

Tribhuvan University
Faculty of Humanities and Social Sciences

Master of Arts in Sociology
Courses of Study 2014

Tribhuvan University
CENTRAL DEPARTMENT OF SOCIOLOGY/ANTHROPOLOGY
Kirtipur, Kathmandu, Nepal
Phone: 01-4331-852

Master of Arts in Sociology

The course Sociology offers altogether 18 papers and a compulsory thesis in fourth semester. Out of them there are 14 compulsory papers from first to fourth semester. The student may opt for three optional courses in the third and one in the fourth semester.

Objectives

The objective of these courses is to impart up-to-date knowledge of the theories and methods of sociology to the students along with training in field-work and secondary data analysis. The second objective is to provide skilled human resource for Nepal development needs. The third objective is to inculcate in the students the spirit of human rights and social justice. Thus the overall objective is to develop professional skill, in both theory and research, in sociology in the students of this discipline at a par with those of other countries.

Admission Criteria

A student holding a Bachelor degree in any of the following subjects recognized by Tribhuvan University is considered eligible to apply for admission.

- Sociology; Anthropology; Social Work; Nepalese History, Culture and Archaeology; Psychology; history; Home Science; Geography; Economics; and Political Science
- Any discipline from faculty of education, management and law
- Any discipline from institute of medicine, engineering, forestry, agriculture and animal science

An applicant seeking admission to M.A. Sociology must appear in an Entrance Examination of one hour's duration conducted by the Office of the Dean, Faculty of Humanities and Social Sciences, Tribhuvan University. The applicant who fails to appear in the Entrance Examination or to obtain a minimum qualifying score will not be given admission. Admission of the students will be based strictly on the merit list and on the enrollment capacity of the Central Department of Sociology/Campus.

Duration of the Course and Examinations

The duration of the course is of two years with four semesters. There is an university examination, in each six months, at the end of each semester. Eighty percent of the attendance in the class is compulsory.

Distribution of Courses by Semester

First Semester

Paper	Code No.	Title of Course	Credit hr	Remarks
1.	So561	Introduction to Sociology	3	Required
2.	So562	Qualitative Research Methods in Sociology	3	
3.	So563	Structural-functional Approach	3	
4.	So564	Caste and Class	3	
5.	So565	Theories of Social Change and Development	3	

Second Semester

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So571	Marxist Perspective	3	Required
2.	So572	Quantitative Research Methods in Sociology	3	
3.	So573	Practice of Social Change and Development in Asia	3	*Optional any three
4.	So574	Politics and Society: Interface between Nation, State and the Globe	3	
5.	So575	Sociology of Health	3	
6.	So576	Household and Family in Transition	3	

Third Semester

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So581	World-System Perspective	3	Required
2.	So582	Basic Statistics in Sociological Research**	3	
3.	So583	Sociology of Gender	3	*Optional any three
4.	So584	Identity, Inequality and Intersectionality	3	
5.	So585	Migration, Social Network, Remittance and Development	3	

6.	So586	Sociology of Ageing and Disability	3	
7.	So587	Power Leadership, Governmentality, and Development	3	
8.	So588	Urban Sociology	3	
9.	So589	Sociology of Disaster	3	

Fourth Semester

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So 591	Agency/Micro versus Structure/Macro Perspectives	3	Required
2.	So 592	Survey Research and Computer Data Analysis (Practical)**	3	
3.	So 593	Thesis	6	
4.	So 594	Gender, Power and Sexuality	3	*Optional any one
5.	So 595	Changing Livelihoods	3	
6.	So 596	Market and Society	3	
7.	So597	Sociology of Education	3	
8.	So598	Sociology of Tourism	3	
9.	So599	Research Design and Writing	3	

*Optional courses will be offered on the basis of availability of teaching faculty and number of students.

** This course may require additional teaching faculty and teaching hours as per the number of group of students formed for the purpose of group work in theory class and computer practice for practical class.

Evaluation

Evaluation will be on the basis of 40 percent internal and 60 percent external. Forty percent internal evaluation will be done by the department/faculty on the basis of the following criteria:

- A. Class attendance 10 marks
- B. Class participation, discussion and presentation with précis 10 marks
- C. Term paper writing 10 marks
- D. Class test (writing) 10 marks

The 60 percent external evaluation will be done by the Dean's office on the basis of final written examination. However, in case of practical courses 60 percent external will also be done practically in computer lab.

(First Semester)

So561: Introduction to Sociology

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Create a definite learning expectation among students and as enhance the level of commitment of students for learning.
- B. Generate a sharp and distinctive outline of the sociological vantage point and emphasize the intellectual significance of such a vantage point.
- C. Identify the core and subsidiary areas of Sociology.
- D. Sketch the history of Sociology from the angle not of who said what but from angle of linking the nature of sociological engagement and its output with the historical and social context, i.e. from the angle of sociology of knowledge.
- E. Sketch the growth and development of Sociology in Nepal.

Unit I. Colloquium: What does the future hold for students of Sociology

(3 hrs)

- A. Why are the students pursuing Sociology at the Master's level? What do students expect from teachers? What are students prepared to do themselves?
- B. What do teachers expect from Master's level Sociology students?
- C. Where have some students found jobs given the tight labor market for post graduates? What kind of a student is more likely to find a job?
- D. Sketch of what can be learned in next two years? How can the next two years best be utilized?
- E. What have sociologists in Nepal mostly written about?

Unit II. Sociology of knowledge

(12 hours)

- A. Reductionism and non-reductionism: Biological, psychological, 'natural,' supernatural, etc. versus sociological explanation of society and social change
 - Emile Durkheim. *The Rules of Sociological Method*: 97-112.
 - W Laurence Neumann (WLN). *Social Research Methods: Qualitative and Quantitative Approaches*: 169-71
 - Jonathan Turner (JT). *The Structure of Sociological Theory*: 251-55
- B. Knowledge and society: Hegel, Marx, Durkheim, Mannheim, Merton, Foucault, Frank
 - Lewis Coser (LC). *Masters of Sociological Thought: Ideas in Historical and Social Context*: 53-5, 72, 139-40, 429-37,
 - Robert Tucker (RT). *The Marx-Engels Reader*: 163-75
 - Robert Merton (RM). *Social Theory and Social Structure*: 510-21.

- Bert N Adams and RA Sydie (AS). *Sociological Theory*: 27-8, 576-80
 - Andre Gunder Frank: *ReOrient: Global Economy in the Asian Age*: 1-20
- C. Science and scientific temperament
- WLN: 1-21
- D. Significance of perspective/metatheory and theory
- Ruth A Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 2-6
 - JT: 1-37
 - RM: 39-72
 - WLN: 49-77
 - Hubert M Blalock: *Theory Construction: From Verbal to Mathematical Formulations*: 10-26

Unit III. The sociological vantage point

(6 hours)

- A. Making Research Sociological
- Chaitanya Mishra
- B. The sociological imagination
- C Wright Mills

Unit IV. The core and core+ of Sociology

(9 hours)

- A. Social diversity and differentiation
- Tim Curry, Robert Jiobu and Kent Schwirian (CJS). *Sociology for the Twenty-First Century*: 2-3
 - Richard T Schaefer (RTS). *Sociology: A Brief Introduction*: 68-75
- B. Nature of social interaction/relationship, social institution and social structure
- CJS: 141-2
 - RTS: 115-22
- C. Hierarchy
- CJS: 172-75, 191-97, 231-236, 208-10, 244-49, 259-62
- D. History and social change
- CJS: 53-74
 - Anthony Giddens: 32-70
- E. Levels of society, i.e. micro and macro
- GR: 537-42
- F. Agency and Structure
- George Ritzer (GR): *Sociological Theory*: 567-88
- G. Discussion: Core+ of Sociology ('Core+' denotes 'sociologies' of diverse aspects of life and society, e.g. sociologies of conflict, health and medicine, education, agriculture, forestry, industry, market, politics, aging, labor and trade unions, governance, bureaucracy, 'social problems,' rural and urban life, and so on.)

Unit V. Historical context of the rise and transition in Sociology

(3 hours)

- A. Economic, political, religious, and intellectual change and the rise and transitions in Sociology
 - GR: 1-40
- B. Discussion: Was there Sociology before 1850s Europe? (In essence, this asks whether or not large scale social transitions took place in diverse regions of the pre-capitalist world, e.g. in Europe, North Africa, West Asia, East Asia, South Asia, and whether or not these transitions intensified description and explanation of the demise of the old society and the rise of a new society.)

Unit VI. Sketch of classical Sociology

(9 hours)

- A. Auguste Comte: Method of social inquiry and the idea of human progress
 - LC: 3-8
- B. Karl Marx: Overall doctrine
 - LC: 43-47
- C. Emile Durkheim: General approach, division of labor, suicide, individual and society, religion
 - LC: 129-39
- D. Max Weber: Types of authority, and the Protestant ethic and the rise of capitalism
 - LC: 226-30
- E. Charles Cooley: The 'looking-glass self' and the history and nature of human groups
 - LC: 305-10
- F. Talcott Parsons: Voluntaristic frame of social action in *Structure of Social Action*
 - JT: 58-62

Unit VII. Sketch of Sociology in Nepal

(6 hours)

- A. Bhattachan, Krishna B. and James F. Fisher. (1994). "Contemporary Sociology in Nepal". In *International Handbook of Contemporary Developments in Sociology*. Raj P. Mohan and Arther S. Wilke, eds., 731-742. Westport, CT: Greenwood Press.
- B. Chaitanya Mishra. 'Sociology in Nepal: Underdevelopment amidst growth'
- C. Chaitanya Mishra. 'Sociology and Anthropology in Nepal: Suggestions for improvement'

So562: Qualitative Research Methods in Sociology

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- a) Enable students to comprehend with sociological research and its fundamental components
- b) Enable students to design research framework
- c) Familiarize students with basic techniques of qualitative research in sociology
- d) Develop skill of linking theory and research

Unit I. Social Research and Making Research Sociological (9 hrs)

A. Social research and its basic components

- The initial research idea and topic and its justification
- Literature review, i.e. what have others said about this research topic? Linking literature review to research problem
- The research problem and research questions; empirical, social and theoretical justification of research problem or significance; research objectives

Readings:

W. Lawrence Neuman. Social Research Methods. Qualitative and Quantitative Approaches. Chapter 1, pp. 1-22 & Chapter 5, pp. 110-146.

