review the attached course description, and return a copy of this memo with your recommendation of course number, area designation and course value to the address listed above. If you need further information about this course, or have any questions, please feel free to contact our office. Thank you for your assistance.

Student Name: Andrea Kolarova Major: Environmental Sciences
Phone: (828) 290-7789 Email: ajk67@duke.edu
Program: SFS: Himalayan Environment & Society in Transition Country: Bhutan
Term: Fall ; Spring ; Summer Year: 2014 ; 2015 ; 2016 ; 2017 ; 2018
Foreign Course Number & Title: SFS 3040: Political and Socioeconomic Dimensions of the Environment
Corresponding Duke Department: Public Policy Studies

This course is a: Regular course offering; Independent Study*; Internship*; Field Study*
***If the course is one of these categories, approval is preliminary, pending receipt of all documentation when student returns.**

FOR DEPARTMENT USE ONLY
STUDENTS SHOULD NOT WRITE BELOW THIS LINE

NOTE: Foreign Language courses can only be approved as 100 or 300. No Modes of Inquiry (CCI, STS, EI, FL, W, R) may be assigned. Students may apply only for the FL Mode of Inquiry through Transfer Course Coding Committee when they return from abroad.

I approve the course referenced above as the following exact Duke equivalent _____

If no Duke equivalent, use 100 (lower level) or 300 (upper level) Pub Pol 300

Area of Knowledge: (Please Circle - Maximum of 2) ALP CZ NS QS SS Credit 1

Comments:
Signature: Cedmay

Printed Name: Catherine Admay ADMS

Date: 13 April 2018

Department: Public Policy

SFS Bhutan
PSEDE Fall 2018

93+2 = $\frac{95}{100}$

Midterm Celebration of Your Knowledge!

Name: Andrea Kolarova

Date: 4.10.18

Section 1: Definitions & Identification: Please select the most appropriate answer and circle it.
(2 pts each = 30 pts)

1) Bhutan became a unified state in the 17th century under:

- ~~a. Jigme Namgyel~~
- ~~b. Thangtong Gyalpo - Iron guy~~
- ~~c. Pema Lingpa - Buddhist teacher~~
- (d.) Zhabdrung Ngawang Namgyel

2) Buddhism came to the Himalayas (and Bhutan) with the 8th century Indian master most popularly known in the Buddhist world as

- ~~a. Simba Rinpoche~~
- ~~b. Dorji Rinchen~~
- (c.) Guru Rinpoche
- ~~d. Zhabdrung Ngawang Namgyel~~

3) Which of the following is NOT a Bretton Wood's organization?

- ~~a. World Trade Organization~~
- ~~b. World Bank~~
- (c.) United Nations
- ~~d. International Monetary Fund~~

4) Which organization is the largest source of multilateral aid and development projects?

- ~~a. World Trade Organization~~
- ~~b. World Bank~~
- (c.) United Nations - Food Programme, WHO, Environmental Programme, Development Programme
- ~~d. International Monetary Fund~~

5) Which of the following indicators was created by the United Nations?

- ~~a. Gross Domestic Product~~
- ~~b. Ecological Footprint~~
- ~~c. Genuine Progress Indicator~~
- (d.) Human Development Index

6) Who established Gross National Happiness (GNH) in Bhutan? 4th King

- (a.) His Majesty Jigme Singye Wangchuck
- ~~b. His Majesty Jigme Dorji Wangchuck~~

- c. ~~His Majesty Jigme Khesar Namgyel Wangchuck~~
- d. ~~His Majesty Ugyen Wangchuck~~

7) Which of the following is not a pillar of GNH?

- a. ~~Sustainable and Equitable Socio-Economic Development~~
- b. ~~Preservation and Promotion of Culture~~
- ✓ c. Community Vitality
- d. ~~Conservation of Environment~~
- e. ~~Good Governance~~

8) In the Bhutanese culture, the original definition of development was based on:

- a. ~~Acquisition of material wealth~~
- ✓ b. Acquisition of knowledge → *combat ignorance*
- c. ~~Acquisition of farm land~~
- d. ~~Acquisition of fame and power~~

9) The highest revenue generating sector of Bhutan is:

- a. Hydropower
- b. Tourism *contribution to GDP*
- c. ~~Agriculture~~
- d. ~~Manufacturing~~

10) Political ecology...

- a. ~~Queries existing environmental narratives~~ ✓
- b. ~~Identifies political circumstances underlying environmental decisions/actions~~ ✓
- ✓ c. Can incorporate political economy as well as ecology ✓
- d. All the above
- e. ~~None of the above~~

11) The Constitution of Bhutan compels the country to maintain ___ forest cover for perpetuity

- a. ~~72%~~
- ✓ b. 50%
- c. 60%
- d. ~~62%~~

12) The size of protected areas (PAs) is ___ of all geographical area of Bhutan

- a. ~~45%~~
- ✓ b. 51%
- c. ~~60%~~
- d. ~~65%~~

13) All developmental programmes in Bhutan are screened for their adherence to the four pillars of the GNH by

- a. ~~Planning Commission~~
- b. ~~Centre for Bhutan Studies and GNH Research~~ → more academic, surveys
- c. ~~GNH Centre~~
- ✓ (d) GNH Commission

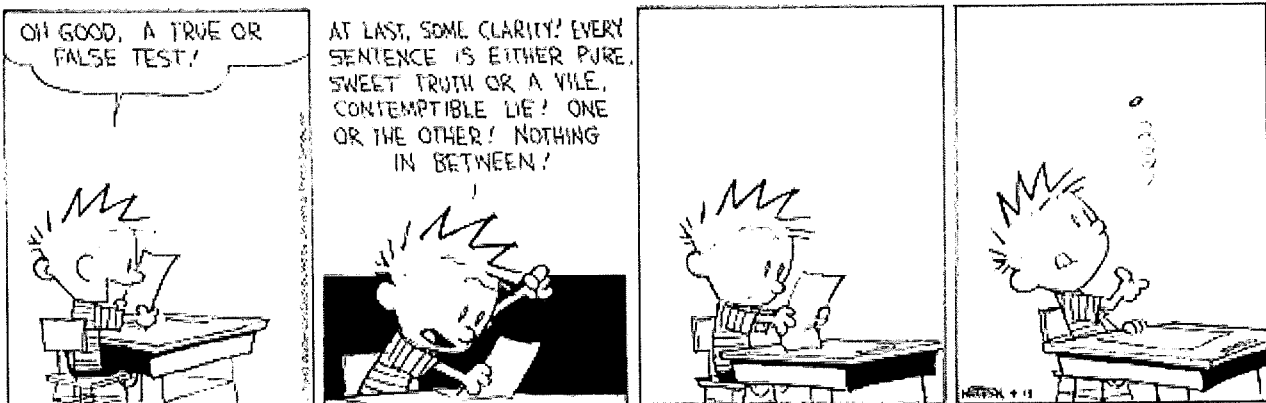
14) To derive benefits of ecosystem services of the protected areas for now and in years to come, a financial mechanism called __ was designed jointly by the Royal Government and the WWF (hint: Bhutan Ted Talk)

- a. ~~Bhutan Trust Fund~~
- ✓ (b) Bhutan For Life
- c. ~~Carbon Negative Fund~~
- d. ~~World Wildlife Fund~~

28
30
✓. good!

