



## The Politics of Tibetan and Himalayan Borders

ASIA 3020 (3 credits/45 class hours)

SIT Study Abroad Program:  
Nepal: Tibetan and Himalayan Peoples

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### Course Description

This course traces Tibetan and Himalayan history from current political dynamics back to ancient times. It will challenge the prevalent analysis of Tibetan[-oid/-ish] politics synchronically and in emic terms, disconnected from change, larger dynamics and regional events. Students examine local political systems such as the Tibetan Government in Exile and the birth throes of the Nepalese constitution. Students also investigate the politics inherent in everyday life in an exile community, such as around our Boudha program site, themes like individual articulations of identity, as well as the politics of language and of religious practice.

Students will review regional politics, both current and as they have evolved over time. Students will examine politics on the geo-political scale, including the significance of various regions in the Himalayas as well as the maneuvering between Asia's giants, India and China, whose adjacency renders Nepal "a yam between two boulders". Through examination of current conditions in Tibet, students will be asked to reflect on and re-conceptualize ideas of power, autonomy, authority and vulnerability on individual, group and state levels. Economic forces to be considered include migratory strategies (Nepalis to the Gulf; Tibetans from TAR & PRC into exile; Tibetans from Nepal to India or beyond) and environmental changes, valuable non-renewable resources and national endeavors in mining, dam-construction, sustainable farming practices and tourism. Students will be asked to question what limits are entailed in each context. Who imposes these limits, how are they created and in what framework do they exist?

The course consists of a series of lectures and seminars, a series of one-day field trips in the Kathmandu Valley, and two extended field trips in Nepal and/or India and/or Bhutan (a minor one week excursion and a major three week excursion).

### Learning Outcomes

By the end of the course, students will be able to:

- Identify the major regional political issues at global, national and local scales;

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- Describe the last 100 years of Chinese administrative intervention in Tibetan regions: prior to 1959, the Cultural Revolution, subsequent reforms, and post-2008;
- Compare and contrast the process of constitution formation in Nepal and Bhutan;
- Illustrate social and environmental changes across the Central Himalayas;
- Analyze challenges in identity formation, representation and the bottom line in the context of exile;
- Apply transdisciplinarity to the politics of Tibetan and Himalayan borders in a formal research paper.

## Language of Instruction

This course is taught in English, including readings in English, but students will be exposed to Tibetan (and Bhutanese, Nepali and Sanskrit) vocabulary related to course content as well as the nuances of political change and borders through on-site expert lectures and field visits in a wide range of venues and regional locales. Students will be simultaneously learning Tibetan (and optionally also Nepali) and expected to engage community members in this language (to the best of their abilities) when the opportunity arises.

## Course Requirements

### Course Schedule

\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

module		contact hours
1	The politics of borders in the Nepal Himalayas	8.5
2	The politics of borders in Tibet	8
3 Seminar	Critical concepts in context	11
4 Group discussion	Synthesis and debrief	4.5
5 Minor excursion	The politics of borders in Tatopani	3
6 Major excursion	The politics of borders in Spiti and Dharamsala	10
7 Final session	Concluding synthesis and analysis of course themes	1

### Module 1: The politics of borders in the Nepal Himalayas (8.5 contact hours)

Session 1 Lecture: Understanding the Himalaya & placing its issues in the global context—*Anil Chitrakar*  
2-hour lecture with discussion

*Required Reading:*

Chitrakar, Anil. "Karma and Fatalism" in *Take The Lead: Nepal's Future Has Begun*. Kathmandu, Nepal: Kathalaya Publications, 2013. 43-54.

Session 2 Lecture: The People's War and Media in Nepal—*Kunda Dixit*  
2-hour lecture with discussion

*Required Reading:*

Dixit, Kunda. *People After War: Nepalis Live with Legacy of Conflict*. Kathmandu, Nepal: Publication Nepal-Laya, 2009.

Session 3 Visit: A walk through time: understanding the historical town of Patan—*Anil Chitrakar*

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2-hour tour on foot with discussion

*Required Reading:*

“Introduction—Patan,” Nepal Government Department of Archaeology.  
<http://www.doa.gov.np/content.php?id=265>.

