

# **Himalayan Geography: History, Society, and Culture**



**Spring 2021, ANTH 0730  
WEB Synchronous/Asynchronous  
T, 8 – 9 am EST via Zoom**

**General Education Requirements:**  
Social Science  
Specific Geographical Region

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Hanifl Center for Outdoor Education, Landour, India

## **COURSE DESCRIPTION**

The Himalayan region is characterized by a tremendous range of social and cultural diversity that corresponds to climatic, ecological and geographical variation, as well as local and regional geopolitical factors. Historical change from the emergence of early forms of social complexity centered on chiefs and their forts – from which the regional designation of “Garhwal” takes its name – through the development of kingdoms and larger polities, shows the intimate link between geography, environment and socio-political transformation. Similarly, local language patterns, regional religious practices, musical styles, mythology, food culture, sartorial fashion, architectural design, agricultural and transportation technologies and engineering and trade networks have all been shaped by the structure of mountain barriers, bounded valley communities and bracketed lines of communication that follow river systems.

Whereas the political economy of the Himalayas has been structured around agricultural production, and the development of elaborate field terrace systems, there have also been subsidiary economies centered on trans-Himalayan trade and pilgrimage as well as pastoral nomadism and transhumance. Since the colonial period, the Himalayas have increasingly become a place for rest, relaxation, tourism and adventure, and this – along with further political transformations since Indian independence -- has led to the rapid development of urban areas.

This course will provide a survey of Himalayan history, society and culture with a focus on the relationship between nature, the environment and geography.

## **LEARNING OBJECTIVES AND OUTCOMES**

There are three interrelated **learning objectives**:

1. To develop an appreciation for the unique human geography of the Himalayas.
2. To develop an understanding of social and cultural diversity in the mountains of India, Tibet, Nepal, and Bhutan.
3. To develop a critical perspective on the changing relationship between people and the environment in the Himalayan zone.

There are three learning **outcomes**. After taking the course

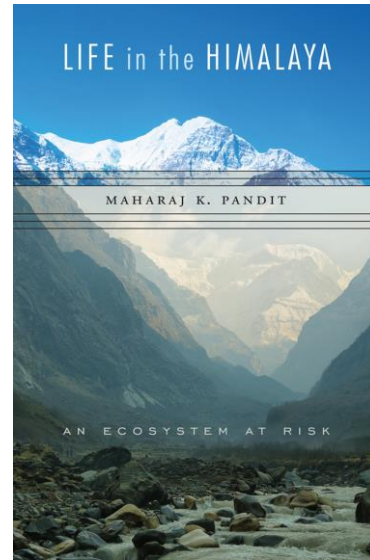
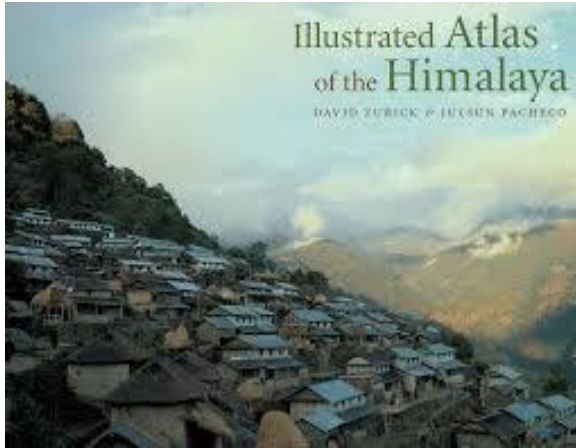
1. students will possess detailed knowledge about how mountain environments shape human society.
2. students will be able to explain the interrelationship between religious, economic, political and ecological factors that combine to define social institutions and cultural beliefs in the Himalayas.
3. students will develop skills to produce multi-media learning modules based on a critical understanding of environmental challenges faced by communities in the Himalayas.

## **TEXTS and READING ASSIGNMENTS**

**Required Texts:**

David **Zurick**, Julsun Pacheco, Basanta Raj Shrestha, Birendra Bajracharya, (2006) *Illustrated Atlas of the Himalaya*. Lexington: University of Kentucky Press.