Ranjit Kumar (RK). Research Methodology. Chapter 2, 3 & 4.

B. Making research sociological

Readings:

Chaitanya Mishra. 2009. Making Research Sociological. In Dhaulagiri Journal of Sociology/Anthropology, Vol. III, pp. 1-18.

C. Sociological Research Trends in Nepal

Readings:

Chaitanya Mishra. 2007. Sociology in Nepal: Underdevelopment Amidst Growth. Essays on the Sociology of Nepal. Pp. 267-321.

Unit II. Metatheory and Research (6 hrs)

A. Metatheory and Research

Readings:

W. Lawrence Neuman. Theory and Research. Chapter 3, pp. 49-78.

B. Interrelationship between metatheory and research agenda: Positivist, interpretivist, critical, feminist and post-modern meta-theories and corresponding research protocols

W. Lawrence Neuman. The Meaning of Methodology. Chapter 5, pp. 79-122.

Unit III. Qualitative Research (6 hrs)

A. Introduction: The discipline and practice of qualitative research

Denzin and Lincoln, pp. 1-32

B. Locating the field

Denzin and Lincoln, pp.33-42

Unit IV. Qualitative Data Collection Techniques (12 hrs)

A. Strategies of inquiry: Qualitative case studies

Stake, Robert E., 2005, in Denzin and Lincoln (Eds.), pp. 443-466.

B. Methods of collecting qualitative data

1. Interview

The interview: from neutral stance to political involvement

Fontana and Frey, 2005, in Denzin and Lincoln (Eds.), pp. 695-728.

Marvasti, Amir B. Interviews. Chapter 2, pp. 14-33.

2. Observation

Recontextualizing observation: Ethnography, pedagogy, and the Prospects for a Progressive Political agenda

3. Focus group Discussion

Focus Groups: Strategic Articulations of Pedagogy, Politics and Inquiry

Kamberelis and Dimitriadis, 2005, in Denzin and Lincoln (Eds.), pp. 887-908.

C. Practicum

Students will be divided into small groups, 5-10 students each, and will be instructed to collect data using appropriate data collection techniques.

Guidelines:

Ranjit Kumar. Chapter 13: How to write a research proposal. In Research Methodology. Pp. 217-236.

Unit V. Qualitative Data Analysis Techniques (15 hrs)

A. Methods of analyzing qualitative data

Readings:

The art and practice of interpretation, evaluation and presentation

Marvasti, Amir B. Data Analysis. Chapter 5, pp. 81-118.

B. Ethics and research

Readings:

Christians, Clifford G. Ethics and Politics in Qualitative Research. In Denzin and Lincoln, pp. 139-164.

Marvasti, Amir B. Ethics In Qualitative Research. In Qualitative Research in Sociology. Chapter 7, pp. 133-144.

Dooley, David. 1995. Social Research Methods. Chapter 2, Ethics: Protecting human subjects and research integrity. Pp. 16-36.

C. Practicum

Based on collected data in practicum of unit IV, each group will prepared a brief research report and present in the class.

Guidelines:

Ranjit Kumar. Chapter 17: Writing a research report. In Research Methodology. Pp. 311-321.

So563: Structural-Functional Perspective

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Learn to interpret forms of consciousness and ideas, including Sociology and the structural-functional perspective, as products of definite historical and social structures and processes.
- B. Learn the defining features of the structural-functional perspective. In addition, identify the logics of 'implementing' or 'applying' structural-functionalism to comprehend a variety of social institutions and processes.
- C. Identify the key variants of the structural-functional outlook, including the Durkheimian, Parsonian, and Luhmannian ones.
- D. Assess the historical validity and current relevance of structural-functional vantage point.
- E. Identify fundamental features of the structural-functional thoughts and specific platforms for comprehending society in Nepal.

Unit I: Historical context

(6 hours)

- George Ritzer (GR). *Sociological Theory*: 209-10, 230-35
- Ruth A Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 15-44
- Jonathan Turner (JT): *The Structure of Sociological Theory*: 37-56

Unit II: Key arguments

(9 hours)

- A. Whole, parts and systemic relationships
- B. Consensus, stability, order versus conflict, instability, disorder and change
- C. Functional prerequisites or imperatives
- D. Merton's reformulation of assumptions of functional unity, universality and indispensability
- E. Manifest and latent functions and dysfunctions
- F. Protocols of functional analysis
 - Robert Merton (RM). *Social Theory and Social Structure*: 73-108,
 - GR: 230-62

Unit III: Variants

(6 hours)

- A. Durkheim
 - WW: 18-24
- B. Parsons
 - WW: 25-44

C. Luhmann

- WW: 61-4
- Bert N Adams and RA Sydie (BS). *Sociological Theory*: 369-83

Unit IV: Criticism

(3 hours)

- TB Bottomore: *Sociology as Social Criticism*: 11-29
- John Holmwood's 'Functionalism and Its Critics' in Austin Harrington (ed.) *Modern Social Theory*: 87-109.

Unit V: Application

(6 hours)

A. Stratification

- Kingsley Davis and Wilbert E Moore's 'Some principles of stratification: The functionalist position' in Dipankar Gupta (ed.) *Social Stratification*: 441-53
- GR: 235-7

B. Deviance

- Tim Curry, Robert Jobu and Kent Schwirian (CJS). *Sociology for the Twenty-First Century*: 119-24
- RM: 185-211

C. Religion

- CJS: 403-12

Unit VI: Colloquium on Nepal

(12 hours)

- GS Nepali: *The Newars*. Table of Contents page and Chapters 6 and 9 (Pp. 146-90, 232-62)
- Gerard Toffin. *Newar Society: City Village and Periphery*. Introduction. Pp. 1-21. This text should be read largely as a critique of GS Nepali's book.
- Dor Bahadur Bista's 'The process of Nepalization' in Dor Bahadur Bista, Shuigeru Iijima, Hiroshi Iishi, Yashuhiko Nagano and Yoshio Nishi's *Anthropological and Linguistic Studies of the Gandaki Area in Nepal*. Tokyo: Tokyo University of Foreign Studies, 1982.
- Prayag Raj Sharma: Chapters 1 (Pp. 3-33) and 6 (Pp. 127-49) of the *State and Society in Nepal: Historical Foundations and Contemporary Trends*.
- Youba Raj Luintel. *Bhramansheel Raute. The Nomadic Raute: A Sociological Study*, Kathmandu: Royal Nepal Academy, 1998.
- Lynn Bennett. *Dangerous Wives and Sacred Sisters: Social and symbolic Roles of High-Caste Women in Nepal*. Preface and Chapters 1-3.

Unit VII: Colloquium: Reflecting back on the perspective and variants

(3 hours)

This unit is utilized to summarize the juxtaposition of the structural-functional perspective and its variants on the one hand and the 'Nepal texts' on the other. It is intended as an exercise in linking the theoretical and the empirical and to cultivate a habit of theoretical thinking. It is

expected that colloquium will be summarized, documented, shared, and utilized as a learning device during subsequent semesters in Kirtipur and other campuses.

**Unit VIII: Action Plan: Outlining a research plan implicating elements of the perspective
(3 hours)**

This unit is utilized to promote group work intended to develop tentative ideas which link up the structural-functional perspective and its variants with group research agendas. It is expected that the 'linkaging' carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas.

So564: Caste and Class

Credit hours: 3

Teaching hours: 48

Objectives:

This course intends to introduce the students with the fact that society is a stratified structure of relationship among different groups of human population. The social categories which contribute to form these strata are sometimes identified in terms of nominal variations of their social and cultural attributes and at others in terms of hierarchical ordering of these variations. Caste and class are those social categories which classify the population in terms of the order of these hierarchies. While the hierarchies formed under the conception of class are manifested under the social perception of variations in ritual status that under class are formed in terms of differentials in access to economic resources and political power. This course aims to familiarize the students with the social space of these hierarchical divisions of society as they appear under the framework of caste and class based categories. The structure of learning and evaluation on this course will follow a modality including instruction, class room discussion of students on related themes and written tests on both terminal and final examinations.

Unit I: Introduction

(6 hours)

Distinction between hierarchy and difference, Social categories differentiated in terms of nominal variation, Social categories that assume the feature of hierarchical ordering of the population.

Unit II: Concept of caste and theoretical variations on understanding of caste based division of society

(9 hours)

Concept and features of caste (Ghurye), Theories of caste: (a) Caste as an ideology of hierarchy (Dumont), (b) Caste as an experience of material differences (Berreman, Gupta), (c) caste of mind, Caste and economic frontiers (bailey)

Unit III Caste in Nepal

(9 hours)

The structure of caste system in Nepal (Hoffer) and its empirical/regional variations (Nepali, CBS), The debates on caste based inequality in Nepal and its implication (Gunaratne)

Unit IV: Change in Caste System

(6 hours)

Unit V. Class: concept and theories

(12 hours)

Concept of Class; Nominal, gradational and relational meaning of class based inequality and related variation in its structure; Marxist, Neo-Marxist, Weberian and Neo-Weberian Approaches to class analysis, Class in micro and macro level social setting, Class as a distributive category

vs class as a force of social change, Class alliance and political role of classes, relationship between class and the state.

Unit VI. Class and cross sections of society in Nepal (6 hours)

Debates on class and class based division of the population, Discussion on structure of class in Nepal, Political and economic role of class

Readings

Unit I. Introduction

1. Gupta, D 2000. "Hierarchy and Difference: An introduction" in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.

Unit II: Concept of Caste a Theoretical Variations on Understanding of Caste Based Division of Society

1. Ghurye, G.H. 1950. *Caste and Class in India*. Part 1. Bombay: Popular Prakashan.
2. Madan, T.N. 2000. "Dumont on the nature of Caste in India" in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
- 3.. Berreman, G.D. 2000. "The Brahmanical View of Caste " in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
4. Bailey, F. G. 1957. *Caste and the economic frontier: a village in highland Orissa*. Manchester: Manchester University Press.
5. Dirks, N.B. 2001 "Introduction: The Modernity of Caste" in *Castes of Mind Colonialism and Making of Modern India* Princeton: Princeton University Press.