15) Development is inherently...

- ✓ (a) Political
- b. ~~Technocratic~~
- c. ~~Altruistic~~
- d. ~~Managerial~~
- e. ~~All of the above~~ — Also OK.



Section 2: Short Answer: Please answer **5 of the following 7** questions. You may write full sentences or use bullet points as long as you are clear and legible. If more space is needed, clearly label and continue on an extra sheet. (6 pts each = 30 pts)

1) What is a *Beyul*? What is its role in environmental conservation?

5
A Beyul is a tract of sacred/holy land. It can be large, even the size of a whole country. In the Bhutanese context, denoting an area as a beyul has conservation benefits - polluting, exploitive, or other unsustainable actions are displaced from the site. A Beyul, while primarily a religious concept, can therefore be used to protect land.

- Concept introduced by Guru Rinpoche in the 8th century.

2) Provide a 1-2 sentence definition of political ecology. According to Robbins (2012) what is an example of apolitical ecology?

3) What is 'Middle Path of Development'? How does it relate to sustainable development?

6
The Middle Path is the in-between of two extreme ends. For example: living a balanced life instead of one of lush extravagance or one of lacking and suffering. There are competing views in environmental conservation and management. At one end, there is a deep ecology view where nature is to be preserved for its inherent value, sans people. The other extreme is anthropogenic and technogenic - believe the Earth is inert and therefore exploitable, or at least that technology can always "save" Earth and humanity. Sustainable development is between extremes: it balances economic, political, development, and environmental goals all at once.

Key in studying or understanding environmental narrative is to recognize ^{is heard:} one's role whose voice and story is being told. What is the language that is being employed?

4) What is an "environmental narrative"? Illustrate with one example from Bhutan, and one from your own country. For each example, give one beneficial and one negative effect the identified narrative has had on the environment.

An environmental narrative is the historical, religious, political, and cultural context that is the background to how people interact with, make decisions about, and form relationships with the environment.

North Carolina was the birthplace of the US Environmental Justice Movement. Because of European colonialism, slavery, and prejudice, marginalized groups such as the Native Americans and African Americans still experience residual and institutionalized discrimination. The negative effect of this narrative is that these marginalized groups have been pushed to the most undesirable lands - places with bad soil or proximity to industrial/hog farm areas full of toxic waste and chemicals. However, this narrative is responsible for the wealth of natural history, local medicine, and traditional farming practices known by these people groups. The historical and current day injustices also spurred the environmental justice movement that has swept across the whole country, protecting people and the sanctity of the environment they live in.

5) What distinguishes eco-tourism from nature tourism? List one benefit and one challenge experienced by the local community of the place due to tourism.

Nature tourism brings outside visitors into a country to see and experience nature - through hiking, bird-watching, or other activities. This attitude makes nature "consumable." Eco-tourism is different in that it also considers conservation issues, sustainability, and wildlife preservation. This kind of tourism benefits nature, instead of just exploiting it. Good!

The tourism industry has brought considerable wealth to Bhutan. It creates jobs and income, and encourages the long-term preservation of culture and nature. One challenge is that tourists - especially regional tourists - bring in a lot of trash and pollution into the country and Bhutan does not have the infrastructure to deal with it.

6) What is the role of the National Environment Commission (NEC) in environmental governance in Bhutan? List one reason why the NEC being a commission is advantageous (over a sectorial agency for example).

The National Environment Commission (NEC) is responsible for maintaining the Constitutionally-demanded and 2007 National Environmental Protection Act-mandated values. The commission consists of individuals ranging from Prime Minister to civil society representatives. The purpose of NEC is to maintain environmental governance in Bhutan in accordance to its values. One benefit of NEC being a commission instead of a sectorial agency is the mixing of agendas, backgrounds, and view points. People from varied ties and agencies work and discuss together to make decisions that please different sectors of government/authority and their goals (it is more holistic and not single-minded).

42

28
30

7) "GNH, in other words, can be understood as functional in the historical context of modernization as a basis for policy formation rather than as an expression of high moral Buddhist values. It is this dimension, rather than the Buddhist dimension, that makes GNH significant for non-Buddhist societies" (Mancall 2004). Your comment.

Section 3: Short Essay: Chose one from the three questions below. Be sure your essay contains a title, introductory and concluding paragraphs. If you continue on another piece of paper, number the pages clearly and write your name on top. (40 pts)

★ **I.** In your opinion, what are some of the benefits and limitations of using faith or religion in nature conservation? Drawing from class lectures and field visits to sacred landscapes, explain whether such belief systems are sustainable and suitable in a quickly secularising world. In the context of political ecology, does this cultural/religious-faith based approach help or hamper efforts towards addressing environmental issues?

II. At the beginning of the term, each of you wrote about what 'development' meant for you. Have your thoughts on development evolved since? If so, how? If not, explain. Why do we need data for development? Define what you mean by development in this case, give three reasons for how/why data is useful to development, and then explain what else we need to know about data for it to be meaningful, including any limitations, with reference to GDP or any other indicator of your choice.

III. The Constitution of Bhutan compels the State to "promote those conditions that will enable the pursuit of GNH." Write your views. Be sure to include your views on this in the context of Foucault's Governmentality.

Andrea Kotarava (1)

Having Faith in Nature Conservation ✓

Bhutan is in a unique position in terms of religion and the environment. No other country can boast such a homogenous following of Buddhism and a vast amount of protected area. Environmental policies have been greatly shaped by Buddhist values such as compassion. The benefits of using faith to drive conservation are tangible and overwhelmingly positive, but using this approach does have some challenges and drawbacks. ✓

One drawback of using faith/religion to drive nature conservation is that nature is not given inherent value or importance separate from the value it brings in religion. Instead of respecting plants, animals, and resources as important and amazing things, they are protected because they house deities. People will also not destroy or pollute because they are afraid of offending deities and fear retaliation - not because they necessarily care about nature itself. ✓

A second danger is the secularization of the world. As more people stop being religious, the holiness of key and beyl will be lost. Then, the land and resources they were protecting will be at risk of exploitation. Because wildlife and land were respected as vessels of faith, they will lose protection with the loss of religion. However, despite these challenges the environment will likely remain protected. ✓

In the context of political ecology, cultural/religious-faith based approaches have helped environmental issues. Concrete governmental laws and decision have been made to protect the environment due to these influences. Because of the cultural and religious value wildlife and land have, 60% of forest has been constitutionally mandated to be preserved in perpetuity. In spite of the secularization of the world, this will remain. Religion and faith have driven decisions with values that are sustainable and forward-thinking. Countries unconcerned with religious values make short-term decisions or are driven by concepts like GDP, which can be detrimental to the environment.

Additionally, when we visited sacred landscapes as a class, I could feel and recognize their importance and sacredness of those places despite not being

Bonus: Please write the names in each *Dzongkhag* below. Every correctly labeled *Dzongkhag* = .5 pt



(cont. of essay...)

Andhra Kolamava (2)

Buddhist. This goes to show that even as people become more modern and not identity with the culture, they are still valuable. Laws for ~~conservation~~. All people have morals and some identify places where harmful actions are inappropriate. ✓

Despite the philosophical concerns and the challenges posed by a changing society, the use of cultural and faith-based approaches is a positive and effective conservation measure. Concrete governance and laws with values are produced from a religious background, preserving the environment for future generations. Despite changing viewpoints, sacred sites still hold their effectiveness. Overall, these approaches help environmental conservation. ✓ Good!