Session 4 Lecture: The Sherpas of Everest and beyond—*Frances Klatzel*  
2-hour lecture with discussion

*Required Reading:*

Klatzel, Frances. “More than Mountaineers, More than a Museum,” in *Gaiety of Spirit: The Sherpas of Everest*. Victoria, CA: Rocky Mountain Books, 2010.19-43.

Session 5 Film & discussion with filmmaker: “We Corner People” (*Hami Kunako Manche*)—*Kesang Tseten*  
1 hour screening followed by 30 minutes discussion

*Required Reading:*

Pigg, Stacy Leigh. “We Corner People.” *Visual Anthropology* 21 (2008): 273-275.  
<http://www.shunyatafilms.com/?p=754>.

**Module 2: The politics of borders in Tibet (8 contact hours)**

Session 1 Group discussion and presentations: “Prisoners of Shangri-La” (*Donald Lopez*)  
2-hour seminar

*Required Readings:*

Lopez, Donald Jr. “Introduction” in *Prisoners of Shangri-la*. Chicago: University of Chicago Press, 1998.  
1-13.

Shakya, Tsering. “Who Are the Prisoners?” *Journal of the American Academy of Religion*, 69 (2001):  
183-190.

Thurman, R.A.F. “Critical Reflections on Donald S. Lopez Jr.’s Prisoners of Shangri-La: Tibetan Buddhism  
and the West.” *ibid*: 191-202.

Lopez, Donald Jr. “Jailbreak: Author’s Response.” *ibid*: 203-213.

Lopez, Donald Jr. *7 Things You Didn’t Know About Tibet*. University of Chicago Press.  
<http://www.press.uchicago.edu/Misc/Chicago/493105.html>.

Session 2 Lecture: Modern Tibet (i/iii)—*Matthew Akester*

2-hour lecture with discussion

*Required Readings:*

“CCP central committee to the people of Kham, Tsang and Xifan”—Draft Programme of Tibetan  
National Revolutionary Struggle Movement (June 1935) *Eat the Buddha! Part IV—Documents issued by the  
central CCP leadership*

<http://historicaldocs.blogspot.com/2012/05/eat-buddha-part-iv-documents-issued-by.html>.

Li, Jianglin and Akester, Matthew. *Eat the Buddha! Chinese and Tibetan accounts of the Red Army in Gyalrong  
and Ngaba 1935-6 and related documents Part I* (2012).

<http://historicaldocs.blogspot.in/2012/05/red-army-in-ngaba-1935-1936.html>.

Session 3 Lecture: Modern Tibet (ii/iii)—*Matthew Akester*

2-hour lecture with discussion

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*Required Readings:*

“Approval and Forwarding of the Report on Religious Work and Suggestions for the Future” by United Front Work Department, CCP Qinghai Provincial Committee 1958, *Destruction of Tibetan Buddhism—Chinese sources* (2013).

<http://historicaldocs.blogspot.com/2013/05/destruction-of-tibetan-buddhism-chinese.html>.

Li, Jianglin and Akester, Matthew. *When did the destruction of Tibet’s monasteries actually begin?*

*Documents on ‘reforming the religious system’ in eastern Tibet 1958* (2013).

<http://historicaldocs.blogspot.in/2013/05/when-did-destruction-of-tibets.html>.

**Session 4 Lecture:** Modern Tibet (iii/iii)—Matthew Akester

2-hour lecture with discussion

*Required Reading:*

“Measures for dealing strictly with rebellious monasteries and individual monks and nuns—An order from the People’s Government of Ganzi (i.e. Kandze) TAP, No. 2 2008” *New measures reveal government plan to purge monasteries and restrict Buddhist practice*. International Campaign For Tibet (ICT), (2008).

<http://www.savetibet.org/new-measures-reveal-government-plan-to-purge-monasteries-and-restrict-buddhist-practice/>.

**Module 3 Seminar: Critical concepts in context (11 contact hours)**

(30 minutes x 22, see assignment below)

**Group 1: The politics of borders in the Nepal Himalayas**

Newar & Tamang

Caste in Nepal (Muluki Ain)

Sherpa & Thangmi

Federalism in Nepal

Human trafficking

Nepalese Maoism

Nepal elections

Nepal’s remittance economy

*Suggested Readings:*

Frederick, John. *Fallen Angels: The Sex Workers of South Asia*. New Delhi: Roli Books, 2000.