Unit III Caste in Nepal

1. Höfer, Andras, 2004. *The Caste Hierarchy and the State in Nepal: A Study of Muluki Ain 1854*. Himal Books: Lalitpur.
2. Nepali, G. S. 1965. *The Newars*. Chapter on Caste. Bombay: Asia Publishing House.
3. Gunaratne, Arjun (ed) 2010. *Dalits of Nepal: Towards Dignity, Citizenship, and Justice*. Kathmandu: Himal Books.

Unit IV: Change in Caste System

Subedi, Madhusudan. 2013. Some Theoretical Considerations on Caste. *Dhaulagiri Journal of Sociology and Anthropology*.

Subedi, Madhusudan. 2014. Changing Livelihood and Caste Relations in Nepal. *Himalayan Journal of Sociology and Anthropology*.

Luitel, Youba Raj and Madhusudan Subedi (??)

Unit V. Class: concept and theories

1. Giddens, Anthony. 2006. *Essentials of Sociology*. Chapter 9. "Stratification and Class". USA: Polity Press.
2. Wright, Eric O. 2005. *Approaches to Class Analysis*, Chapter 1. "Foundation of a Neo-Marxist Class Analysis" and Chapter 2. " Foundation of a Neo-Weberian Class Analysis"
Cambridge: Cambridge University Press.
3. Poulantzas, Nicos 1975. *Classes in Contemporary Capitalism* "Introduction: Social Classes and Their Extended Reproduction." London: NLB

Unit VI. Class and cross sections of society in Nepal

1. Seddon, D. et al. 1979. Chapter 1 and 2 in *Peasants and Workers in Nepal*, New Delhi: Vikas Publications.
2. Pandey, Tulsi R. "Theoretical Debates on the Structure of Class"
3. Pandey , Tulsi R. 2010. "Class as a Missing Component in the Debates on inclusive Development in Nepal" in *Anthropology and Sociology in Nepal*" Kathmandu: Central Department of Sociology and Anthropology, Tribhuvan University

So565: Theories of Social Change and Development

Credit hours: 3

Teaching hours: 48

Objectives:

This module has been designed to have a balanced introduction to key debate in sociology in understanding and analysing social change. Social change is the result of complex social process whose effects are multi-faceted and not always entirely predictable. Sociologists have long sought to understand the dynamics of social change and have provided critiques of various explanations. Linking the classical as well as contemporary sociological debates on social change, and drawing arguments from other social sciences, this module critically examines the conceptual and theoretical underpinnings of the shifting development debates. By the end of the module students should have acquired an understanding of key theoretical and policy debates and the main competing approaches in the sub-field of sociology of social change and development.

Unit I: Key concepts

(6 hrs)

- A. What is social change?
- B. Is it progress; social transformation; modernity; structural societal change?

Readings:

Sztompka, Piotr (1993a) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 2, pp. 24-40].

Sztompka, Piotr (1993b) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 5, pp. 69-85].

Castles, Stephen (2001) 'Studying social transformation,' *International Political Science Review*, 22(1), pp. 13-32.

Elias, Norbert (1994) *The Civilizing Process: The History of Manners and State Formation and Civilization*. First English edition, Oxford: Blackwell (originally published as *Über den Prozess der Zivilisation* as two separate volumes in 1939 by Haus zum Falker, Basel) [Read Appendix 1, pp 181-215].

Unit II: Classical sociological interpretation of social change

(12 hrs)

- A. Socio-cultural evolutionism and the idea of progress (Comte, Spencer, Morgan, Durkheim, Tonnies, Lester Ward)
- B. The idea of social differentiation, reintegration and adaptation (Durkheim, Weber, Parsons, Smelser)
- C. The idea of mode of production and the corresponding social change (Marx, Engels)

Readings:

Sztompka, Piotr (1993c) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 7, "Classical evolutionism," pp. 99-112].

Smith, Anthony D. (1973) *The Concept Social Change: A Critique of the Functionalist Theory of Social Change*. London: Routledge & Kegan Paul Ltd. [Read Chapter 1, "Functionalism and social change," pp. 1-13, and Chapter 2, "Neo-evolutionary revival," pp. 14-25].

Parsons, Talcott (1953) 'Some comments on the state of the general theory of action,' *American Sociological Review*, 18(6), pp. 618-631.

Noble, Trevor (2000a) *Social Theory and Social Change*. London: Macmillan Press Ltd. [Read Chapter 4, "Theories of revolutionary change: Marx and contradiction," pp. 71-100].

Unit III: Classical and critical theoretical debates

(12 hrs)

A. Modernization theory

- Parsonian pattern variables (Parsons)
- The stage theory of development (Rostow)
- Main premises and critique

B. Dependency theory

- The structuralist approach to dependency (Cardoso)
- The neo-Marxist approach to dependency (Frank, Amin, Dos Santos)
- Main premises and critique

C. The world-system theory

Readings:

Noble, Trevor (2000b) *Social Theory and Social Change*. London: Macmillan Press Ltd. [Read the section entitled "Parsons and social system," pp. 176-187].

Rostow, W. W. (1991) *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press [Read chapter 2, "The five stages-of-growth -A summary", pp. 4-16].

Eisenstadt, S. N. (1974) 'Studies of modernization and sociological theory,' *History and Theory*, 13(3), pp. 225-252.

Portes, Alejandro (1973) 'Modernity and development: A critique,' *Studies in Comparative International Development*, 8(3), pp. 247-279.

Dos Santos, Theotonio (1971) 'The structure of dependence,' *American Economic Review*, 60, pp. 231-236.

Frank, Andre Gunder (1966) 'The development of underdevelopment,' *Monthly Review*, 18(4), pp. 17-31.

Unit IV: Contemporary theoretical debates

(18 hrs)

A. Neoliberalism and development approach

- The theoretical and ideological underpinning of neoliberalism

- The main thrusts of structural adjustment policy
- The debates over “Washington consensus” and the “post-Washington consensus”
- From Washington consensus to the MDGs
- Main premises and critique

B. Human development approach

- Difference between growth theory and human development paradigm
- Four pillars of human development – enlarging people’s choices
- Four pillars of enlarging people’s choices
- The capability approach and human development paradigm
- Main premises and critique

C. Post-development and agency-centred debates

- Development as the discourse of Western hegemony
- A critique on post-development assertion: Is it turning from methodology to ideology?
- Agency-structure debate in development sociology
- The salience of gender and class in development

Readings:

Brohman, John (1996) *Popular Development: Rethinking the Theory and Practice of Development*. Oxford: Blackwell Publishers [Read Chapter 4, "The South (1): Neoliberal policy and strategy," pp. 132-197].

Williamson, John (2004) *The Washington Consensus as Policy Prescription for Development*. A lecture in the series of "Practitioners of development" delivered at the World Bank on 13 January 2004. Institute for International Economics (Available at <http://www.iie.com/publications/papers/williamson0204.pdf>).

Stiglitz, Joseph E. (1999) 'More instruments and broader goals: Moving toward the post-Washington consensus,' *Revista de Economia Politica*, 19(1), pp. 94-120.

Maxwell, Simon (2005) *The Washington Consensus is Dead! Long Live the Meta-Narrative!* Working Paper No. 243. London: Overseas Development Institute (ODI).

Portes, Alejandro (1997) 'Neoliberalism and the sociology of development: Emerging trends and unanticipated facts,' *Population and Development Review*, 23(2), pp. 229-259.

Haq, Mahbub ul (1995) *Reflections on Human Development*. New York: Oxford University Press [Read chapter 2, "Human development paradigm," pp. 13-23].

Fukuda-Parr, Sakiko (2003) 'The human development paradigm: Operationalizing Sen's ideas on capabilities,' *Feminist Economics*, 9(2-3), pp. 301-317.

Kuonqui, Christopher (2006) *Is Human Development a New Paradigm for Development? Capabilities approach, neoliberalism and paradigm Shifts*. Paper presented at the International Conference on "Freedom and Justice" of the Human Development Capability Association, Groningen, Netherlands, August 2006.

Escobar, Arturo (1997) 'The making and unmaking of the Third World through development', in Rahnema, M. and Bawtree, V. (ed.), *The Post-Development Reader*. London: Zed Books, pp. 85-93.

- Esteva, Gustavo (1992) 'Development', in Sachs, W. (ed.), *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books, pp. 6-25.
- Pieterse, Jan Nederveen (2000) 'After post-development,' *Third World Quarterly*, 21(2), pp. 175-191.
- Fuchs, Stephan (2001) 'Beyond agency,' *Sociological Theory*, 19(1), pp. 24-40.
- Sen, Gita and Grown, Caren (1987) *Development, Crises and Alternative Visions*. New York: Monthly Review Press [Read chapter 1, "Gender and class in development experience," pp. 23-49].

(Second Semester)

So571: Marxist Perspective

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Learn to interpret forms of consciousness and ideas, including Sociology and the Marxist perspective, as products of definite historical and social structures and processes.
- B. Emphasize the two key facets Marxism: (a) The key meta-theoretical or methodological vantage points of historical materialism and dialectical materialism, and (b) the key features of specific modes of production and organization of social relationships and society in general and capitalism in particular. In addition, emphasis will be given to illustrate how the Marxist perspective can be utilized or 'applied' to comprehend a variety of social structures and processes.
- C. Identify the key variants of the Marxist outlook, including, structural Marxism, Critical theory, Leninism and Maoism.
- D. Assess the historical validity and current relevance of Marx's thoughts.
- E. Identify fundamental features of the 'Marxist' thoughts and political platforms in Nepal such that students can engage with 'live Marxism'.