37/40

SFS Bhutan
PSEDE Fall 2018

96
150

Final Celebration of Your Knowledge!

Name: Andrea Kolarova

Date: 11.10.18

Section 1: Definitions & Identification: Please select the most appropriate answer and circle it.
(2 pts each = 20 pts)

1. Which forest act of Bhutan nationalized all forests in the country (all forest areas became state property)
 (a.) Forest Act of 1969
 ~~b.~~ Forest Act of 1974
 ~~c.~~ Forest Act of 2005
 ~~d.~~ Forest Act of 2010
2. Guru Rinpoche came to Taktsang
 ~~a.~~ Riding on a dragon
 ~~b.~~ Riding on a Garuda
 (c.) Riding on a tigress
 ~~d.~~ Riding on a snow lion
3. Problems of scale are ___ to environmental governance
 ~~a.~~ irrelevant
 (b.) intrinsic
 ~~c.~~ inconsequential
 d. immaterial
4. ___ is the flow of people, commodities, capital, images, and ideas that characterizes the contemporary world
 ~~a.~~ Trans-boundary migration
 ~~b.~~ Tourism
 (c.) Globalization
 ~~d.~~ International Conference
5. The current Government is the ___ democratically elected Government for Bhutan
 ~~a.~~ 1st
 ~~b.~~ 2nd
 (c.) 3rd
 ~~d.~~ 4th
6. The process of extending the logic of free market capitalism, removal of trade barriers, and reducing government spending on public services like health and education would best be described as:
 (a.) Political Economy
 (b.) Neoliberalism ✓
 ~~c.~~ Realism

- ~~d. Hegemony~~
- e. None of the above

7. Which of the following is not a function of environmental NGOs?

- ~~a. To inform policy~~
- (b) To legislate environmental laws
- ~~c. To mobilize public opinion~~
- ~~d. To monitor and assess~~

8. The use of environment and resources to meet the needs of the present without compromising the ability of future generations to meet their own needs is

- ~~a. Mindfulness~~
- ~~b. Intelligence → this too~~
- (c) Sustainability
- ~~d. Greening~~

9. The Constitution of Bhutan, drafted in __ compels each Bhutanese to be a trustee of their environment under Article __.

- ~~a. 2009; 5~~
- (b) 2008; 5
- ~~c. 2010; 5~~
- ~~d. 2008; 1~~

10. The population of Bhutan according to the 2017 Population and Housing Census of Bhutan is

- (a) 735,553
- ~~b. 681,720~~
- ~~c. 820,310~~
- ~~d. 850,900~~

$\frac{18}{20}$ good!

Bonus Q – 1 pt

How many women were elected to the position of government minister by the newly elected Government?

- 1. 1
 - 2. 2
 - 3. 3
 - (4) 4
- 1 - currently serving
5 - total → 204 elected?

5 women contested (from the winning party) - 5 won
So all became MPs (Members of Parliament) but
only one (again) was made a minister, 2 much
to my disappointment! :-)

Section 2: Short Answer: Please answer **4 of the 6 following** questions. You may write full sentences or use bullet points as long as you are clear and legible. If more space is needed, clearly label and continue on an extra sheet. (6 pts each = 24 pts)

1) Explain the socio-economic theory 'Tragedy of the Commons'. Who propounded it? What are the two principal options suggested to resolve the tragedy?

"Tragedy of the Commons" is a concept propounded by Harding in 1968. It basically states that when a resource is shared openly ("the commons"), then people will exploit it in their own self-interests instead of thinking about the common good or sustainability. For example, if a pond full of fish is shared by a whole village, then each villager will want to fish as much as they can because the food feeds their family and any extra can be sold in the market. Because the villagers are looking out primarily for themselves, they will quickly deplete the pond of any fish. Two principle options suggested to resolve the tragedy are socialism or privatization.

5

or
external governance, so, govt. regulation

2) What are the three common problems in the politics of scale literature?

23
24

3) Why is scale an important concept in environmental governance?

4) How is Governance different from Government? Give two characteristics of Governance.

• Governance - the ability of one entity to influence or coerce another entity through legislation, mandates, monitoring, etc. (cooperation through networks) ✓ good!

> Characteristics:

1. Governance is broader than government; it often includes multiple scales and governments ✓

2. Governance can include non-governmental entities ✓

6 • Government - cooperation through hierarchy; state/nation, democracy, legitimacy/mandates, etc. ✓

✓ good!

5) What is ridam and ladam? What is its purpose?

- Ridam is the closing off of mountain tops from human activity or development. ✓
- Ladam is the closing off of mountain passes / ridge lines to human activity or development. ✓
- Both of these concepts have pre-Buddhist and Buddhist significance. Pre-Buddhist animism and fear of nature led to the reverence of places like mountain peaks and passes. Buddhism encapsulated and tamed these beliefs so that these geographic areas are places of holiness or the homes of deities. Ridam and ladam are part of Bhutan's cultural and environmental narrative - some-time easy to over-simplify. ✓

✓
✓

6) Is there such a thing as ^a 'the wrong kind of interdependence'? If so, explain with an example.

Yes, there is a wrong kind of interdependence. With the world's history of colonialization and globalization, there is an inequality of power and distribution of burden. While the terms global "South" and "North" are phasing out, they can be used to describe the wrong kind of interdependence. For example, the costs within the banana market chain are unfairly distributed. Workers get a minuscule fraction of the price the banana is sold at market in the global north. Even plantation owners only get a slightly higher percent. It is the people transporting, storing, and selling the banana that retain most of the price. Because of the trade rules and dynamics, unequal power distribution, and "Northern" influence on the global South, 90% of the revenue of the banana chain stays in the North. The worst part is that the majority of the risk is contained in the South.

✓
✓

Section 3: Short Essay: Chose two from the three questions below. Be sure your essay contains a title, introductory and concluding paragraphs. If you continue on another piece of paper, number the pages clearly and write your name on top. (28pts each = 56pts)

I. From Karma Phuntsho, one of Bhutan's foremost scholars, you heard that Bhutan is a country in transition. In your view, what aspects of the Bhutanese way of life today support this statement? What are your suggestions for how Bhutan should develop based on its history, resources, and development trajectory? Make references where possible to reading materials and lectures/guest lectures from the term.

II. *I do not want my house to be walled in or my windows blocked...I want the cultures of all lands to be blown about the house as freely as possible. But also I refuse to be blown off my feet by any.* (Gandhi, Young India, June 1, 1921)

Would what Gandhi said nearly a century ago resonate as a plausible scenario in the context of today's economic globalization? Can one 'refuse to be blown off' one's feet by the powers of change that our 'interdependence' to each other bring?

III. We are all citizens on spaceship earth, and as one of SFS-UWICER-BES's top students and future UN Secretary General, you have been asked to demonstrate your knowledge of environmental management strategies and political ecology surrounding Bhutan's endeavour to develop sustainably. Choosing one theme: development; commons governance; hydropower; happiness; or environmental conservation, demonstrate your ability to make a critical analysis of the selected theme. Do not forget to identify strengths and weaknesses and to set Bhutan's aspirations in context of global and international development trajectories.