Gellner, David N., Joanna Pfaff-Czarnecka, and John Whelpton. *Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal*. Amsterdam: Harwood, 1997.

Joshi, Madhav and T. David Mason. “Peasants, Patrons, and Parties: The Tension Between Clientelism and Democracy in Nepal.” *International Studies Quarterly* 55, 1 (2011): 151-175.

Klatzel, Frances. *Gaiety of Spirit: The Sherpas of Everest*. Victoria, CA: Rocky Mountain Books, 2010.

Thagunna, Karan Singh, and Saujanya Acharya. “Empirical analysis of remittance inflow: The case of Nepal.” *International Journal of Economics and Financial Issues* 3, 2 (2013): 337-344.

Thapa, Deepak. *Understanding the Maoist Movement of Nepal*. Kathmandu: Martin Chautari, 2003.

Whelpton, John. *A History of Nepal*. Cambridge: Cambridge University Press, 2005.

**Group 2: The politics of borders in Tibet**

Nepal/Tibet border

13th Dalai Lama

The Cultural Revolution

2008 Tibetan uprising

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## Self-immolation

### Suggested Readings:

- Barnett, Robert (ed.) *Resistance and Reform in Tibet*. New Delhi: Motilal Banarsidass Publishers, 1994.
- Goldstein, Melvyn. *A History of Modern Tibet, Volume 1: The Demise of the Lamaist State, 1913-1951*. Berkeley: University of California Press, 1989.
- Goldstein, Melvyn. *A History of Modern Tibet, Volume 2: The Calm before the Storm, 1951-1955*. Berkeley: University of California Press, 2007.
- Kapstein, Matthew, *The Tibetans*. Malden, MA: Blackwell Publishing, 2006.
- Shakya, Tsering. *Dragon in the Snows: A History of Modern Tibet Since 1947*. New York: Random House, 2012.
- Tibetan Policy Institute. "Why is Tibet Burning?" *Central Tibetan Administration* (2013).  
<http://tibet.net/wp-content/uploads/2013/02/Whitepaper-Final-PDF.pdf>.
- Wang Furen and Suo Wenqing. *Highlights of Tibetan History*. Beijing: New World Press, 1984.

### Group 3: The politics of borders in Tibetan exile

Dharamsala  
Central Tibetan Administration (CTA)  
The 17th Karmapa  
Lobsang Sangay – Tibetan PM  
The 15th Dalai Lama?  
Dorje Shugden

### Suggested Readings:

- Bernstorff, Dagmar (ed.). *Exile as Challenge: The Tibetan Diaspora*. New Delhi: Orient Longman, 2003.
- Diehl, Keila. *Echoes From Dharamsala*. Berkeley: University of California Press, 2002.
- Dreyfus, Georges. "The Shuk-Den Affair: Origins of a Controversy" (1999).  
<http://www.dalailama.com/messages/dolgyal-shugden/ganden-tripa/the-shugden-affair-i>.  
(revised version of an essay published earlier in the *Journal of the International Association of Buddhist Studies* 21, 2 (1998):227-270)
- Namgyal, Tsering, *Little Lhasa, Reflections on Exiled Tibet*, Mumbai: Indus Source Books, 2006.
- Sperling, Elliot, "The Tibet-China Conflict: History and Polemics," *East-West Center Washington: Policy Studies* 7 (2004). <http://www.eastwestcenter.org/fileadmin/stored/pdfs/PS007.pdf>.

### Group 4: The politics of borders in the Indian Himalayas

Spiti/ Ladakh

### Suggested Readings:

- Norberg-Hodge, Helena. *Ancient Futures: Learning from Ladakh*. London: Ebury Publishing, 2013. First published 1991.
- Thukral, Kishore. *Spiti Through Legend and Lore*. New Delhi: Mosaic Books, 2006.
- Van Beek, Martijn. "Lessons from Ladakh." *Himal: Southasian* (1998).  
<http://www.himalmag.com/component/content/article/2539-Lessons-from-Ladakh.html>.

### Group 5: The politics of borders in Bhutan

Gross National Happiness

### Suggested Readings:

- Karma Ura & Karma Galay, ed. *Gross National Happiness and Development*. Thimphu: Center for Bhutan Studies, 2009.