**Pandit**, Maharaj (2017) *Life in the Himalaya: An Ecosystem at Risk*. Harvard: Harvard University Press.



### Suggested Reading and Source Books

William S. Sax. (2002) *Dancing the Self: Personhood and Performance in the Pandav Lila of Garhwal*. New York: Oxford University Press.

Michael Benanav (2018) *Himalaya Bound: One Family's Quest to Save Their Animals and Ancient Way of Life*. New York: Pegasus

Alter, Andrew (2014) *Mountainous Sound Space: Cultural Practice of Music in the Himalayas*. New Delhi: Cambridge University Press.

O.P. Kandari and O. P. Gusain (eds.) (2001) *Garhwal Himalaya: Nature, Culture and Society*. Srinagar, UK: Transmedia.

Vineeta Hoon (1996) *Living on the Move: Bhotiyas of the Kumaon Himalaya*. New Delhi: Sage Publications

Gerald Berreman. (1993) *Hindus of the Himalayas: Ethnography and Change*. Berkeley: University of California Press.

Channa, Subhadra (2013) *Inner and Outer Selves: Gender, Ecology and Cosmology on the Himalayan Border*. Delhi: Oxford.

Dharmadhikary, S. (2008). *Mountains of Concrete: Dam Building in the Himalayas*. Berkeley, California

## OFFICE HOURS

Given that students and the instructor will be on different time zones, office hours will be scheduled on an ad hoc basis by appointment. Please contact the instructor via email to make the necessary arrangements for a zoom meeting

## COURSE REQUIREMENTS AND FORMAT

The course is delivered in a hybrid synchronous/asynchronous mode. All students meet together with the instructor for one hour per week via zoom meetings: Tuesday, 8 – 9 am EST.

**Synchronous:** Weekly synchronous meetings provide a framework for structured seminar discussion led by the instructor and student working groups. Weekly meetings build on curated multi-media modules developed by the instructor. Each week students engage with a new module after completing reading assignments that highlight specific topics, issues, problems and questions. After applying what has been learned to the mediated material in each module students will analyze and interpret their virtual experiences through structured discussion and debate.

**Asynchronous:** Each week students will spend 1.5 self-scheduled hours working through a pre-recorded, online, multi-media module focused thematically on a specific topic, issue, question or problem. Modules are prepared by the instructor using content that is uniquely produced for the course incorporating a wealth of material that is available online. Each module contains recorded, onsite guided tours, commentaries, analyses and interpretations that build on reading assignments by taking students on virtual trips to specific locations in the mountains.

**Canvas Course Interface:** The course is delivered by the University of Pittsburgh's *Canvas* Learning Management System. Synchronous class meetings are scheduled and accessed via zoom meetings on the *Canvas* interface. The class syllabus and all other material including recorded modules are posted under the appropriate tab on the *Canvas* course page menu. All reading assignments that are not from the required texts (see above) are available as pdf copies that are posted along with each module, as appropriate.

## ASSIGNMENTS:

There are two integrated assignments that will be scored, an essay and a multi-media module.

**Essay (40 points):** Write a 3000-word essay using at least ten academic sources. The essay must be on a question or problem that is relevant to the course. The essay will provide the academic foundation for the multi-media module project. **(Due Week 10)**

**Multi-Media Module (40 points):** Using the multi-media modules produced for this course as models and as examples of how media can be combined, collect resources and produce one of

your own! The module you produce should build on the intellectual and academic foundation of the essay. **(Due Week 14)**

### **Attendance and Participation: (20 points)**

**Total: 100 points**

### **GRADING:**

<b>A</b>	<b>95 – 100</b>
<b>A-</b>	<b>90 – 94</b>
<b>B+</b>	<b>85 – 89</b>
<b>B</b>	<b>80 – 84</b>
<b>B-</b>	<b>75 – 79</b>
<b>C+</b>	<b>70 – 74</b>
<b>C</b>	<b>65 – 69</b>
<b>C-</b>	<b>60 – 64</b>
<b>D+</b>	<b>55 – 59</b>
<b>D</b>	<b>50 – 54</b>
<b>F</b>	<b>49 or below</b>