IV. "The new secular scientific worldview promoted by modern education reduces nature to its material and chemical parts and processes and shuns the belief in supernatural forces as superstitions. It removes the non-human in nature and gives people the centre stage to deal with nature" (Phuntsho 2013: 590). Recalling your discussions on the Anthropocene and our class on 'scales,' express your thoughts on "this process of translation" which describes "the practices performed within the context of one worldview from the perspective of another one...effectively erasing the actors' perceptions of their environment" (Kuyakanon 2014:191).

I: Country in Transition

Intro ✓

Aspects:

- urbanization ✓ -youth ✓
- western influence ✓ -hydropower ✓
- waste ✓ -govt changes ✓
- education ✓

Development suggestions:

- values
 - Buddhism
- History Resources Trajectory

References:

- RSPN, WWF, ICIMOD ✓
- Karma Phuntsho → globalization
- Kencho → hydropower
- 5YP, GNH, Constitution ✓

Conclusion ✓

II: Gandhi's Quote

Intro

Context of economic globalization
-no impermeable fortress

Blown off due to interdependence

-displacement

Conclusion

(I) Bhutan in Transition: The Good, the Bad, The Dangerous (5)

✓ Bhutan is a country in transition. It is in a unique position of having only relatively recently opened itself to the global community. Tourism began in 1974 with 274 tourists; now tourism encourages hundreds of thousands of regional and international visitors, contributing significantly to the GDP. TVs were introduced a few decades ago; now almost every shop in Paro town has one. The Constitution of Bhutan was put into practice in 2008, further shifting a rapidly decentralizing monarchy into a Democratic Constitutional Monarchy. The 2018 election was only the 3rd national election to date. With so many changes occurring, Bhutanese lifestyles are transitioning and further development should be considered with Bhutan's unique narrative in mind. ✓

The Bhutanese way of life is changing rapidly. There is a strong urban migration, especially among the youth. Young Bhutanese are typically better educated than previous generations and have better English proficiency. There is less interest in farming and more interest in government jobs. There is also a growing taste for consumer goods and a "Western" way of life - influenced by access to TV advertising and social media and evidenced by changes in dress and music preferences. Waste is a huge visual indicator of how waste management systems have not caught up to the appetite for consumer goods in Bhutan. Roadsides, hiking trails, and cities are littered with garbage. Dumps have been used past capacity, so illegal dumping is common. ✓

Many development aspects are good improvements. The education system is improved and more valued than previously. Road access, health services, and welfare have also improved. Ashi Kunzang Roder spoke about the improved roles and respect for women because of new marriage legislation and RENEW (although improvement still have to be made!). Bhutan has explored the prospects of hydropower and invested in this renewable energy source. It is an arguably environmentally friendly business venture that is creating jobs and generating significant amount of the GDP for Bhutan. ✓

Going forward, it is important to realize the values of Bhutanese culture in the face of development. Values stem from the pre-Buddhist and Buddhist belief systems. These spiritual beliefs have shaped environmental policy and legislation. Gross National Happiness (GNH) is a development indicator first described by HRH 4th

King as "development with values." These values include good governance, environmental conservation, cultural preservation, and development. Accounting for the health and happiness is vital for Bhutan to retain their way of life and their values without being swallowed alive by westernization.

As Bhutan moves forward, the consequences of changes must be weighed. This can be done by the GNH Committee, which screens outside NGOs and development projects for alignment with national values. RSPN, The Royal Society for the Protection of Nature is one example of an organization working to protect the environment for every trustee. It is important to also work with international NGOs like the World Wildlife Foundation because it connects Bhutan with more expertise, resources, and the global community. Coca-Cola is one of few big-name brands that have come into Bhutan. I suggest that a strong adherence to cultural and religious values is maintained while development continues. Bhutan should not be barred from the luxuries and lifestyle/health improvements of the modern world, but it should be closely monitored.

Vipul (27/12/18)

II

Howling Winds of Economic Globalization on the House of Bhutan ✓

What Gandhi describes in his 1921 quote is a difficult duality of openness and resistance to influence. What he means is that he does not want to "wall" himself off from the different and diverse cultures of the world. At the same time, he wants to remain rooted in his own culture and belief system. He is striking a balance between being exposed to different ideas and not being swayed. Nearly a century later, this quote is keenly applicable to the transitions occurring due to economic globalization. ✓

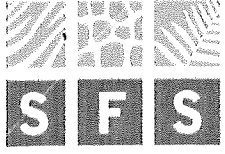
No country or state is an impermeable "fortress." People, ideas, diseases, commerce, and more are crossing borders, even if there is resistance. In extreme cases like in Bhutan's northern neighbor, China, access to social media continues to occur even when it is illegal. Bhutan has also entered the global markets through the consumption of products such as Coca-Cola, "Supreme" fashion, and social media. Bhutan is also participating in global markets through the export of hydroelectric power and Bhutanese goods such as beer (from the Namgay Artesian Brewery) and honey (from the Sakar Beekeeper's Co-operative). ✓

We have learned in all classes at SFS that we are interconnected. Our interconnectedness and interdependence has brought about change, but Bhutan has not been "blown off" its feet. Bhutan has retained much of its national identity by baring windows and building walls. The Driqlam Namzha, GNH, and resistance to international cooperations such as Starbucks has decreased the amount of "wind" blowing in the house of Bhutan. The difficulty in the future will be to continue to stay strong against the forces of economic globalization. This may come in defiance with the wants of younger generations that are heavily influenced by western culture and patterns of consumption. ✓

Today, Bhutan stands like Gandhi. But there is a wind of economic globalization howling outside. In order to stay on its feet, Bhutan must resist some changes knocking at the front door and be selective about what to let in. Following Buddhist and Bhutanese values that are written into the

Constitution and valued by the Royal Family will help.
The danger lies in opening up the floodgates and
allowing change in to knock over Bhutanese culture.

28
28



THE SCHOOL
FOR FIELD STUDIES

**Political and Socioeconomic Dimensions
of Environment
SFS 3040**

**Syllabus, Fall 2018
Kuenga Wangmo, PhD**

Office Hours: By appointment

The School for Field Studies (SFS)
Himalayan Environment and Development Studies
Bhutan

Course Overview

Bhutan is internationally known for its development concept of Gross National Happiness (GNH). GNH is the guiding principle of development in Bhutan and is understood to have four pillars: sustainable and equitable socioeconomic development, environmental conservation, cultural promotion and preservation, and good governance. The Buddhist principle of The Middle Path, integrating people and nature as well as traditional knowledge and modern science, is at the core of the country's development approach and practices. Sustainable management of natural resources, including soil, water, biodiversity and minerals, is critical for Bhutan, as these resources are fundamental to the national identity as well as the economy.

In 2008, Bhutan's government shifted from an absolute monarchy to a constitutional democratic monarchy, part of a longer trend of devolution of authority from an absolute monarch to the people and communities. Since the majority of the population reside in rural areas, sustainable management of natural resources is critical for achieving the dual goals of rural development and biodiversity conservation. In this course, we examine the socio-cultural, political, and economic dimensions of Bhutan's approach to development, with a focus on environment. We will use the interdisciplinary lens of political ecology to frame lines of inquiry and define research questions on the nature-society nexus.