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*Gross National Happiness: Collections of Stories & Editorials from Kuensel's Archive*. Thimphu: Kuensel Corporation Limited. 2010.

Luechauer David. "The False Promises of Bhutan's Gross National Happiness." *Global South Development Magazine* (2013). <http://gsdmagazine.org/2013/07/21/the-false-promises-of-bhutans-gross-national-happiness/>.

## **Group 6: The politics of borders beyond Tibet and the Himalayas**

Zomia

### *Suggested Readings:*

Schneiderman, Sara. "Are the Central Himalayas in Zomia? Some Scholarly and Political Considerations Across Time and Space." *Journal of Global History* 5 (2010): 289-312.

<http://www.ii.umich.edu/UMICH/cseas/Academics/Conferences/Sara%20Schneiderman%202010.pdf>.

## **Module 4 Group discussion: Synthesis and debrief (4.5 contact hours)**

(45 minutes x 6, see assignment below)

Group 1: The politics of borders in the Nepal Himalayas

Group 2: The politics of borders in Tibet

Group 3: The politics of borders in Tibetan exile

Group 4: Minor Excursion: The politics of borders in Tatopani

Group 5: Major Excursion: The politics of borders in Spiti

Group 6: Major Excursion: The politics of borders in Dharamsala

## **Module 5 Minor excursion: The politics of borders in Tatopani (3 contact hours)**

Session 1: The politics of water between PRC, Tibet, Nepal, India and adventure tourism—*Megh Ale*  
1.5 hour lecture and discussion

### *Required Reading:*

Saleem Shaikh & Sughra Tunio. "Early warning technology protects Nepali villagers from sudden floods." *Thomson Reuters Foundation*, 22 May 2013. <http://www.trust.org/item/20130522093446-pfy20/>.

Session 2: Eco-tourism in Tibet and at the Last Resort, Nepal—*Sam Voolstra*  
1.5 hour lecture and discussion

### *Required Reading:*

Wang, Guangyu; Innes, John L; Wu, Sara W; Krzyzanowski, Judi; Yin, Yongyuan; et al. "National Park Development in China: Conservation or Commercialization?" *Ambio* 41.3 (2012): 247-61.

## **Module 6 Major excursion: The politics of borders in Spiti and Dharamsala (10 contact hours)**

Session 1: Social Entrepreneurship over Development—*Sunil Chauhan and Ishita Khanna*  
1.5 hour lecture and discussion

### *Required Reading:*

"Conservation: Ensuring Sustainable Development." Spiti Eco-Sphere.  
<http://www.spitiecosphere.com/conservation.htm>.

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Session 2: The Government of India and Social Development in Spiti—*His Royal Highness the King of Spiti, Nono Sonam Angdui*  
1.5 hour lecture and discussion

*Required Reading:*

“Tribal Areas” *Tribal Development Department, Shimla, H.P.* <http://himachal.nic.in/tribal/tribalarea.htm>.

Session 3: Structure of Tibetan Government in Exile—*Penpa Tsering, House speaker*  
1.5 hour lecture and discussion

*Required Reading:*

“Tibet in Exile”. *Central Tibetan Administration.* <http://tibet.net/about-cta/tibet-in-exile/>.

Session 4: Why Tibet matters now?—*Dorjee Tseten (SFT)*  
1.5 hour lecture and discussion

*Required Reading:*

“Campaigns.” *Students for a Free Tibet.* <https://www.studentsforafreetibet.org/campaigns>.

Session 5: Activism and the Power of the Pen—*Tenzin Tsundue*  
1.5 hour lecture and discussion

*Required Reading:*

Tsundue, Tenzin. “Tibet: A Room for Hope?” *The Times of India*, Feb 27, 2011.

[http://articles.timesofindia.indiatimes.com/2011-02-27/special-report/28637940\\_1\\_tibetans-tibet-in-recent-years-indian-soldiers](http://articles.timesofindia.indiatimes.com/2011-02-27/special-report/28637940_1_tibetans-tibet-in-recent-years-indian-soldiers).