Unit I: The historical context of the rise of Karl Marx (3 hours)

- Lewis Coser (LC). *Masters of Sociological Thought: Ideas in Historical and Social Context*: 68-87.
- EC Cuff, WW Sharrock and DW Francis (CSF). *Perspectives in Sociology*: 68-76

Unit II: Key themes (12 hours)

- A. Historical and dialectical materialism, history, mode of production and revolution
 - KM: 136-63, 522-24 and (Engels) 760-5
- B. Historical specificity and capitalism as a specific historical category
 - LC: 43-7
 - Karl Marx in Robert Tucker (KM): *The Marx-Engels Reader*: 3-6, 222-6
- C. Key features of capitalist economy, polity and society
 - KM 302-12, 319-29
 - Chaitanya Mishra (CM). 'Punjabad' in Mary Des Chene and Pratoyush Onta (eds), *Nepalko Sandarbhamā Samajshāstriya Chintan*: 125-54.
 - Antonio Palumbo and Alan Scott's 'Classical social theory II: Karl Marx and Emile Durkheim' in Austin Harrington (ed.) *Modern Social Theory: An Introduction*: 40-50
- D. Class and class struggle
 - KM: 469-93

Unit III: Variants of Marxism**(6 hours)**

A. Structural Marxism

- George Ritzer (GR). *Sociological Theory*: 293-304

B. Critical theory

- Jonathan Turner (JT). *The Structure of Sociological Theory*: 184-212
- Ruth A. Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 99-101

C. Lenin

- Bert N Adams and RA Sydie (AS). *Sociological Theory*: 146-57

D. Mao Zedong

- Mao Ze-dong. *Selected Works of Mao Tse-Tung, vol. IV*: 411-24

Unit IV: Critique**(3 hours)**

- AS: 141-3
- CSF: 95-7
- WW: 99-101

Unit V: Application**(6 hours)**

A. Consciousness

- KM: 3-6, 163-75
- LC: 53-5

B. Religion

- CSF: 94-5
- KM: 148-55

C. Marriage

- CM: 'Bibahako artha-rajaniti'. *Mulyankan*.

Unit VI: Colloquium on Nepal**(12 hours)**

- A. Piers Blaikie, John Cameron, and David Seddon's *Peasants and Workers in Nepal*: Chapters 1 and 2 (Pp. 1-23, 24-58)
- B. Baburam Bhattarai: 'Ajako Marxbad.' *Rato Jhilko*, vol 1, No. 1: 1-12
- C. CM: 'Kun itihās, kun Marxbad, kun kranti.' *Rato Jhilko*, vol 1, No. 1: 19-34
- D. CM: *Punjibad*: 13-22, 71-126.
- E. Ian Carlos Fitzpatrick. *Cardamom and Class: A Limbu Village and its Extension in East Nepal*. xxiii-26, 271-77.
- F. Jagannath Adhikari. *Changing Livelihoods: Essays on Nepal's Development since 1990*: 17-40.
- G. Youba Raj Luintel. Capitalism and Underdevelopment in Rural Nepal: Market Relations, Inequality and Social Change in 'Mahesh Khola' (PhD thesis, 2010), Chapters 1 and 2 (Pp. 2-22, 23-62).

Unit VII: Colloquium on linkaging the ‘Nepal texts’ to the Marxist perspective and its variants
(3 hours)

This unit is utilized to summarize the juxtaposition of the Marxist perspectives and its variants on the one hand and the ‘Nepal texts’ on the other. It is intended as an exercise in linkaging the theoretical and the empirical and in cultivating a habit of theoretical thinking. It is expected that the colloquium will be summarized, documented, shared, and utilized as a learning device during subsequent semesters in Kirtipur and other campuses.

Unit VIII: Action Plan: Outlining a research plan implicating elements of the perspective
(3 hours)

This unit is utilized to promote group work intended to develop tentative ideas which link up the Marxist perspective and its variants with group research agendas. It is expected that the ‘linkaging’ carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas.

So572: Quantitative Research Methods in Sociology

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Enable students to identify and interpret fundamental aspects of concepts, categorization, and relationship between variables
- B. Enable them to design survey research through selecting appropriate survey tools and techniques
- C. To familiarize students with various national level surveys of Nepal and survey tools
- D. To enable them to learn the importance of survey data available so far.

Unit I. Measurements and Relationships

(12 hrs)

- A. Concepts: types and difficulties in defining concept, what is a good concept?
- B. Variable: qualitative and quantitative; independent and dependent; indicators
- C. Measurement: postulates and levels of measurement (nominal, ordinal, interval and ratio)
- D. Reliability: test and improvement of reliability.
- E. Validity: content, construct and criterion validity and validation
- F. Relationship: causal and correlational; symmetrical, asymmetrical and reciprocal relationship; spurious interpretation
- G. Control: notion and significance; techniques for controlling for variable(s)

Readings:

Goode and Hatt. 2006. Basic Elements of Scientific Methods: Concepts. Methods in Social Research. Chapter 5, pp. 41-55.

Chaitanya Mishra. 2014. History, structure and conceptualization and categorization in Sociology. A keynote speech delivered at SASON International Conference, 2013.

Baker, Therese L., *Doing Social Research*, New Delhi: McGraw Hill. 1998 (Pp. 101 -132; 383 - 392).

Mueller, John H. and Karl F. Schuessler. 1969. *Statistical Reasoning in Sociology*. New Delhi: Oxford and IBH. (Chapters 2, pp. 1-28)

Rosenberg, Morris 1968. *The Logic of Survey Analysis*. New York: Basic Books Inc. Publishers (Chapter 1 on The Meaning of Relationships pp 3-22).

Simon, H. A. Spurious Correlation: A Causal Interpretation. In H. M. Blalock (ed.) Causal Models in Social Sciences. Pp. 5-17.

Unit II: Sampling Method

(12 hrs)

- A. Rationale
- B. Population and sample
- C. Theoretical sampling, saturation and sorting
- D. Rationale of probability and non-probability sampling designs
- E. Procedures, uses and limitations of specific sampling techniques
- F. Determination of sample size
- G. Sampling error

Readings:

Therese L. Baker. Doing Social Research. Pp. 133 -166.

Kothari, C.R. Research Methodology: Methodology and Techniques. Third edition. Pp. 55-68, 152 -183. New Delhi: Bishwa Prakashan.

Kumar, Ranjit. Research Methodology. Pp.163-183. London: SAGE Publication.

Charmaz, Cathy. 2006. Theoretical sampling, saturation and sorting. In

Constructing Grounded Theory: A Practical Guide through Practical Analysis. Chapter 5, pp. 96-122.

Bernard, H. Russle. Research Methodology in Anthropology: Qualitative and Quantitative Approaches. Pp. 71-101. New Delhi: Altamira/Sage Publications.

W. Lawrence Neuman, Pp. 201-226.

Unit III: Survey Research

(18 hrs)

- A. Rationale and features
- B. Census and sample survey; reconnaissance, pilot and main survey; household survey; attitude survey/opinion poll; questionnaire, interview and telephone survey
- C. Planning, preparation and execution of survey research
- D. Survey instruments: construction and standardization of questionnaire and interview schedule
- E. Limitations of survey research
- F. Causality in survey data: symmetrical, asymmetrical and reciprocal relationships; conditional relationships; spurious relationships/interpretations; test factors

G. History of survey practices in Nepal

Readings:

W. Lawrence Neuman. Survey Research. Chapter 10, Pp. 272-319.

Singleton, Royce A. Jr. and Bruce C. Straits. 2010. Methods of Data Collection: Survey Instrumentation. In Approaches to Social Research (5th Ed.), pp. 309–353. New York: Oxford University Press.

Morris, Rosenberg. The Logic of Survey Analysis. Chapter 1, 8, & 9.

Mishra, Chaitanya (2010). Introduction. In Use and Misuse of Social Science Research in Nepal.

Unit IV. Qualitative and Quantitative Research Designs (3 hrs)

A. Triangulation

B. Qualitative and Quantitative Research Orientation

C. QualQuan approaches

Readings:

W. Lawrence Neuman. Qualitative and Quantitative Research Methods. Chapter 6

Creswell John W. Mixed Method Procedures. In Qualitative, Quantitative and Mixed Methods. Pp. 203-226.

Unit V: Survey Instrumentation and Its Practices in Major Surveys in Nepal (3 hrs)

A. NLSS and NDHS (Discussion on the structure, theme, nature and administration of questionnaire)

So573: Practice of Social Change and Development in Asia

Credit hours: 3

Teaching hours: 48

Objectives:

Sociologists have long sought to understand the dynamics of social change and have provided critiques of various explanations of development. Linking the classical as well as contemporary sociological debates on change and development, and drawing arguments from other social sciences, this module critically examines the conceptual and theoretical underpinnings of the shifting development debates from interdisciplinary perspectives. It then attempts to contextualize those debates in the development experience of Asia in general and Nepal in particular.

By the end of the module students should have acquired an understanding of key theoretical and policy debates and of the main competing approaches in the sociology of development. They should also develop an understanding of the practice of development in Asia in general, and Nepal in particular.

Unit I: Key concepts

(4 hrs)

- A. What is development? Quality of life? Growth? Development as freedom and functioning? Development as the practice of liberal capitalism?
- B. Why development studies? Linking sociology, applied sociology, and development studies

Readings:

Soubbotina, Tatyana P. (2004) *Beyond Economic Growth: An Introduction to Sustainable Development*. Second edition Washington, D.C.: The World Bank [Read Chapter 1, "What is development?" pp. 7-11].

Sen, Amartya (1999) *Development as Freedom*. New York: Alfred A. Knopf [Read "Introduction: Development as freedom," pp. 3-12].

Thomas, Alan (2000b) 'Development as practice in a liberal capitalist world,' *Journal of International Development*, 12, pp. 773-787.

Cowen, M. P. and Shenton, R. W. (1996) *Doctrines of Development*. London: Routledge [Read Chapter 1, "The invention of development," pp. 3-59].

Thomas, Alan (2000b) 'Development as practice in a liberal capitalist world,' *Journal of International Development*, 12, pp. 773-787.

Hulme, David and Turner, Mark (1990a) *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf [Read Chapter "Sociological aspects of change in developing countries," pp. 68-98].

Kothari, Uma (2005) 'A radical history of development studies: Individuals, institutions and ideologies', in Kothari, U. (ed.), *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. London: Zed Books, pp. 1-13.

Unit II: Substantive development issues (14 hrs)

- A. Poverty, inequality and development
- B. Empowerment, social inclusion and development
- C. Livelihood diversification and rural peasants
- D. Migration (labour/urban/overseas), remittance and development
- E. Markets, social change and development
- F. Globalization, social change and development

Readings:

Sen, Amartya (1992) *Inequality Reexamined*. Cambridge: Harvard University Press [Read Chapter 7, "Poverty and affluence," pp. 102-116].

Estivill, Jordi (2003) *Concepts and Strategies for Combating Social Exclusion: An Overview*. Geneva: International Labour Office [Read Chapter 1, "Social exclusion: The concept and the reality," pp. 5-34, and Chapter 2, "The manifestations of exclusion," pp. 35-60].