In this course, we focus on human interactions with and impacts on local natural systems, and vice versa. By using Bhutan as an example, the course provides a conceptual framework for understanding how nature-society interactions, such as agriculture, natural resource management, biodiversity conservation, and rural development shape both the natural landscape and the social and economic conditions in rural and urban areas. Because these interactions can be simultaneously social, cultural, economic, and ecological, holistic critical thinking is essential to understand these systems to enable us to propose solutions that make sense. The course provides the conceptual and practical skills and tools to critically examine and assess the human-environment nexus in the field. We also consider the theories and ethics of sustainable and unsustainable development and the need to view these issues in ways that are inclusive and just.

Learning Objectives

The objective of this course is to provide students with a learning experience in which they can gain deep understanding of a set of locally relevant topics and their wider resonance through the application of field observations and development of analytical skills. Classroom and field lectures will provide core concepts and tools for inquiry, while field exercises will reinforce concepts and present students with opportunities to apply their knowledge and tools to real problems.

In this course, students should be able to:

- 1) Describe key actors and events in Bhutan's history and environmental policy development.
- 2) Understand and apply multi-disciplinary concepts related to rural development, conservation, and national development to Bhutan.
- 3) Identify challenges and opportunities in The Middle Path approach to development.

- 4) Connect culture to society and both to the natural landscape. Understand and critically evaluate the role of economics, politics and culture in environmental issues including climate change.
- 5) Clearly communicate what they have learned through analyses and explication.
- 6) Employ an array of social science research methods for field research and data handling.

Assessment

Our goal is to conduct ongoing assessment of student learning throughout the course, and provide timely and constructive feedback. Some assignments encourage students to work together, to share ideas, and knowledge. This allows students to take advantage of the range of backgrounds within the group. Assessment will be conducted on an individual basis, unless otherwise stated. The final course grade will be based on the following assessment items.

Assessment Item	Date due	Value (%)
Active participation	Continuous	15
Discussion section lead	Varying	20
FEX 2: Religion and Environment		10
FEX 3: Mapping Livelihoods		10
Midterm exam	95%	15
FEX 4: Scaling Environmental Governance		10
Final exam		20
TOTAL		100

In addition to the above, there will be several Field Exercises that are not individually assessed, but engagement will contribute toward active participation assessment.

Active participation

During this program we will travel through many rural communities and eco-regions. We expect that you will be an *active observer*, constantly observing the landscape, livelihoods, and culture and *participating in discussions* regarding these observations. Active participation includes constructive engagement with the full range of course activities, respectful awareness of our cultural context, and responsible behavior as a group member who is involved in others' learning.

Discussion Section Lead / Student Led Discussion (SLD)

This course has a strong emphasis on critical thinking and discussion of different theories and concepts. Many modules will end in a discussion section, led by a small group of students. You will be asked to provide two short readings for the class based on that thematic topic, make a short presentation on a related topic, moderate the discussion section and deliver a short peer-reviewed essay. The objective is for students to sharpen their presentation abilities, powers of observation, critical thinking, and to connect concepts to realities. Students will be assessed for their ability to clearly articulate concepts and their thoughts in writing, to notice discrepancies between claims and realities, and to stimulate critical discussion.

Discussion section topics: pick of five

(1) Development, (2) Gross National Happiness and The Middle Path (3) Tourism, (4) Agriculture, (5) Anthropocene

FEX 1. Embodying Cultural Landscapes

Here we are introduced to the significance of cultural landscapes and experiential ways of moving through them. Students will walk to and visit pilgrimage sites in Thimphu valley, including Tango Monastery and Pangrizampa College of Astrology. You will learn about the intimate relationships between symbolism, 'divine calculations,' and the physicality of bodily practices and reflect on experiences of immersion and non-textual ways of reading or mapping a landscape. We also ask what do maps conceal as they reveal?

*reading: *Allison (2015)*

FEX 2. Religion and Environment – Research Methods in Social Science (Semi-structured Interviews)

We will build our field data collection skills by conducting semi-structured interviews in small groups with monks at the Sangchhoekhor Buddhist College in Paro. Students will seek to understand the relationship between Buddhism and the natural environment. What are some of the philosophies/thinking behind their views? How strong are the beliefs/views and are they changing with time? Students will review the data collected and revise questions for future qualitative research.

*reading: *Karmapa (2011)*

FEX 3. Mapping Livelihoods

We will geolocate ourselves, explore the local area, note development indicators and examine changes in the landscape and livelihood strategies based on proximity to town. In small groups, students will survey routes and create a rough map of land use and livelihood strategies and note the ways that these change in relation to proximity to Paro. Students will learn basic mapping skills and alternative ways to approach mapping as a geographical tool. What are some of the roles played by mapping in conservation and development initiatives?

*reading: *Paro Dzongkhag Profile, RGOB (2014)*

FEX 4. Scaling Environmental Governance

Working in small groups, we will examine environmental governance structures within a chosen study context, tracing resource use through multiple usage and governance scales. Students will design an instrument for understanding the multi-scalar nature of environmental governance and carry out informal interviews/meetings to ground-truth parameters and gather data. This small group project requires planning, field work and data evaluation. Each student will write a short summary on an aspect of the assessment, and these will be compiled in a group report. Students will be assessed for their ability to work together as well as to describe the pathways and processes of governance and visually conceptualize the scalar nature of environmental governance.

*reading: *Penjore 2008, Penjore & Raptan 2004*

FEX 5. Life Cycle Assessment

We will visit an industrial estate in southern Bhutan to understand the processes involved in the production of a consumer product. Observe and record how and where the raw

materials are sourced from, what goes into the production and processing of the product (input), and what happens to the product produced. The aim of the visit is to follow an everyday product from its inception to its end in order to appreciate its carbon footprint.

reading: *Goleman (2009)

FEX 6. Wildlife Documentary – discourse analysis – (screen BBC Tiger documentary)

The wildlife film industry is big business. What is the role of media in conservation? What are the cultural productions of nature evident in programming, and what are the politics of representation? We engage in a discourse analysis exercise to address these questions.

Grading Scheme

A	95.00+	B+	86.00 – 89.99%	C+	76.00 – 79.99%	D	60.00-69.00%
A-	90.00 – 94.99%	B	83.00 – 85.99%	C	73.00 – 75.99%	F	59.99 to 0.00
		B-	80.00 – 82.99%	C-	70.00 – 72.99%		

General Reminders

Readings: You are expected to have read all the assigned articles prior to each class, and can expect to be tested on required reading. All readings are available as PDFs. Readings may be updated or changed during the course of the semester.

Plagiarism: Using the ideas and material of others without giving due credit is cheating and will not be tolerated. A grade of zero will be assigned if anyone is caught cheating or aiding another person to cheat actively or passively (e.g., allowing someone to look at your exam). All assignments unless specifically stated must be individual pieces of work and follow academic conventions of citation and referencing.

Deadlines: Deadlines for written and oral assignments are instated for several reasons: They are a part of working life to which students need to become accustomed and promote equity among students. Deadlines allow faculty enough time to review and return assignments before others are due. Late assignments will incur a 10% penalty for each day that they are late. No assignment will be accepted after three days. Assignments will be handed back to students after a one-week grading period.

Participation: Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while at SFS. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises, and simply get involved.

Course Content, Lectures

L lecture and discussion

GL guest lecture

- FL field lecture
- FEX field exercise
- D discussion
- DR directed research.