Session 6: Tibetan geography, ecology, and the environment—*Tenzin Norbu*  
1.5 hour lecture and discussion

*Required Reading:*

Norbu, Tenzin. “Tibet: The Third Pole and the Himalayas.” *Central Tibetan Administration Environment and Development Desk* (2013). <http://tibet.net/wp-content/uploads/2013/05/FNVA-Sikkim-Tibet-The-Third-Pole-the-Himalayas.pdf>.

Session 7 Visit: Tsuglagkhang and Tibetan Museum  
2-hour tour with discussion

*Required Reading:*

Kapstein, Matthew. “Tibet in the Modern World” in *The Tibetans*. Malden, MA: Blackwell Publishing, 2007. 269-300.

**Module 7 Final session: Concluding synthesis and analysis of course themes (1 contact hour)**

**Evaluation and Grading Criteria**

Assessment and timing of assignments

Module 2	“Prisoners of Shangri-la” position presentation & paper	10%	2 <sup>nd</sup> week
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Module 3	CCC seminar paper & presentation	15%	One session per student
Module 4	Facilitation: synthesis and debrief	15%	One week per student
Module 5	Minor excursion study project	20%	1 <sup>st</sup> Monday after minor excursion
Module 6	Major excursion study project	25%	1 <sup>st</sup> Monday after major excursion
Module 7	Final reflection paper	5%	Final Friday
<i>Passim</i>	Contribution to group learning	10%	<i>passim</i>
		(100%)	

## Assignments

### **Module 2: Prisoners of Shangri-la (position presentation & paper)**

#### **Objectives**

To deconstruct myths about Tibet, both popular and personal.

#### **How it works**

You will be assigned one position to present in class, from the set of 4(/5) Lopez pieces. You will read the whole series and then analyze your position in relation to the others.

Furthermore, the same day, you will submit a written list of five “facts” or “beliefs” about Tibet/Tibetans, etc., facts or beliefs which you previously held and/or continue to hold and/or never held but believe others to have held. These five should include at least two which are not in Lopez’s list of “7 things...”. You will be able to name and assess your sources (textual, visual, oral etc.), including whether the source is unknown (folk wisdom, urban legend, etc.). Maximum 500 words.

#### **Grading**

Of the total 10% grade for the assignment, 5% will be for the presentation and group discussion and 5% for the written paper.

### **Module 3: Critical concept in context (seminar paper & presentation)**

#### **Objectives**

The “critical concepts in context” are designed to demonstrate the wealth of primary resources at hand in experiential education and to deploy those resources in the analysis and synthesis of core thematic concepts.

#### **How it works**

You will choose (or be assigned) a keyword central to the “Politics/Borders” course. You will prepare an engaging ten-minute presentation of your keyword and its significance, especially within the thematic seminar. On the due date, before your presentation, you will submit a 1,000-word write-up of your “critical concept in context”. You will present material from three kinds of sources or evidence: visual, oral/[aural] and written: a textual source, a picture/image, and the fruits of an encounter, i.e. an interview, e.g. a discussion with your homestay family and/or other Tibetan (or Nepali) friends and acquaintances. You do not need to show your visual evidence when we present outside of the program centre, but you must submit it as part of your assignment, and describe the image wherever you make your presentation. You will be able to name and assess your sources. Where appropriate, you will spell your words in Tibetan (in Tibetan script and/or Wylie transliteration).

#### **Grading**

Of the total 15% grade for the “critical concept in context”, 7.5% will be for the written paper and 7.5% for the seminar presentation.

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## **Module 4: Facilitation: synthesis and debrief**

### **Objectives**

- To enable the group to reflect on what we have learnt from various parts of the course, to integrate knowledge gained from a variety of sources, including field trips, and to share insights;
- To provide a forum for discussion of course readings;
- To give you practice at facilitating discussions and making presentations.

### **How it works**

At the end of orientation you will be assigned to one of six groups. Each group will be assigned one group discussion to facilitate during the semester. These discussions will be guided by faculty but run by students. The group discussions will last for 90 minutes and will **foster debate or discussion** about what we have learnt in “Politics/Borders” since the previous meeting and will integrate what we have learnt that week in workshops, lectures, **field trips** and **readings** with what we have previously covered in the semester.