Batliwala, Srilatha (2007) 'Taking the power out of empowerment - an experiential account,' *Development in Practice*, 17(4), pp. 557-565.

Ellis, Frank (1998) 'Household strategies and rural livelihood diversification,' *Journal of Development Studies*, 35(1), pp. 1-38.

Ratha, Dilip, Mohapatra, Sanket and Silwal, Anil (2009) *Migration and Remittance Trends 2009*. Available at: <http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1110315015165/MigrationAndDevelopmentBrief11.pdf> (Accessed: 4 January 2010 [Keep yourself updated from "Migration and Development Brief" series published by the World Bank and available in the website mentioned]).

Haas, Hein de (2007) *Remittances, Migration and Social Development: A Conceptual Review of the Literature*. Geneva: United Nations Research Institute for Social Development (UNRISD).

Fligstein, Neil and Dauter, Luke (2007) 'The sociology of markets,' *Annual Review of Sociology*, 33(1), pp. 105-128.

McMichael, Philip (2004) *Development and Change: A Global Perspective*. Thousand Oaks: Sage Publications, Inc. [Read Chapter, "On development and globalization," pp. xxiii-xxxiv].

Castells, Manuel (1999) *The Information Age: Economy, Society and Culture*. Cambridge, MA: Blackwell [Read chapter 1, "Prologue: The net and the self," pp.1-27].

Unit III: Does Asia show the way? Review of Asian development “models” (15 hrs)

A. The East Asian model

- From “Asian tigers” and the East Asian “miracle”
- Neoliberal critique of the miracle
- What lessons can be learned?

B. The Kerala model

- Aspects of social equality in Kerala
- Mass science education and local planning
- Does Kerala show an alternative model of sustainable development?

C. The Grameen Bank model

- Understanding micro-credit and micro-finance: What is it for?
- Method of “Grameen Bank action” (From 16 decisions, 10 indicators, and credit delivery to breaking the vicious cycle of poverty)
- A critical look at micro-credit financing
 - (i) The mobilization-organization-finance nexus
 - (ii) The sociology of peer group lending
- How empowering are micro-credit programmes?

D. Chinese growth model

- China’s take off and its economic transformation
- Implications of Chinese success

E. Going beyond Eurocentrism? Is Asia rising?

Readings:

The World Bank (1993) *The East Asian Miracle: Economic Growth and Public Policy*. New York: Oxford University Press [Read Chapter 1, "Growth, equity, and economic change," pp. 27-59].

Krugman, Paul (1994) 'The myth of Asia's miracle,' *Foreign Affairs*, 73(6), pp. 62-78.

Park, Jong H. (2002) 'The East Asian model of economic development and developing countries,' *Journal of Developing Societies*, 18(4), pp. 330-353.

Parayil, Govindan (1996) 'The 'Kerala model' of development: Development and sustainability in the Third World,' *Third World Quarterly*, 17(5), pp. 941-957.

Isaac, T. M. Thomas, Franke, Richard E. and Parameswaran, M. P. (1997) 'From anti-feudalism to sustainable development: The Kerala peoples science movement,' *Bulletin of Concerned Asian Scholars*, 29(3), pp. 34-44.

Veron, Rene (2001) 'The "new" Kerala model: Lessons for sustainable development,' *World Development*, 29(4), pp. 601-617.

- Yunus, Muhammad (2009) *What is micro-credit?* Available at: http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=108 (Accessed: 10 January 2010).
- Elahi, Khandakar Quadrat- I. and Rahman, M. Lutfor (2006) 'Micro-credit and micro-finance: Functional and conceptual differences,' *Development in Practice*, 16(5), pp. 476-483.
- Grameen Bank (2010) *Grameen Bank Methodology*. Available at: http://www.grameen-info.org/index.php?option=com_content&task=blogsection&id=6&Itemid=169 (Accessed: 10 January 2010).
- Dale, Reidar (2001) 'People's development with people's money: The mobilization-organization-finance nexus,' *Development in Practice*, 11(5), pp. 606-621.
- Anthony, Denise (2005) 'Cooperation in microcredit borrowing groups: Identity, sanctions, and reciprocity in the production of collective goods,' *American Sociological Review*, 70(3), pp. 496-515.
- Mahmud, Simeen (2003) 'Actually how empowering is microcredit?,' *Development and Change*, 34(4), pp. 577-605.
- Huang, Yasheng (2012) "How did China take off?" *The Journal of Economic Perspectives*, 26(4), pp. 147-170.
- Brandt, Loren and Rawski, Thomas (2008) "China's great economic transformation," *China's Great Economic Transformation*, Cambridge: CUP, pp. 1-25.
- Basu, Kaushik (2009) "China and India: Idiosyncratic paths to high growth," *Economic and Political Weekly*, 44(38), pp. 43-49.
- Frank, Andre Gunder (1998) *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press [Read Chapter 1, "Introduction to real world history vs. Eurocentric social theory," pp. 1-51].

Unit IV: Nepal's experience of development after the 1960s

(15 hrs)

- A. Population, resources and social change in West Nepal
- B. Road building, market development and peripheralization of West-Central Nepal
- C. Caste, ethnic and gender dynamics and contemporary social change
- D. Global-local articulation and social change in peri-urban Nepal
- E. Modernism, consumerism and the expanding middle class in Kathmandu

Readings:

- Macfarlane, Alan (2001) 'Sliding down hill: Some reflections on thirty years of change in a Himalayan village,' *European Bulletin of Himalayan Research*, 20-21 (Double issue), pp. 105-124 [Read this paper together with Macfarlane's (1976) *Resources and Population: A Study of the Gurungs of Nepal*. Cambridge: CUP].

- Blaikie, Piers, Cameron, John and Seddon, David (2002) 'Understanding 20 years of change in west-central Nepal: Continuity and change in lives and ideas,' *World Development*, 30(7), pp. 1255-1270 [Read this paper together with Blaikie, Cameron and Seddon (1980) *Nepal in Crisis*. Delhi: OUP].
- Cameron, Mary M. (1995) 'Transformations of gender and caste divisions of labour in rural Nepal: Land, hierarchy, and the case of untouchable women,' *Journal of Anthropological Research*, 51, pp. 215-246.
- Gellner, David N. (2007) 'Caste, ethnicity and inequality in Nepal,' *Economic and Political Weekly*, 42(20), pp. 1823-1828.
- Rankin, Katharine Neilson (2004) *The Cultural Politics of Markets: Economic Liberalization in Nepal and Social Change*. London: Pluto Press. [Read Chapter 6, "Global-local articulation....," pp. 164-186].
- Liechty, Mark (2008) *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*. Kathmandu: Martin Choutari (originally published by Princeton University Press in 2002) [Read Chapter 4, "Consumer culture in Kathmandu," pp. 87-116].

So574: Politics and Society: Interface between Nation, State and the Globe

Credit hours: 3

Teaching hours: 48

Course Description and Objectives:

Politics and power has remained one of the central experience and concern of the human condition throughout the ages. The structure and process of use of power in any society also affect the process of its development. Drawing from a wide range of sources from the social sciences and the humanities, the primary objective of this course is to familiarize the students with the foundational issues of political power and authority and its linkages with state, governance, and development. In this process it begins with introducing the students about the conceptual and theoretical issues that can help to explain the relationship between political structures and society and their transitional situations. This course is designed as a text-based exploration and will thus require the students to immerse into original texts to develop their comprehension, analytic, and writing skills. While the list of texts offers a wide intellectual and historical sweep, the teaching and reading will focus on the core issues listed on each Unit. The structure of learning and evaluation on this course will follow a modality including instruction, class room discussion of students on related themes and written tests on both terminal and final examinations.

Unit I: Concept of Power and Its Social Role (9 hours)

Concept of power, Social base of power, Power in rulemaking and rule breaking processes; Changing definitions of politics and power; Politics and social structure: Marx, Weber and Parsons

Unit II: Democracy, Liberal Democracy and Its Critique (12 hours)

Models of democracy, Liberal democracy and its features: Political pluralism, Diffusion of power in multiple power centers and notion of representative government, Mills' notion of democracy and development of virtue; Critiques of liberal democracy: Structural constraints on proper representation, Marxist and Neo-Marxist theories on structural bases of state, power and power relations.

Unit III: Nation, Nationalism and Political Processes (9 hours)

Nation in comparative perspective: (a) Constructivist conception of nation or nation as an imagined community, (b) Structural conception of nation or nation as a shared culture and identity of belonging in a nation state, Politics of identity: ethnicity-old and new.

Unit IV: Relationship Between State and Society (9 hours)

Relationship between State Power and Social Forces, Weak State, Strong State and Politics of Survival, State failure: Causes and Consequences

Unit V: Globalization and Governance (9 hours)

Governance in a Globalizing World: Dimensions of globalization, Developmental effect of globalization in developing world, Politics of aid in international development.

Readings

Unit I: The concept of Power and its Social Roles

Kate Nash. 2010. "Changing Definitions of Politics and Power" in *Contemporary Political Sociology: Globalization, Politics, and Power* .Second Edition. New York: John Wiley & Sons.

Frances Fox Piven and Richard A. Cloward. 2005. "Rulemaking, Rulebreaking, and Power." in Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Alexander M. Hicks, Thomas Janoski, and Mildred A. Schwart. 2005. "Political Sociology in the New Millenium" in *Contemporary Political Sociology: Globalization, Politics, and Power* .Second Edition. New York: John Wiley & Sons.