## **Policies of the Dietrich School of Arts and Sciences:**

### **Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **Academic Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

### **Student Opinion of Teaching Surveys**



Students in this class will be asked to complete a *Student Opinion of Teaching Survey*. Surveys will be sent via Pitt email and appear on your Canva landing page during the last three weeks of class meeting days. Your responses are anonymous. Please take time to thoughtfully respond, your feedback is important to me.

### **Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **Accessibility**

Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

### **Copyright Notice**

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### **Email Communication Policy:**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Gmail, Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on *Edit Forwarding Addresses*, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html).)

### **WEEKLY SCHEDULE**

#### **Week 1 – 1/18 – 1/22**

**Synchronous:** Introduction and Orientation

**Asynchronous/Expeditions:** Landour and Mussoorie: From Colonialism to Modern India

Reading: Pandit, Chapter 1 and 2, *The Himalayan Memoir* and *Tectonic Serendipity*; Zurick, Part 1 and Part 2, *Early Explorers* and *The British Explorers*.

**Week 2 – 1/25 – 1/29**

**Synchronous:** Overview of the Himalayas

**Asynchronous/Expeditions:** Geology and Topography of the “Third Pole”

**Reading:** Pandit Chapter 3, *Intercontinental Biological Highway*; Zurick, Part 2, *Geology, Climate, Natural Hazards*.

**Week 3 – 2/1 – 2/5**

**Synchronous:** Political Histories and Political Ecology

**Asynchronous/Expeditions:** Forest Resources, Colonialism and the State; The Chipko Movement.

Reading: Pandit, Chapter 4 and 6, *Life in Flux* and *The Chipko Saga*; Zurick, Part 4, *Forests, Minerals, Water Resources*; Zurick, Part 3, *Governance and Human Rights*.