When it is your turn to facilitate a discussion, you need as a group, to identify **the most important topics (check the learning goals) that are suitable for class discussion** (don't pick so many topics that there isn't adequate time to discuss them all). At the meeting, the facilitators should first identify the topics to be covered in the meeting. They should then encourage and direct group discussion of the topics. Facilitators should talk with the relevant faculty member prior to starting their preparation for their meeting in order to review the topics to be discussed, and then again, after you have met, to review the questions you will put to the group. We reserve the right to include critical questions or topics if they are absent from your list. **It is important to allow sufficient time for discussion of the readings.**

### **Grading**

Synthesis and debrief discussions make up 15% of the course grade. The quality of your contribution to the discussions throughout the semester is worth 7.5% and your facilitation of your session is worth another 7.5%. As a participant, you should come to group discussions with notes from the readings including a sentence summarizing the author's main message. You should contribute to the discussions but not dominate them, your contributions should **be informed** and you should respect other's opinions but not be afraid to disagree.

The criteria for evaluating the facilitators are:

- Your introduction identifying the topics to be discussed (5%)
- Your identification and framing of the important issues to be discussed from lectures, workshops, fieldtrips, etc., and the quality of the questions and prompts you used to initiate and direct the discussion (40%)
- Your identification of the important issues contained in the readings and your facilitation of the discussion of those readings (35%)
- Your facilitation of the group discussion (did you get everyone involved in and enthused about the discussion? Did you use any innovative approaches? Were you able to control the discussion and get it back on track when it wandered off the topic? Did you manage the time well – so that all topics were covered?) (20%)

## **Modules 5 & 6: Excursion study projects (major & minor)**

### **Objectives**

The fieldwork papers are designed to help you to reflect upon, **analyze and synthesize** what you are learning from excursions, field trips, lectures, seminars, readings, formal and informal discussions and your own observations.

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## How it works

After each of the semester excursions, the major and the minor excursion, you will be asked to reflect in an essay on aspects of the fieldwork you have just carried out and **to relate this to what you have previously learnt and observed** in both the “Religion/Change” and “Politics/Borders” courses. There will be two essays in total. They need to be succinct, well organized and to show that you are thinking about what you are experiencing and that you are synthesizing what you learn from disparate sources

The first paper, resulting from the minor excursion will be a group study project. This will entail a 1,200 word **minimum** contribution to a paper prepared in collaboration with program peers.

The major excursion study project will be a 1,600 word minimum.

## Grading

The essays will comprise **20% and 25% respectively of your Politics/Borders grade**. Each essay will have a different objective and therefore detailed instructions and grading criteria will be given at the time they are assigned.

Students should note that topics for papers as well as their field study journal are open. Students should not feel they are limited only to topics concerning politics/borders but should feel free to use each paper to explore a variety of topics. To reinforce and emphasize the interdisciplinary nature of these Study Project assignments, the weight given in evaluating the papers will be split equally between the two core courses, Politics/Borders and Religion/Change.

## Module 7: Final reflection paper

### Objectives

1. Reflect on your understanding of the Politics of Borders in Tibet and the Himalayas and how your engagement may have changed as a result of your experiences in Nepal and India and/or Bhutan.
2. Reflect on what are the most important things you have learnt from the Politics/Borders course in general.

## How it works

Before the end of the program write a 1,000 word (minimum) essay covering the following topics:

*Your understanding of the Politics of Borders in Tibet and the Himalayas:*

How have your experiences in Nepal and India and/or Bhutan affected your personal understanding of the politics of borders in Tibet and the Himalayas? If your understanding of the politics of borders has not changed, why do you think this is so?

*Your general learning experience:*

What are the most important things you have learnt from the Politics/Borders course in general. Have you gained insights into US culture as a result of your last four months in Nepal and India and/or Bhutan? If so, please discuss how these insights have shed light on particular aspects of US culture.

## Grading

This reflection counts for 5% of your NPT grade and is due the final Friday of the semester. You will be graded on the quality of your answers to the above questions.

## Passim: Contribution to group learning

In this seminar, great emphasis is placed on the students' active participation in their own education. This element is worth **10% of your Politics/Borders grade**. Your grade is allocated on an assessment of your timely attendance and informed participation in all activities, including field trips; your adherence to

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codes of conduct and conditions of participation; and your general contribution to the maintenance of a positive learning environment throughout the course.

#### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

#### **Expectations and Policies**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

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