Unit II: Democracy, Liberal Democracy and Its Critique

Held, David 1996. "Introduction" *Models of Democracy*. California: Stanford University Press

Herbert Kitschelt. 2004. "Parties and political Intermediation". Chapter 14. In Kate Nash and Alan Scott (ed.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Francisco J. Granados and David Knoke, 2005. Chapter 15. "Organized Interest Groups and Policy Networks". In Janoski, Thomas et al (eds.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Alexander Hicks and Frank J. Lechner. "Neopluralism and Neofunctionalism in Political Sociology". Chapter 1. In Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Chan, Sylvia 2002. "The Question: Is liberal Democracy Good for Development" in *Liberalism Democracy and Development*. Cambridge: Cambridge University Press

Axel van den Berg and Thomas Janoski. 2005. "Conflict Theories in Political Sociology". In Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Bob Jessop. 2004 "Developments in Marxist Theory". In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Veltmeyer, Henry and James Petras 2008. "Peasants in an Era of Neoliberal Globalization:Latin America on the move"

Unit III: Nation, Nationalism and Political Processes

Liah Greenfeld and Jonathan Eastwood. 2005."Nationalism in Comparative Perspective" in Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Aletta J. Norval. 2004. "The politics of Ethnicity and Identity". In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Alan Finlayson. 2004. "Imagined Community". Chapter 25. In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Unit IV: Relationship Between State and Society

Migdal, Joel S. 2001. "State in Society: Studying How States and Societies Transform and Constitute One Another". *Strong States, Weak States: Power and Accommodation*, Pp. 58-96. Cambridge: Cambridge University Press.

Joel S. Migdal, Atul Kohli and Vivienne Shue (eds.) 1994. "State Power and Social Forces: on Political Contention and Accommodation in the Third World" *State Power and Social Forces: Domination and Transformation in the Third World*. Chapter 11,. Pp. 294 – 325, Cambridge: Cambridge University Press.

Migdal, Joel S. 1988. "The Politics of Survival: Why Weak States Cannot Overcome Strong Societies and What Happens to Them as a Result". Chapter 6: *Strong Societies and Weak States: State – Society Relations and State Capabilities in the Third World*. Pp. 206 – 237, New Jersey: Princeton University Press.

Susan Rose-Ackerman (2001). *When States Fail: Causes and Consequences*. Establishing the Rule of Law, Pp. 182-221. Cambridge: Cambridge University Press.

Unit V: Globalization and Governance

Keohane, Robert O. and Jpsheph S. Nye Jr. 2000. "Introduction," pp.1-39 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Grindle, Merilee S. 2000. "Ready or Not: The Developing World and Globalization" Pp. 178-207 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Kamarck, Elaine Ciulla 2000. 'Globalization Public Administration Reform,' Pp. 229-252 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Escobar, Arturo 1995. "Economics and the Space of Development: Tales of Growth and Capital" in *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

So575: Sociology of Health

Credit hours: 3

Teaching hours: 48

Objectives:

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

- Understand and employ a range of concepts, terms, principles and definitions used in medical sociology;
- Utilize these concepts and perspectives with reference to particular population health issues in specific contexts;
- Demonstrate the relevance of sociological investigation and analysis to the formulation of appropriate population health interventions, and
- Critically evaluate epidemiological and medical approaches in population health from sociological perspective.

Unit I: Colloquium

(3 hrs)

- A. By almost any measure, the world is better than it was ever been. Extreme poverty rates have been cut in half in the past 25 years. People are living longer, healthier lives. Child mortality and maternal mortality are plunging, and life expectancy at birth has substantially increased. What are the causes for such changes?
- B. What is health? What are the risk factors for illhealth? What are the connection between social factors and disease patterns?
- C. Are there evidences linking social conditions to disease?

Readings:

- Marmot, Michael (2005). Social Determinants of Health Inequalities, *Lancet*, 365:1099-1104.
- Link, Bruce G. and Jo Phelan (1995). Social Conditions As Fundamental Causes of Disease. *Journal of Health and Social Behavior*, 35:80-94

Unit I: Introduction

(3hrs)

- A. Link between Medical Sociology and Sociological Theory
- B. Social Construction and Health
 - The cultural meanings of illness
 - What is normal and abnormal?
 - Illness responses embedded in cultural context
 - Social construction of medical knowledge
- C. Social Epidemiology

Required Readings

For A:

Cockerham, William C. 2005. 'Medical Sociology and Sociological Theory'. In William C. Cockerham (ed.) *The Blackwell Companion to Medical Sociology*. Blackwell Publishing Ltd, pp. 3-22.

Cockerham, William C. 2013. 'The Rise of Theory in Medical Sociology', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 1-10

For B:

Olafsdottir, Sigrun. 2013. 'Social Construction and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 41-60.

White, Kevin. 2002. An Introduction to the Sociology of Health and Illness. Chapter 2: The

Social Construction of Medical Knowledge. London: SAGE Publications, Pp 14-31

For C:

Krieger, Nancy. 2002. A Glossary for Social Epidemiology. *Epidemiological Bulletin* Vol 23, No1.

Krieger, Nancy. 2002. A Glossary for Social Epidemiology. *Epidemiological Bulletin* Vol 23, No2.

Unit II: Theoretical Perspectives

(12 hrs)

- A. Parsonian perspective and sick role
 - Characteristics of the medical profession
 - Sick role
- B. Symbolic interaction theory and health
 - The illness experience
 - Lines of inquiry
 - Embodied selves in health and illness
 - Critique
- C. Political Economy and Marxist
 - Class, health and social change
 - Health inequality
- D. Foucault and the Sociology of Medical Knowledge
 - Foucault's sociology of health
 - Power-knowledge discourse

- History of medicine
- View of the body

E. Gender and Health

- Gender specific health problem
- Gender inequality on health
- Feminism and medicine
- Intersectionality

Required Readings

For A:

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness*. [Chapter 6- Parsons, American Sociology of Medicine and the Sick Role]. London: SAGE Publications, pp 104-116

For B:

Charmaz, Kathy and Linda Liska Belgrave. 2013. 'Chapter 2: Modern Symbolic Interaction Theory and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 11-40.

For C:

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness* [Chapter 5 - Materialist Approaches to Sociology of Health]. London: SAGE Publications, pp 79-103.

Scambler, Graham and Sasha Scambler. 2013. 'Chapter 5: Marx, Critical Realism and Health Inequalities', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 83-103.

For D:

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness*. [Chapter 7- Foucault and the Sociology of Medical Knowledge]. London: SAGE Publications, pp 117-129.

For E:

Lupton, Deborah. 2003. *Medicine as Culture* [Chapter 6: Feminisms and Medicines]. London:

SAGE Publications, pp. 142-174.

Annandale, Ellen. 2013. 'Chapter 8: Gender Theory and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, 155-172.

Unit III: Disability, Stigma and Discrimination

(9 hrs)

A. Biomedical and social models of disability

- B. Definition and classification of Disability in Nepal
- C. Challenges to measure and compare disability
- D. Social stigma and discrimination
- E. Disability, poverty and global challenges
- F. Social inclusion and disability policy

Required Readings

For A:

Harris, John (2000). Is there a coherent social conception of disability? *Journal of Medical Ethics*, 26:95-100.

Shakespeare, Tom (2006). 'The Social Model of Disability', in Lennard J. Davis (ed.) *The Disability Studies Reader*. NY: Rutledge, Pp 197-204.

Thomas, Carol (2004). How is Disability Understood? An examination of sociological approaches. *Disability & Society*, 19(6): 569-583.

For B:

GoN (2006). Definition and Classification of Disability in Nepal. Kathmandu: GoN.

For C:

Subedi, Madhusudan (2012). Challenges to Measure and Compare Disability: A Methodological Concern. *Dhaulagiri Journal of Sociology and Anthropology*, 6:1-24.

For D:

Link, Bruce J. and Jo C. Phelan (2001). Conceptualizing Stigma. *Annual Review of Sociology*, 27:263-285.

Goffman, Erving (1999). On Face-Work. In Charles Lemert (ed.) *Social Theory: The Multicultural and Classic Readings* [pp 330-334]. Colorado: Worldview Press.

For E:

Jenkins, Richard (1991). Disability and Social Stratification. *The British Journal of Sociology*, 42(4):557-580.

For F:

WHO and World Bank (2011). World Report on Disability. Geneva: WHO. PP 7-23.

CBS.2014. Population Monograph of Nepal [Chapter: Disability]

Unit IV: Health Care Issues in Access and Delivery

(12 hrs)

- A. Health as a Fundamental Right
- B. Primary Health Care (Alma Ata Declaration)
- C. Ottawa Charter
- D. Second Long-term Health Plan of Nepal (1997) and Critique
- E. Free Health Care Policy of Nepal

Required Readings

For A:

WHO.1998. World Health Report 1998 [Chapter 5: Achieving Health for All]. WHO: Geneva, Pp 139-144.

WHO.2002. 25 Questions and Answers on Health and Human Rights. WHO: Health and Human Rights Publication Series Issue I.

For B:

WHO. 1980. International Conference on Primary Health Care, Alma-Ata, USSR 6-12 set 1978. Geneva: WHO

For C:

WHO. 1986. Ottawa Charter for Health Promotion. Geneva: WHO

For D:

MoHP.1999.Nepal Second Long Term Health Plan. 1997-2017. Kathmandu: MoHP

Mishra, Chaitanya. 2067BS. Badalido Nepali Samaj [*Kasima bisbarse swastha niti*, 168-185]. Kathmandu: Fine Prints.

For E:

Witter, Sophie Witter, Sunil Khadka, Hom Nath and Suresh Tiwari. 2011. The national free delivery policy in Nepal: early evidence of its effects on health facilities. *Health Policy and Planning*, 26:84-91.

Unit VI: Health-Related Research in Nepal

(9hrs)

- A. Medicalization
- B. Health Politics
- C. Women and Health
- D. Development Discourse

Required Readings

For A:

Furr, L. Allen. 2004. Medicalization in Nepal: A Study of the Influence of Westernization on Defining Deviant and Illness Behavior in a Developing Country. *International Journal of Comparative Sociology*. 45(1-2):131-142.

Beine, Dave (2012). 'The Medical Hall: The New Shaman? Examining a New Trend and its Implication in Health Seeking Behavior in Nepal', in Readings in Anthropology and Sociology of Nepal. Kathmandu: SASON. Pp 2-19.

For B:

Subedi, Madhusudan (2009). 'Trade in Health Service: Unfair Competition of Pharmaceutical Products in Nepal'. *Dhaulagiri Journal of Sociology and Anthropology*, 3: 123-140.

For C:

Subedi, Madhusudan (2010). Uterine Prolapse, Mobile Health Camp Approach and Body Politics in Nepal. *Dhaulagiri Journal of Sociology and Anthropology*, 4: 21-40.

For D

Harper, Ian. 2003. Capsular Promise as Public Health: A Critique of Nepali National Vitamin A Programme. *Studies in Nepali History and Society* 7(1): 137–173.