Readings in ***bold** (with asterisks) are required; others are optional supplementary reading. Note that syllabus may be subject to changes, do remain adaptive and flexible!

Syllabus – PSEDE – Fall 2018		
Introduction - Sense of Place		
Course Overview	L	
✓ What are some approaches to understanding environment, society and development in Bhutan? Here, we review the syllabus, course topics, learning objectives, and assignments. Students fill up a short questionnaire		*PSEDE Syllabus
A Country in Transition	GL	Dr. Karma-Phuntsho
✓ We begin our course with a lecture from one of Bhutan's foremost historians on why and how Bhutan is a country in transition. The place of tradition in contemporary Bhutan, how developed Bhutan considers itself and what the road ahead looks like for the country will all be explored		*Phuntsho 2013, pp. 565-599
FEX 1: Embodying Cultural Landscapes	FEX	
✓ Here, we are introduced to the significance of cultural landscapes and experiential ways of moving through them. Students will walk to and visit pilgrimage sites in Thimphu valley, including Tango Monastery and Pangrizampa College of Astrology		Allison 2015, pp. 197-226 Kuyakanon & Gyeltshen 2017, pp. 8-25 https://en.wikipedia.org/wiki/Tango_Monastery
Terrain, Religion, and Sovereignty	L	
✓ Setting an historical foundation for understanding Bhutan today, we will discover key people, events, concepts, and processes. How have governance structures and processes evolved, and in what contexts?		*Phuntsho 2013, pp. 365-395 595-599
Ecology in Spiritual Writing	L	
✓ We will read a translation of a 14 th century poem about Bumthang, a district in central Bhutan, by the Tibetan Buddhist master, Gyalwa Kuenkhen Longchen Rabjam. How physical landscapes/environment aid the development of spirituality will be explored as we appreciate the role of poems as repositories of ancient landscape information		Ura 2016, pp. 35-64
FEX 2: Buddhism & Conservation	FEX	Refined Questionnaire
✓ The objective of this FEX is to ascertain how Buddhists regard their place in the world vis-à-vis nature. What are some philosophical arguments supporting their beliefs. Students will interact with the monks of Sangchhokhor Buddhist College and will be gently introduced to the semi-structured interview method of social science research.		*Kuyakanon 2014, pp. 183-205 Allison 2015, pp. 197-226

Introduction to Mountain Development		
The Himalayan Dilemma and Political Ecology	L	
What is the Himalayan Dilemma? What is THED and why do narratives matter? Here the subdivision of political ecology and its relevance to understanding environmental problems is introduced.	✓	*Robbins 2012, pp. 11-24 Orlove 2016, pp. 227-242
Dev I: Promises and Realities	L	
We examine just what is (and was) meant by (international) Development, its history, and trajectories.	✓	*Mancall 2004, pp. 1-50 *Rist 1997, pp. 1-24 Cowan & Shenton 1995, pp. 27-43 Peet & Hartwick 2009, pp. 1-19
Dev II: Development Indicators: a brief introduction	L	
What is the history of development indicators, and how have they come to matter so much? Using key critical concepts, we will attempt to deconstruct development indicators as a social construct with dramatic implications	✓	Gupta 2010 (13-16) Crewe & Axelby 2013 (88-106)
FEX 3: Mapping Livelihoods	FEX	Map
We will explore local areas, note development indicators, and examine changes in the landscape and livelihood strategies based on proximity to town. In small groups, students will survey routes and create a rough map of land use and livelihood strategies and note the ways that these change in relation to their proximity to Paro town.	✓	*Paro Dzongkhag Profile, RGOB
Critiques of Development and Alternatives	SLD	Group Essay
What are some of the problems with 'development?' You are to look at alternative definitions and readings of development. You will be asked to provide two short readings for the class on the theme Alternative Development. Make a short presentation on a related topic, moderate the discussion section and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.	✓	Peet & Hartwick 2009 (197-239)
Gross National Happiness and Development		
Development Indicators: GNH Index	L	
How does Bhutan's development compare to the rest of the world? We will take an in-depth examination of the GNH Index to explore how it evolved, what it has demonstrated thus far, and its importance in Bhutan.	✓	Ura, Alkire, Zangmo, & Wangdi 2012 Boniwell 2017 (1-20) Short Film: Tshering Tobgay TED Talk
The Middle Path and GNH	L+EX	
What is meant by the Middle Path of Development and how does this relate to GNH? How developed does Bhutan consider herself within the GNH framework? Students will go use parts of the latest GNH Survey Questionnaire in a classroom exercise	✓	*NEC (1998), (2016) SNDP 2013
Political Economy of Conservation and Development		
EIAs and Himalayan Hydropower	L	Mr. Kencho Tshering

We'll learn about the EIA process and discuss why it is important in context of Himalayan hydropower development. What are the political economic roles of regional actors in the development and function of Bhutan, and Bhutan's role in regional and global development?	✓ •	*McCullough 2017 *Hayden 2015
Punatsangchhu Hydropower Plant Visit	FL	PHPA
We will travel to Punatsangchhu hydropower plant and learn about its history and inner workings	✓ •	
Tourism – Eco-tourism	L	
What are the challenges and opportunities offered by tourism to various stakeholders? What is eco-tourism in the Bhutanese context? What is the place of culture and the natural environment in tourism?	✓ •	RGOB 2012 RSPN 2017
GNH – A lived experience	SLD	Group Essay
You will be asked to provide two short readings for the class on the theme, GNH and Development. Make a short presentation on a related topic, moderate the discussion section, and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.	✓ •	*Phuntsho 2013, pp. 595-599 Ask for reading leads if necessary
Tourism – A double-edged sword?	SLD	Group Essay
You will be asked to provide two short readings for the class on the theme, Tourism. Make a short presentation on a related topic, moderate the discussion section, and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.	/ •	
Environmental Governance in Context		
Environmental Governance in Bhutan	L	Mr. Thinley Namgyal
We learn about issues involved in natural resources / protected areas governance in Bhutan. How to balance conservation and development? What are the trade-offs?	✓ •	*NEC 2016, pp. 1-29, 49-57
Role of international community in environmental governance	L	Dr. Nawang Norbu
What comprises global environmental governance, and what are some of the roles played by the international community, NGOs, development partnerships and civil society?		TBC
Scaling Environmental Governance	L,D	
How does the level at which you examine environmental perceptions and policies impact your perception of them? How does this impact our ability to tackle pressing issues?	✓ •	Robbins 2012, pp. 49-81 Neumann 2009, pp. 398-406
FEX 4: Scaling the Environmental Governance	FEX	Group Report
Working in small groups, we will examine environmental governance structures within a chosen study context, tracing resource use through multiple usage and governance scales. Students will design an instrument for understanding the multi-scalar nature of environmental governance and carry out informal interviews/meetings to ground-truth parameters and gather data. This small group project requires planning, fieldwork and data evaluation.	✓ •	Penjore 2008, pp. 66-87
Mid-Term Exam	✓	15% of Total Grade
Development Histories of Local Landscapes	GL	Mr. Fritz Maurer