**Week 4 – 2/8 – 2/12**

**Synchronous:** Modes of Production: The Economy of Agricultural Production

**Asynchronous/Expeditions:** Village Guided Tours, Farming, Domesticated Animals

**Reading:** Pandit, Chapter 5, *The First Axe*; Zurick, Part 4, *Agriculture and Future Trends*

**Week 5 – 2/15 – 2/19**

**Synchronous:** Family, Kinship, and Gender

**Asynchronous/Expeditions:** Marriage; Life Cycle Rituals; Gender and Labor

**Reading:** Zurick, Part 3, *Population and Culture and Ethnicity*

**Week 6 – 2/22 – 2/26**

**Synchronous:** Food and Culture

**Asynchronous/Expeditions:** Food, Festivals, and Offerings

Reading: *TBD*

**Week 7 – 3/1 – 3/5**

**Synchronous:** Pilgrimage, Tourism, and Infrastructure of Transportation

**Asynchronous/Expeditions:** Pilgrimage; Tourism; Mountain Roads

**Reading:** Pandit Chapter 7: *The First Train to Lhasa*; Zurick Part 4, *Transportation*,

*Communication; Part 5, Pilgrimage and Sacred Exploration.*

**Week 8 – 3/8 – 3/12**

**Synchronous:** Home of the Gods: Mythology and Geography

**Asynchronous/Expeditions:** Sacred Landscapes and Supernatural Forces; Healing Herbs and Divine Creatures.

**Reading:** *TBD*

**Week 9 – 3/15 – 3/19**

**Synchronous:** Sacred Rivers and Holy Water

**Asynchronous/Expeditions:** Ganga, Yamuna and Sacred Springs

**Reading:** *TBD*

**Week 10 – 3/22 – 3/26**

**Synchronous:** Ecology and Environmentalism

**Asynchronous/Expeditions:** Activism, Community Organizing and Conservation

**Reading:** Pandit, Chapter 9 and Chapter 10, *Payback Time* and *Toward Sustainability*.

**Week 11 – 3/29 – 4/2**

**Synchronous:** Tibet, India and Himalayan Geopolitics

**Asynchronous/Expeditions:** Tibet in Exile; The Dalai Lama;

**Reading:** *TBD*

**Week 12 – 4/5 – 4/9**

**Synchronous:** Trans-Himalayan Trade and Global Asia

**Asynchronous/Expeditions:** Trade Routes and Buddhist Pilgrims

**Reading:** Zurick Part 5, *Early Foreign Exploration*

**Week 13 4/12 – 4/16**

**Synchronous:** Urbanization: Nature and the Construction of Infrastructure

**Asynchronous/Expeditions:** Dams, Roads, and Mountain Cities: Uttarkashi and New Tehri

**Reading** Pandit, Chapter 8, *Dam Rivers, Damn Rivers*; Zurick, Part 3, *Human Development* and *Migration and Urbanization*.

**Week 14 4/19 – 4/23**

**Synchronous:** Conservation, National Parks and the WWF: Local, National and Global.

**Asynchronous/Expeditions:** Jabarkhet Nature Reserve, Corbett National Park, Rajaji National



Park

**Reading:** Pandit, Chapter 11, *Individuals, Institutions and Ideals*; Zurick, Part 5, *The Mountain Climbers and Trekkers and Modern tourism*.

## **BIBLIOGRAPHY – SOURCES FOR FURTHER STUDY**

The bibliography attached to this syllabus is extensive and inclusive. Relevant scholarly articles and books are added on a semi regular basis. The goal is to produce a comprehensive and up-to-date bibliography that covers a range of topics, questions and problems that stem from the central focus of the course. The bibliography can guide you in pursuing more specialized topics for further study as well as in expanding your perspective on the interdisciplinary links produced by new research.

### **Published between 2000 and 2020**

Anthwal, A., et al.

2010 Conserving biodiversity through traditional beliefs in sacred groves in Uttarakhand Himalaya, India. *Resources Conservation and Recycling* 54(11):962-971.

Bhambri, R., et al.

2017 Landslide inventory and damage assessment in the Bhagirathi Valley, Uttarakhand, during June 2013 flood. *Himalayan Geology* 38(2):193-224.

Chhatre, A., S. Lakhanpal, and S. Prasanna

2017 Heritage as Weapon: Contested Geographies of Conservation and Culture in the Great Himalayan National Park Conservation Area, India. *Annals of the American Association of Geographers* 107(2):456-464.

Cho, C., et al.

2016 Anthropogenic footprint of climate change in the June 2013 northern India flood. *Climate Dynamics* 46(3-4):797-805.

Deuchar, A.

2014 Ambivalence and optimism: The contradictory meanings of education for lower middle class young men in Dehradun, India. *Geoforum* 55:143-151.

Dey, J., et al.

Geospatial assessment of urban sprawl and landslide susceptibility around the Nainital lake, Uttarakhand, India. *Environment Development and Sustainability*.

Diksha, and A. Kumar

2017 Analysing urban sprawl and land consumption patterns in major capital cities in the Himalayan region using geoinformatics. *Applied Geography* 89:112-123.

Drew, G.

2014a 'Our bones are made of Iron': the political ecology of Garhwali women's activism. *Australian Journal of Anthropology* 25(3):287-303.

2014b Transformation and Resistance on the Upper Ganga: The Ongoing Legacy of British Canal Irrigation. *South Asia-Journal of South Asian Studies* 37(4):670-683.

2017 The Cultural Politics of Development in an Indian Hydropower Conflict: An Exploration of 'Fame-Seeking' Activists and Movement-Abstaining Citizens. *South Asia-Journal of South Asian Studies* 40(4):810-826.