So576: Household and Family in Transition

Credit hours: 3

Teaching hours: 48

Objective of the Course

Household and family are two basic institutions of society. They recruit its individual members, transmit existing values of society to those members, and nurture them through engagement in economic activities. Theoretically, these two institutions have some differences. These differences are established in terms of variations in some of their social features. The social forces which have contributed to bring change in the structure of larger society have produced changes on composition of these institution and the rolesplayed by them and their members. This course aims to introduce students the features and roles of these institutions and the changes experienced by them.

Unit 1. Definition, Function and Social Significance of

Household and Family

9 Hours

Definition of household, definition of family, relationship between family and household, functions of household and .family, theoretical significance of household and family, Development cycle of domestic group.

Readings

1. Goode, William J. 1962. "The Theoretical Importance of the Family." In *The Family*. Englewood: The Prentice-Hall, Inc. pp, 1-14.
2. Wilk, Richard R and Robert Netting. 1984. " Households: Changing Forms and Functions" in Netting, R., Richard Wilk and Eric Arnould (eds.). *Households: Comparative and Historical Studies of the Domestic Group*. London: Los Angeles. Pp. 1-28.
3. Sylvia Junko, Yanagisako. 1979. "Family and Household: The Analysis of Domestic Groups." In *Annual Review of Anthropology*, Vol. 8, pp. 161-205.

Unit 2. Structure of Household and Family and Its Change

15

Historical overview of changes in the structure and formation of household and family, Dynamics of the production and reproduction process of the domestic unit, Reasons for change in the structure and formation of household and family, comparing household and family structure and its change across societies, understanding changes in the structure and formation of household and family in Nepal.

Readings

1. Goode, William J. 1963. "World Changes in Family patterns" in *World Revolution and Family Pattern*. New York: The Free Press, pp. 1-26.
2. Cherlin, Andrew. 1983. " Changing Family and Household: Contemporary Lessons from Historical Research." In *Annual Review of Sociology*, Vol. 9, pp. 51-66. Wall, Richard. 1997 "Comparing Household and Family Structures across Europe: Problems and Perspectives." In *Population: An English Selection*, Vol. 9, pp. 101-122.

3. "Comparing Household and Family Structures across Europe: Problems and Perspectives." Wall, Richard, 1997. In *Population: An English Selection*, Vol. 9, pp. 101-122.
4. Glick, Paul C. 1984. "American Household Structure in Transition." In *Family Planning Perspectives*, Vol. 16, No. 5, pp. 205-211.
5. Mishra, Chaitanya. 2014. Pathways to

Unit 3. Household Economy and the International System

9

The economic function of household, the influence of world economy on economic function of household: such as on its earning opportunities, labor process, gender division of labor, and use of income and resources

Readings

1. Bossen, Laurel. 1981. "The Household as Economic Agent." In *Urban Anthropology*, Vol. 10, No. 3, pp. 287-303.
2. Wallerstein, Immanuel and Joan Smith. 1992. "Households as an institution of the world-economy." In *Smith, John et al (eds.). In Creating and Transforming Households: The constraints of the world-economy*. Cambridge: Cambridge university press.
3. Shelley, Feldman. 2007. "Households, Labor, and Global Capitalism: A Close Encounter with Joan Smith." *Review*, Vol. 30, No. 4, pp.243-260.

Unit 4. The Empty Nest Household

6

Effect of change on composition of household, The empty nest and the position of elderly, Various experiences of empty nest in composition of family

Readings

1. Gratton, Brian and Myron P. Gutmann, 2010. "Emptying the Nest: Older Men in the United States, 1880–2000." *Population and Development Review*, Vol. 36, No. 2, pp. 331-356.
2. Schnaiberg ,Allan and Sheldon Goldenberg. 1989."From Empty Nest to Crowded Nest: The Dynamics of Incompletely-Launched Young Adults." *Social Problems*, Vol. 36, No. 3, pp. 251-269.

Unit. 5 Intra-household Relationship and Change

9

Patterns and changes in intergenerational linkages among family members: Solidarity, cooperative conflict and life course transition. Changing gender practices within household.

- 1 George Linda K and Deborah T. Gold. 1991. "Intergenerational solidarity in Families: Understanding Ties That Bind." In Pfeifer, Susan P. and Marvin B. Sussman (eds), *Families: Generational and Inter-general Connections*. New York: the Haworth Press, pp. 11-39.
- 2 George Linda K and Deborah T. Gold. 1991. "Life Course Perspective on Intergenerational and Generational Connection." In Pfeifer, Susan P. and Marvin B.

Sussman (eds), *Families: Generational and Inter-general Connections*. New York: the Haworth Press, pp. 67-88.

3. Sen, Amartya. K. 1989. "Cooperation, Inequality, and the Family." *Population and Development Review*, Vol. 15, pp. 61-76.
4. Sullivan, Oriel. 2004. "Changing Gender Practices within the Household: A Theoretical Perspective" In *Gender and Society*, Vol. 18, No. 2, pp. 207-222.

(Third Semester)

So581: The World-System Perspective

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Learn to think in large scale and long run and to think successively beyond the apparent and under the surface
- B. Learn the scale and depth of world/global-scale social change that has been taking place for at least last 500 years which, according to accepted wisdom, is when capitalism started to evolve.
- C. Learn what the evolution of capitalism has implied for the world and for the different regions, states and peoples in the core and the periphery.
- D. Learn about the variant formulations and critiques of the world system, some of which undercut the very notion of capitalism *and* the notion that capitalism originated in Europe.
- E. Learn how the world-system perspective can be utilized to comprehend contemporary society and life in Nepal.

I. The historical context

(6 hours)

- Immanuel Wallerstein (IW). 'On the study of social change.' Pp. 3-11 in *The Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. Pp. 3-11
- William I Robinson. 'Globalization and the sociology of Immanuel Wallerstein: A critical Appraisal.' *International Sociology*. 2011. Pp. 1-23
- IW: 'The rise and future demise of the world capitalist system: Concepts for comparative analysis.' *Comparative Studies in Society and History*. Sep. 1974. Pp 387-415.
- IW: 'The rise and future demise of world-systems analysis.' Paper delivered at the 1996 meeting of the American Sociological Association. p. 8

II. Key themes

(12 hours)

- A. 'The modern world-system as a capitalist world economy: Production, surplus value and polarization'
 - IW: Chapter 2 of *World-Systems Analysis: An Introduction (WSA)*. Pp. 22-41
- B. 'The rise of the states-system: Sovereign nation-states, colonies and the interstate system'
 - IW: Chapter 3 of *WSA*: Pp. 42-59
- C. 'The modern world-system in crisis: Bifurcation, chaos and choices'
 - IW: Chapter 5 of *WSA*: Pp. 77-90
 - Frank Elwell: 'Wallerstein's crisis of capitalism.' P. 5
 - Christopher Chase-Dunn. 'Five linked crises in the contemporary world system.' *Journal of World-Systems Research*. Vol 19, No. 2, 175-80

III. Variants/Critiques

(12 hours)

- A. Theda Skocpol. 'Wallerstein's world capitalist system: A theoretical and historical critique'. *American Journal of Sociology*. Vol 82, No 5 (March 1977). Pp. 1075-89
- B. 'Debates' on the scale and time-depth of capitalist world system
 - Andre Gunder Frank. 'Immanuel and me with-out hyphen.' *Journal of World Systems Research*. Vol. 6, No 2 (Summer/Fall 2000). Pp. 216-231.
 - Barry Gills. 'The continuity thesis on world development.' In Sing C Chew and Robert A. Denemark (eds.), *The Development of Underdevelopment*. Pp. 226-45
 - Christopher Chase-Dunn. 'World-systems: Similarities and differences.' In Sing C Chew and Robert A Denemark (eds.). *The Development of Underdevelopment*. Pp. 246-58
 - Optional reading. Andre Gunder Frank. The Five Thousand Year World System. *Humboldt Journal of Social Relations*. Vol. 18, No 2. Pp. 1-41
- C. World-systems and dependency theories
 - James Petras. 'Dependency and world-system theory: A critiques and new directions.' *Latin American Perspectives*. Vol 8, No ¾. (Late Summer/Autumn). Pp. 148-155

IV. Colloquium on Nepal

(12 hours)

- A. Piers Blaikie, John Cameron and David Seddon's *Nepal in Crisis: Growth and Stagnation in the Periphery*. Chapter 2. Pp.24-58.
- B. Chaitanya Mishra: 'Development and underdevelopment in Nepal: A preliminary sociological perspective.' 1987. In Chaitanya Mishra, *Essays on the Sociology of Nepal*. Pp. 47-80
- C. Chaitanya Mishra: 'Nepal: Long term and lar **Colloquium on linkaging the 'Nepal texts' to the ge scale: History and theory.**' Pp. 18
- D. Chaitanya Mishra: 'Samrajyabad ra Nepalko bhawisys.' *Kantipur*. Feb 20, 2013 (Fagun 9, 2069). P. 7.
- E. Ian Carlos Fitzpatrick. *Cardamom and Class: A Limbu Village and its Extensions in East Nepal*. Pp. 1-26, 183-228, 271-78
- F. Bandita Sijapati and Amrita Limbu. *Governing Labor Migration in Nepal: An Analysis of Existing Policies and Institutional Mechanisms*. Chapter 1. Pp.1-24

V. Reflecting back on the perspective and variants

(3 hours)

This unit is utilized to summarize the juxtaposition of the world-system/world system perspectives and its variants on the one hand and the 'Nepal texts' on the other. It is intended as an exercise in linkaging the theoretical and the empirical and in cultivating a habit of theoretical thinking. It is expected that the colloquium will be summarized, documented, shared, and utilized as a learning device during subsequent semesters in Kirtipur and other campuses.

VI. Action Plan: Outlining a research plan implicating elements of the perspective

(3 hours)

This unit is utilized to promote group work intended to develop tentative ideas which link up the world-system perspective and its variants with group research agendas. It is expected that the 'linkaging' carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas.