Oct. 4th

A lecture from a local resident and entrepreneur for an understanding of local development and livelihood histories		*Helvetas (2015) 40 Years On film.
Debates in Climate Change Discourse	SLD	Group Essay
You will be asked to provide two short readings for the class on the theme of Climate Change. Make a short presentation on the debates in Climate Change Discourse, moderate the discussion section and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.	✓	
Economics of Sustainable Development		
Caterpillar Fungus and Sustainable Development	L	
What is "summer grass, winter worm" and what has its role in Bhutan's regional economic development been? What are unanticipated environmental, political, and economic consequences of marketisation, and how are they being addressed? How do national-level policies play out on the ground?	✓	Wangchuk & Wangdi 2015
Sustainable Development and its Costs	FL	
In this field lecture, we will visit three small enterprises and learn about development initiatives in the valley. How is Paro developing sustainably? What are the challenges?	✓	Mr. Karma Penjore (mushrooms) Mr. Tashi (yoghurt) Mr. Dorji Gyeltshen (craft beer)
Sustainable Development Trade-Offs?: Mechanisation and Technologies in Agriculture	FL+GL	
What does the mechanisation of labour mean for sustainable development, and what are the resultant gains and losses to environment and human wellbeing? We embark on a field lecture in Paro to see technological transitions in progress.	✓	*White, Jr. 1967
Mechanisation in Mountain Agriculture	SLD	Group Essay
You will be asked to provide two short readings for the class on the theme of Mechanisation in Agriculture. Make a short presentation on a related topic (e.g. food security, technology and farming, etc.), moderate the discussion section, and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.	✓	
The Environment in a Consumerist World		
Globalization, Production Chains, and Life Cycle Assessments (LCA)	L,D	
What is globalization, how does it influence the environment and economies, where are we positioned in the production chain, and what might our roles be as producers and consumers? How 'green' is green?		*Kopnina 2017, pp.24-33 Goleman 2009
FEX 5: Life Cycle Assessment	FEX	Individual Reflection Paper
We will visit an industrial estate in southern Bhutan to understand the processes involved in the production of a consumer product. Observe and record how and where the raw materials are sourced from, what goes into the production		Goleman 2009

and processing of the product (input), and what happens to the product produced. The aim of the visit is to follow an everyday product from its inception to its end in order to appreciate its carbon footprint.		
Deconstructing - and Reconstructing Nature		
Cultural Productions of Nature	L	
We deconstruct a few dominant cultural narratives about the environment. We expand upon how knowledge is constituted, legitimated, and reshaped. Case studies may include traditional knowledge systems, indigenous histories, and religion & environment.		*Williams 1976 "Culture", "Nature" *Kuyakanon 2014, pp. 183-205
Gendered Natures and Sustainable Development	L	
We will deconstruct ideas surrounding gender and environment through a feminist political ecology perspective. We will look at women's roles in environmental conservation and management.		Torres & McElwee 2017, pp. 133-145 Rocheleau, Thomas- Slayter & Wangari 2006, pp. 14-40
Environmentality: The Environmental Citizen?	L	
We discuss what it means to be an environmental citizen and use historical, sociological, and anthropological lenses to analyse how environmental citizens are created.		*Robbins 2012, pp. 215- 230 *Agrawal 2005
The Anthropocene - and Our Place in It?	SLD	Group Eassy
What is the importance of environmental education in the 21st century, and what should it include? What might it mean to be living in the Anthropocene? You will be asked to provide two short readings for the class on the theme of the anthropocene. Make a short presentation on a related topic, moderate the discussion section and deliver a short peer-reviewed essay. The objective is to sharpen your presentation abilities, powers of observation, critical thinking, and to connect concepts to realities.		*Gan, Tsing, Swanson, & Bubandt 2017 Castree 2014 Ogden, Heynen, Oslender, West, Kassam, & Robbins 2013, pp. 341-347
Seeds for the Future		
Capstone: the Hatchet and the Seed		
We review what we've covered in class, and explore the role of political ecology in various fora. How can we use this lens to influence change in knowledge, attitudes, and perceptions for socio-ecological sustainability?	L	TBC, *Robbins (2012: 98-100)
Exam Review	Q&A	
Exam		

Readings

* **Indicates Required**; others are supplemental readings.

***Agrawal, Arun (2005)**. Environmentality: Community, Intimate Government, and the Making of Environmental Subjects in Kumaon, India. *Current Anthropology* 46(2): 161–190.

- *Allison, Elizabeth (2015).** "Religion Inscribed in the Landscape: Sacred Sites, Local Deities and Natural Resource Use in the Himalayas" in Stanley D. Brun, ed. *The Changing World Religion Map: Sacred Places, Identities, Practices and Politics*. New York: Springer Publishing.
- Aris, Michael (1994). *The Raven Crown: The Origins of Buddhist Monarchy in Bhutan*. London: Serindia.
- Ballet, Jérôme, Nicolas Sirven, and Mélanie Requier-Desjardins (2007). "Social capital and natural resource management." *The Journal of Environment and Development* 16:355-374.
- Boniwell, I. 2017. 'Introduction', *Happiness: Transforming the Development Landscape*. Thimphu: Centre for Bhutan Studies and GNH Research pp. 1-20.
- Brassard, Caroline (2008). "Decentralization, Democratization and Development in Bhutan." Working Paper, Institute of South Asian Studies, National University of Singapore.
- Castree, Noel (2014). The Anthropocene and Geography I: The Back Story: The Anthropocene and Geography I. *Geography Compass* 8(7): 436–449.
- Cowan, M. and Shenton, R. 1995. *The Invention of Development', Power of Development*, Crush, J. (editor), London and New York: Routledge, pp. 27-43.
- Creswell, J. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: SAGE.
- Crewe, E. and Axelby, R. 2013. *Anthropology and Development: Culture, Morality and Politics in a Globalised World*, Cambridge and New York: Cambridge University Press.
- Faxon, Hilary O. (2014). Waking the Watchdog: Needs, Opportunities, and Challenges of Environmental Advocacy in Modern Bhutan. *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*, 33(1), 10.
- Foucault, Michel, and Arnold I. Davidson (2009) *Security, Territory, Population: Lectures at the Collège de France 1977--1978*, 1 edition New York: Picador.
- Gan, E., Tsing, A., Swanson, H. A., & Bubandt, N. O. (2017). *Haunted Landscapes of the Anthropocene*.
- Goleman, D. 2009. *Ecological Intelligence: How Knowing the Hidden Impacts of What We Buy Can Change Everything*. Crown Publishing Group, New York.
- Gupta, A. 2010. "The Construction of the Global Poor: An Anthropological Critique," *World Social Science Report, Ch. 1*. Paris: UNESCO, pp. 13-16.
- *Hayden, Anders (2015).** "Bhutan: Blazing a trail to a postgrowth future, or stepping on the treadmill of production" in *Journal of Economic Development* 24(2) 161-186.
- *Helvetas Bhutan (2015) 40 Years On.**
https://www.youtube.com/watch?time_continue=40&v=0gM3LW8XMOE, accessed August 28, 2017.