- Dyson, J.  
 2008 Harvesting identities: Youth, work, and gender in the Indian Himalayas. *Annals of the Association of American Geographers* 98(1):160-179.  
 2019 Rethinking education as a contradictory resource: Girls' education in the Indian Himalayas. *Geoforum* 103:66-74.
- Flora, N. V.  
 2003 The library of the Himalayan Club, a unique cultural institution in Simla, 1928-1946. *Libraries & Culture* 38(4):289-321.
- Galvin, S. S.  
 2018 The farming of trust: Organic certification and the limits of transparency in Uttarakhand, India. *American Ethnologist* 45(4):495-507.
- Gergan, M. D.  
 2020 Disastrous hydropower, uneven regional development, and decolonization in India's Eastern Himalayan borderlands. *Political Geography* 80.
- Ghosh-Harihar, M., et al.  
 2019 Protected areas and biodiversity conservation in India. *Biological Conservation* 237:114-124.
- Gohain, S.  
 2012 Mobilising language, imagining region: Use of Bhoti in West Arunachal Pradesh. *Contributions to Indian Sociology* 46(3):337-363.
- Guyot-Rechard, B.  
 2015 Reordering a Border Space: Relief, rehabilitation, and nation-building in northeastern India after the 1950 Assam earthquake. *Modern Asian Studies* 49(4):931-962.
- Kuniyal, J. C.  
 2003 Regional imbalances and sustainable crop farming in the Uttaranchal Himalaya, India. *Ecological Economics* 46(3):419-435.
- Lim, F. K. G.  
 2007 Hotels as sites of power: tourism, status, and politics in Nepal Himalaya. *Journal of the Royal Anthropological Institute* 13(3):721-738.
- Mathur, N.  
 2014 The reign of terror of the big cat: bureaucracy and the mediation of social times in the Indian Himalaya. *Journal of the Royal Anthropological Institute* 20:148-165.  
 2015 "It's a conspiracy theory and climate change" Of beastly encounters and cervine disappearances in Himalayan India. *Hau-Journal of Ethnographic Theory* 5(1):87-111.
- Meena, H. R., et al.  
 2008 Livestock husbandry scenario at high altitude Kumaon Himalaya. *Indian Journal of Animal Sciences* 78(8):882-886.
- Murali, R., S. Redpath, and C. Mishra  
 2017 The value of ecosystem services in the high altitude Spiti Valley, Indian Trans-Himalaya. *Ecosystem Services* 28:115-123.
- Nepal, S. K.  
 2000 Tourism in protected areas - The Nepalese Himalaya. *Annals of Tourism Research* 27(3):661-681.
- Nichols, C.  
 2017 Millets, milk and maggi: contested processes of the nutrition transition in rural India. *Agriculture and Human Values* 34(4):871-885.

- Pandey, R., et al.  
 2018 Climate change adaptation in the western-Himalayas: Household level perspectives on impacts and barriers. *Ecological Indicators* 84:27-37.
- Panikkar, S. V., and V. Subramanyan  
 1996 A geomorphic evaluation of the landslides around Dehradun and Mussoorie, Uttar Pradesh, India. *Geomorphology* 15(2):169-181.
- Roy, S., and K. Hannam  
 2013 Embodying the Mobilities of the Darjeeling Himalayan Railway. *Mobilities* 8(4):580-594.
- Stevens, S.  
 2003 Tourism and deforestation in the Mt Everest region of Nepal. *Geographical Journal* 169:255-277.
- Sundriyal, S., et al.  
 2018 Impacts of tourism development on the physical environment of Mussoorie, a hill station in the lower Himalayan range of India. *Journal of Mountain Science* 15(10):2276-2291.
- Surana, M., Y. Singh, and D. H. Lang  
 2018 Seismic Characterization and Vulnerability of Building Stock in Hilly Regions. *Natural Hazards Review* 19(1).
- Velho, N., K. K. Karanth, and W. F. Laurance  
 2012 Hunting: A serious and understudied threat in India, a globally significant conservation region. *Biological Conservation* 148(1):210-215.