- Holmes, George, Thomas Aneurin Smith, and Caroline Ward (2017). Fantastic Beasts and Why to Conserve Them: Animals, Magic and Biodiversity Conservation. *Oryx*: 1–9.
- ***Kopnina, Helen (2017)**. Commodification of Natural Resources and Forest Ecosystem Services: Examining Implications for Forest Protection. *Environmental Conservation* 44(1): 24–33.
- ***Kuyakanon Knapp, R. S. (2014)**. Contemplations on a Bhutanese Buddhist Environmental Narrative. In S. Kumagai (Ed.), *Bhutanese Buddhism and Its Culture* (pp. 183–205). Kathmandu, Nepal: Vajra Publications.
- Kuyakanon Knapp, R.S., and Dorji Gyeltshen (2017). Propitiating the Tsen, Sealing the Mountain: Community Mountain-Closure Ritual and Practice in Eastern Bhutan. *Himalaya, the Journal of the Association for Nepal and Himalayan Studies* 37(1).
- Lutz, Catherine A. (1993). *Reading National Geographic*. Chicago: University of Chicago Press.
- Munro, Lauchlan T. (2016). Where Did Bhutan's Gross National Happiness Come from? The Origins of an Invented Tradition. *Asian Affairs* 47(1): 71–92.
- * **Mancall, Mark (2004)**. Gross National Happiness and Development: An Essay. In K. Ura & K. Galay (Eds.), *Gross National Happiness and Development: Proceedings of the First International Seminar on Operationalization of Gross National Happiness* (pp. 1–50). Thimpu: The Centre for Bhutan Studies.
- Ministry of Agriculture (2017). *Bhutan State of Parks*. Ministry of Agriculture, Royal Government of Bhutan, Thimphu: Ministry of Agriculture.
- ***McCullough, Aoife (2017)**. Environmental Impact Assessments in Developing Countries: We Need to Talk about Politics. *The Extractive Industries and Society*.
- Neumann, Roderick P. (2009). Political Ecology: Theorizing Scale. *Progress in Human Geography* 33(3): 398–406.
- Namgyel, Ugyen, Jill M. Belsky, and Stephen F. Siebert (2014). "Participation and governance challenges along Nabji community based ecotourism trail in Bhutan" *Bhutan Ecological Society*.
- ***National Environmental Commission (1998)**. *The Middle Path: National Environment Strategy for Bhutan*. National Environment Commission, Royal Government of Bhutan.
- ***National Environmental Commission (2016)**. *Bhutan State of the Environment Report 2016*. Thimphu: National Environment Commission, Royal Government of Bhutan.
- Ogden, L., Heynen, N., Oslender, U., West, P., Kassam, K. A., & Robbins, P. (2013). *Global assemblages, resilience, and Earth Stewardship in the Anthropocene*, pp. 341-347.
- Orlove, B. (2016). Two days in the life of a river: Glacier floods in Bhutan, *Anthropologica*, 58(2), pp. 227-242.
- Peet, Richard and Elaine Hartwick (2009). *Theories of Development: Contentions, Arguments, Alternatives*. Guilford Press. Second edition.
- ***Penjore, Dorji (2008)**. Is National Environment Conservation Success a Rural Failure? The Other Side of Bhutan's Conservation Story. In *Towards Global Transformation*:

Proceedings of the Third International Conference on Gross National Happiness Pp. 66–87. Thimphu: Centre for Bhutan Studies.

***Penjore, Dorji, and Phuntsho Rapten (2004).** "Trends of Forestry Policy Concerning Local Participation in Bhutan." *Policy Trend Report 2004* Pp. 28–34.

***Phuntsho, Karma (2013).** *The History of Bhutan*. Noida, Uttar Pradesh: Random House India.

Phuntsho, Karma (2002). On the two ways of learning in Bhutan. *Journal of Bhutan Studies*, 96–126.

Rinzin, Chhewang, Walter J. V. Vermeulen, and Pieter Glasbergen (2007). "Public Perceptions of Bhutan's Approach to Sustainable Development in Practice." *Sustainable Development* 15(1):52-68.

Rist, G. 1997. *The History of Development: from Western Origins to Global Faith*, London and New York: Zed Books.

RGOB 2012 (Ecotourism Development in the Protected Areas Network of Bhutan

***Robbins, Paul (2012).** *Political Ecology: A Critical Introduction*. Wiley-Blackwell, Malden MA. 2nd Edition.

***Rocheleau, Dianne, Barbara Thomas-Slayter and Esther Wangari (2006).** 'Gender and Environment: A Feminist Political Ecology Perspective', pp.14-40.

RSPN 2017 Carrying Capacity Assessment report for Haa and Phobjikha

SNDP 2013. *Happiness: Towards a New Development Paradigm: Report of the Kingdom of Bhutan*, Thimphu: Secretariat for a New Development Paradigm and the Royal Government of Bhutan.

Thesbjerg, Marie Veno (2008). *Women of Buddha: Nuns in Bhutan*. Art Stock Books Ltd.

Torres, Maria Luz Cruz- and Pamela McElwee (2017). *Gender, Livelihoods and Sustainability: Anthropological Research*, pp.133-145.

Uddin, S, R Taplin, and X Yu (2007). "Energy, Environment and Development in Bhutan." *Renewable and Sustainable Energy Reviews* 11, no. 9: 2083–2103.

Ura, Karma (2016). *Longchen's Forests of Poetry and Rivers of Composition in Bhutan*. Centre for Bhutan Studies, Thimphu.

Ura, Karma, Sabina Alkire, Tshoki Zangmo, and Karma Wangdi (2012). *A Short Guide to Gross National Happiness Index*. Centre for Bhutan Studies, Thimphu.

Vernes, Karl, Rajaratnam Rajanathan, and Sonam Wangchuk (2012). Tall Tales Misrepresent the Real Story behind Bhutan's High Altitude Tigers. The Conversation website. <http://theconversation.com/tall-tales-misrepresent-the-real-story-behind-bhutans-high-altitude-tigers-8963>

Wangchuk, Sangay, & Siebert, Stephen. F. (2013). Agricultural Change in Bumthang, Bhutan: Market Opportunities, Government Policies, and Climate Change. *Society & Natural Resources*, 26(12), 1375–1389.

Wangdi, Sonam, Nawang Norbu, Sangay Wangchuk, and Kinga Thinley, (2014). Social Restriction in Traditional Forest Management Systems, and Its Implications for Biodiversity Conservation in Bhutan. *Proceedings of the Bhutan Ecological Society* 1(1): 112–122.

***White Jr., Lynn (1967)**. The Historical Roots of Our Ecologic Crisis. *Science* 155(3767): 1203–1207.

***Williams, Raymond (2014 [1976])** *Keywords: A Vocabulary of Culture and Society*. Oxford University Press.

Student Summary**Andrea Kolarova****Bhutan SFS 3040 Political and Socioecon.**

Teacher: Wangmo, Kuenga

Bhutan Fall 2018

Grading Options: Flexible Grading Options

Grade Calc Details: 10% FEX 4, 15% Mid Term, 20% Final Exam, 15% Participation, 20% Discussion Lead, 10% FEX 2, 10% FEX 3.

Calculated Grade: A (97.45%)

FEX 4 (100.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	FEX 4: Scaling Environmental Governance	100.0 points	100.0	A

Mid Term (95.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	Midterm Exam	100.0 points	95.0	A

Final Exam (96.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	Final Exam	100.0 points	96.0	A

Participation (100.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	Active Participation	100.0 points	100.0	A

Discussion Lead (95.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	Discussion Section Lead	100.0 points	95.0	A

FEX 2 (100.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	FEX 2: Religion and Environment	100.0 points	100.0	A

FEX 3 (100.0%)

Date	Assignment	Weight	Result	Comment
5 Dec 2018	FEX 3: Mapping Livelihoods	100.0 points	100.0	A