#### **Published Before 2000**

1. Alter, A.B., *Negotiating identity in the Garhwali popular cassette industry*. SOUTH ASIA-JOURNAL OF SOUTH ASIAN STUDIES, 1998. **21**(1): p. 109-122.
2. Alter, A., *Garhwali Bagpipes: Syncretic Processes in a North Indian Regional Musical Tradition*. Asian Music, 1997. **1**(29): p. 1-16.
3. Bahadur, J., *Indian Himalayas: an integrated view* 2003, New Delhi: Vigyan Prasar. xxvii, 279 p.
4. Bergmann, C., et al., *Living in a high mountain border region: the case of the 'Bhotiyas' of the Indo-Chinese border region*. Journal of Mountain Science, 2008. **5**(3): p. 209-217.
5. Chandola, A., *Folk drumming in the Himalayas: a linguistic approach to music* 1977, New York: AMS Press. xi, 155 p.
6. Chandrasekhar, K., et al., *Ecological implications of traditional livestock husbandry and associated land use practices: A case study from the trans-Himalaya, India*. JOURNAL OF ARID ENVIRONMENTS, 2006. **69**(2): p. 299-314.
7. Chaube, S.K., *The Himalayas : profiles of modernisation and adaptation* 1985, New Delhi New York: Sterling Publishers ; distributed by Apt Books. x, 238 p.
8. Chhetri, P.B., *Sustaining agriculture in Upper Mustang: Challenges and opportunities*. Journal of Sustainable Agriculture, 2006. **27**(4): p. 109-124.
9. Dangwal, D.D., *State, forests and graziers in the hills of Uttar-Pradesh: Impact of colonial forestry on peasants, Gujars and Bhotiyas*. Indian Economic and Social History Review, 1997. **34**(4): p. 405-435.
10. Das, C.P. and A. Pandey, *Fermentation of traditional beverages prepared by Bhotiya community of Uttaranchal Himalaya*. Indian Journal of Traditional Knowledge, 2007.

- 6(1): p. 136-140.
11. Doniger, W., *Sex, lies, and tall tales*. Social Research, 1996. **63**(3): p. 663-699.
  12. Doniger, W., *Eating karma in classical South Asian texts*. Social Research, 1999. **66**(1): p. 151-165.
  13. Farooquee, N.A., T.K. Budal, and R.K. Maikhuri, *Environmental and socio-cultural impacts of river rafting and camping on Ganga in Uttarakhand Himalaya*. Current Science, 2008. **94**(5): p. 587-594.
  14. Farooquee, N.A. and A. Nautiyal, *Traditional knowledge and practices of Bhotiya pastoralists of Kumaon Himalaya: the need for value addition*. International Journal of Sustainable Development and World Ecology, 1999. **6**(1): p. 60-67.
  15. Fiol, S., *From Folk to Popular and Back: Musical Feedback between Studio Recordings and Festival Dance-Songs in Uttarakhand, North India*. ASIAN MUSIC, 2011. **42**(1): p. 24-53.
  16. Gardner, J.S. and A.J. Sinclair, *Evaluation of capacity and policy development for environmental sustainability: A case from Himachal Pradesh, India*. Canadian Journal of Development Studies-Revue Canadienne D Etudes Du Developpement, 2003. **24**(1): p. 137-153.
  17. Good, I.L., J.M. Kenoyer, and R.H. Meadow, *NEW EVIDENCE FOR EARLY SILK IN THE INDUS CIVILIZATION*. Archaeometry, 2009. **51**: p. 457-466.
  18. Heitzman, J., *Middle Towns to Middle Cities in South Asia, 1800-2007*. Journal of Urban History, 2008. **35**(1): p. 15-38.
  19. Kala, C.P., *Indigenous knowledge of Bhotiya tribal community on wool dyeing and its present status in the Garhwal Himalaya, India*. Current Science, 2002. **83**(7): p. 814-817.
  20. Kala, C.P., *Indigenous uses and structure of chir pine forest in Uttaranchal Himalaya, India*. INTERNATIONAL JOURNAL OF SUSTAINABLE DEVELOPMENT AND WORLD ECOLOGY, 2004. **11**(2): p. 205-210.
  21. Kala, C.P. and R.K. Maikhuri, *Mitigating People-Park Conflicts on Resource Use through Ecotourism: A Case of the Nanda Devi Biosphere Reserve, Indian Himalaya*. Journal of Mountain Science, 2011. **8**(1): p. 87-95.
  22. Kala, C.P., *Medicinal plants: Potential for economic development in the state of Uttaranchal, India*. The International Journal of Sustainable Development and World Ecology, 2006. **13**(6): p. 492-492.
  23. Kenny, J.T., *Claiming the high ground: theories of imperial authority and the British hill stations in India*. Political Geography, 1997. **16**(8): p. 655-673.
  24. Kenoyer, J.M., *Trade and technology of the Indus Valley: new insights from Harappa, Pakistan*. World Archaeology, 1997. **29**(2): p. 262-280.
  25. Kenoyer, J.M., *The Indus civilization: A contemporary perspective*. Journal of Asian Studies, 2003. **62**(4): p. 1289-1291.
  26. Kuniyal, J.C., *Regional imbalances and sustainable crop farming in the Uttaranchal Himalaya, India*. ECOLOGICAL ECONOMICS, 2003. **46**(3): p. 419-435.
  27. Laiolo, P., *Diversity and structure of the bird community overwintering in the Himalayan subalpine zone: is conservation compatible with tourism?* Biological Conservation, 2004. **115**(2): p. 251-262.
  28. Lim, F.K.G., *Hotels as sites of power: tourism, status, and politics in Nepal Himalaya*. Journal of the Royal Anthropological Institute, 2007. **13**(3): p. 721-738.
  29. Little, P.E., *ENVIRONMENTS AND ENVIRONMENTALISMS IN ANTHROPOLOGICAL*

- RESEARCH: Facing a New Millennium*. Annual Review of Anthropology, 1999. **28**(1): p. 253-284.
30. McHugh, E.L., *Love and honor in the Himalayas: coming to know another culture*. Contemporary ethnography 2001, Philadelphia: University of Pennsylvania Press. xviii, 180 p.
  31. Nautiyal, M.C., B.P. Nautiyal, and V. Prakash, *Effect of Grazing and Climatic Changes on Alpine Vegetation of Tungnath, Garhwal Himalaya, India*. The Environmentalist, 2004. **24**(2): p. 125-134.
  32. Negi, H.R., *On the patterns of abundance and diversity of macrolichens of Chopta-Tunganath in the Garhwal Himalaya*. Journal of Biosciences, 2000. **25**(4): p. 367-378.
  33. Nepal, S.K., *Tourism in protected areas - The Nepalese Himalaya*. Annals of Tourism Research, 2000. **27**(3): p. 661-681.
  34. Peet, R. and M. Watts, *Liberation ecologies : environment, development, social movements* 1996, London ; New York: Routledge. xii, 273 p.
  35. Sah, M.P. and R.K. Mazari, *Anthropogenically accelerated mass movement, Kulu Valley, Himachal Pradesh, India*. Geomorphology, 1998. **26**(1-3): p. 123-138.
  36. Samajdar, T. and M. Chander, *Livestock grazing in forest by livestock dependent forest dwelling communities*. Indian Journal of Animal Sciences, 2002. **72**(12): p. 1166-1168.
  37. Shekhar Silori, C., *Socio-economic and ecological consequences of the ban on adventure tourism in Nanda Devi Biosphere Reserve, western Himalaya*. Biodiversity and Conservation, 2004. **13**(12): p. 2237-2252.
  38. Singh, S., *Secular pilgrimages and sacred tourism in the Indian Himalayas*. GeoJournal, 2005. **64**(3): p. 215-223.
  39. Stevens, S., *Tourism and deforestation in the Mt Everest region of Nepal*. Geographical Journal, 2003. **169**: p. 255-277.
  40. Thakur, V.C., et al., *Geo-archeology at Khajnavar in Western Uttar Pradesh plain*. Current Science, 2010. **98**(8): p. 1112-1119.



Sainji Village – On the road from Mussoorie to Yammuna Bridge, north west slope of the Himalayan foothills.