So582: Basic Statistics in Sociological Research

Credit hours: 3

Teaching hours: 48

Objectives:

This course basically aims to develop skills of students in basic statistical techniques of data analysis through developing clear understanding of data measured in four major types; nominal, ordinal, interval and ratio scales. Specifically, it aims to:

- a) Enable students to categorize and organize data,
- b) Enable students to identify nominal, ordinal, interval and ratio scale data
- c) Develop skills of analyzing nominal, ordinal, interval and ratio scale data

Unit I: Key Statistical Concepts (6 hrs)

- A. Grouping and Organizing data
- B. Univariate, bivariate and multivariate data and frequency distribution
- C. Cross-sectional, cohort and panel data
- D. Summarizing data: measures of central tendency (mean, median and mode) and measures of dispersion (range, variance, standard deviation).

Readings:

Mueller, John H. and Karl F. Schuessler. 1969. *Statistical Reasoning in Sociology*. New Delhi: Oxford and IBH. (Chapters 3, pp. 29-78)

Levin and Fox. *Elementary Statistics in Social Research*. Chapter 2, Chapter 3 and Chapter 4.

T.L. Baker. *Doing Social Research*. Levels of measurement. Pp. 119- 125.

Time Frame in Which the Study is Carried Out: Cross-sectional or Longitudinal. Pp. 91-95.

Unit II. Analysis of Nominal-scale Data (12 hrs)

- A. Rationale
- B. Univariate data analysis: one way frequency table
- C. Bivariate data analysis: two way frequency table, chi-square test
- D. Level of significance (measures of strength of relationship)
- E. Interpretation
- F. Inference

Readings:

Blalock, H.M. *Nominal Scales: Proportions, Percentages, and Ratios*. Chapter 3, pp. 31-40.

Blalock, H.M. *Nominal Scales: Contingency problems*. Chapter 15, pp. 275-316.

Unit III. Analysis of Ordinal-scale Data (12 hrs)

- A. Rationale
- B. Univariate data analysis: one way frequency table,
- C. Bivariate data analysis: two way frequency table, Spearman rho, chi-square test of independence
- D. Interpretation
- E. Inference

Readings:

Muller, Schuessler and Costner. Statistical Reasoning in Sociology. The association of ordinal variables. Chapter 10, pp. 267-294.

Blalock, H.M. Ordinary Scales: Two samples parametric tests. Chapter 14, pp. 275-316.

Levin and Fox. Non-parametric test of significance. Chapter 9, pp. 309-332.

Unit IV. Analysis of Interval- and Ratio-scale Data (15 hrs)

- A. Rationale
- B. Univariate data analysis: one sample z, t, F
- C. Bivariate data analysis: two way frequency table, scatter diagram, correlation coefficient, simple linear regression, two sample Z, t and F tests, significance tests of correlation and regression coefficients
- D. Interpretation
- E. Inference

Readings:

Blalock, H.M. Interval Scales: Frequency distribution and graphic presentation. Chapter 4, pp. 41-54.

Blalock, H.M. Interval Scales: Measures of Central Tendency. Chapter 5, pp. 55-76

Blalock, H.M. Two Samples Test: Difference of Means and Proportions. Chapter 13, pp. 219-242.

Levin and Fox. Chapter 7: Testing Differences between Means. Pp. 235-268.

Blalock, H.M. Correlation and regression. Chapter 17, pp. 361-396.

Levin and Fox. Correlation and Regression Analysis. Chapter 10 and 11, pp. 345-392.

Unit V. Analysis of Variance (3 hrs)

- A. The logic of analysis of variance
- B. Analysis of variance
- C. Multiple comparison of means

Readings:

Levin and Fox. Analysis of Variance. Chapter 8, pp. 283-308.

Blalock, H.M. Analysis of variance. Chapter 16, pp. 317-360.

So583: Sociology of Gender

Full marks: 100
Teaching hrs: 48
Credit hrs: 3

Course Objectives

Sociology of Gender has received a wider attention during the last two decades or so in sociology and other social sciences. This paper aims to provide basic knowledge on conceptual, theoretical and methodological aspects of gender and feminism from sociological vantage point. It enables students to understand many of the perspectives needed to analyze gender relations in the Nepalese society as sociologist and as development practitioners. This course starts from issues of social construction of gender and feminist theories, and delves into debates on patriarchy and associated bargaining approach, followed by feminist methodology, and finally problematizes gender based violence in Nepal as a case.

Unit I: Social Construction of Gender

8 hrs

- Sex, and social construction of gender
- Gender as routine accomplishment in everyday interaction
- Gender as social structure
- Sex roles and gender division of labour

Required readings

- Little, William and Ron McGivern (2013) "The difference between sex and gender," *Introduction to Sociology – 1st Canadian Edition*, British Columbia: OpenStax College, Chapter 12.
- West, C., & Zimmerman, D. H. (1987) "Doing gender," *Gender & Society*, 1(2), 125–151.
- Lorber, Judith (1994) " 'Night to his day': the social construction of gender," *Paradoxes or Gender*, Yale University Press pp. 13-36.
- Marini, Margaret Mooney (1990) "Sex and gender: what do we know?" *Sociological Forum*, vol. 5(1), pp. 95-120.

Unit II: Feminist Theories

10 hrs

- Liberal feminism (Simone de Beauvoir)
- Socialist feminism (Maria Mies)
- Third-wave feminism (Chandra Talpade Mohanty)
- Radical feminism (Kate Millett)
- Variants of feminist interpretations on women's subordination

Required readings

- de Beauvoir, S. (1949) "The data on biology," *The second Sex*, Chapter 1, Penguin Modern Classics, pp. 33 -64.
- Mies, Maria (1981) The social origins of the sexual division of labour, *Occasional Paper No. 85*, The Hague: Institute of Social Studies.
- Mohanty, C. T. (2002) "'Under Western eyes' revisited: feminist solidarity through anticapitalist struggles," *Signs: Journal of Women in Culture and Society*, vol. 28(2), pp. 499-535.

Millett, Kate (1969) "Theory of sexual politics," *Sexual Politics*, Chapter 2, Granada Publishing.
Luintel, Youba Raj (2006) Gendered analysis of women's subordination, a draft manuscript,
Kathmandu: Tribhuvan University.

Unit III. Patriarchy and Beyond

8 hrs

- Origins of patriarchy
- Capitalist patriarchy
- Comparing variants of feminist interpretation on patriarchy
- Patriarchy in everyday life: household and intra-household bargaining

Required readings

Lerner, Gerda (1986) "Origins," *The Creation of Patriarchy*, Chapter 1, Oxford: OUP, pp. 15-35.
Eisenstein, Zillah (1999) "Constructing a theory of capitalist patriarchy and socialist feminism,"
Critical Sociology, vol. 25(2/3), pp. 196-217.
Beechey, Veronica (1979) "On patriarchy," *Feminist Review*, vol. 3, pp. 66–82.
Kandiyoti, Deniz (1988) "Bargaining with patriarchy," *Gender and Society*, vol. 2(3), Special
Issue to Honor Jessie Bernard, pp. 274-290.
Agarwal, Bina (1997) "Bargaining and gender relations: within and beyond the household,"
Feminist Economics, vol. 3(1): pp. 1-51.

Additional reading

Bhasin, Kamala (1993) *What is Patriarchy?* New Delhi: Kali for Women.

Unit IV: Sociological Debate on Power and Empowerment

6 hrs

- Sociological understanding on 'power': Bourdieu, Foucault and Baudrillard
- Feminist understanding on power
- Gendered debate on power and empowerment

Required readings

Geëienë, Ingrida (2002) "The notion of power in the theories of Bourdieu, Foucault and
Baudrillard," *Sociologija*, vol. 2, pp. 116-124.
Allen, Amy (2014) "Feminist perspectives on power," *The Stanford Encyclopedia of Philosophy*
(Summer 2014 Edition), Edward N. Zalta (ed.), URL =
<<http://plato.stanford.edu/archives/sum2014/entries/feminist-power/>>.
Batliwala, Srilatha (2007) "Taking the power out of empowerment - an experiential account,"
Development in Practice, vol. 17(4), pp. 557-565.
March, Candida, Ines Smyth and Maierayee Mukhapadhyah (1999) "Women's empowerment
(Longwe) framework," in *A Guide to Gender Analysis Framework*, Oxford: Oxfam GB, pp.
92-100.

Unit V: Feminist Methodology

8 hrs

- Feminist critique of positivism and the value for reflexivity and social change
- Emerging approaches in feminism-sensitive research
- Double consciousness and feminist standpoint epistemology

Required readings

Naples, Nancy A. (2007) "Feminist methodology." *Blackwell Encyclopedia of Sociology*. Ritzer, George (ed). Blackwell Publishing, Blackwell Reference Online, 1 September 2010, available at:

http://www.blackwellreference.com/subscriber/tocnode?id=g9781405124331_chunk_g978140512433112_ss1-42, last retrieved on 20 June 2015.

Wambui, Jane (2013) An introduction to feminist research, available online at

[http://www.researchgate.net/publications.PublicPostFileLoader.html?id=54946308d5a3f2e0038b4698&key=fb9f096d-d0bd-4e24-87b5-61520a3ed3c0](http://www.researchgate.net/publications/PublicPostFileLoader.html?id=54946308d5a3f2e0038b4698&key=fb9f096d-d0bd-4e24-87b5-61520a3ed3c0).

Harding, Sandra (1993) "Rethinking standpoint epistemology: what is 'strong objectivity'?" in Linda Alcoff, Elizabeth Potter (eds.) *Feminist Epistemologies*, Routledge, pp. 49-82.

Brooks, Abigail (2007) "Feminist standpoint epistemology: building knowledge and empowerment through women's lived experience," in Sharlene Nagy Hesse-Biber & Patricia Lina Leavy (eds.) *Feminist Research Practice*, Chapter 3, Thousand Oaks, CA: Sage Publications, pp. 53-82.

Unit VI: Gender Based Violence (GBV) and Policy Response (Nepal)

8 hrs

- Sociological approach to understand violence against women
- GBV in Nepal
- Policy response

Required readings

Toffanin, Angela Maria (2012) "Research on violence against women: a sociological perspective," *Interdisciplinary Journal of Family Studies*, vol. 17(1), pp. 15-30.

OPM and CoM (2012) *A Study on Gender-Based Violence Conducted in Selected Rural Districts of Nepal*, Executive Summary, Kathmandu: Office of the Prime Minister and Council of Ministers, pp. VI-XXI.

Saathi, The Asia Foundation, and DFID (2010) *Nepal: Preliminary Mapping of Gender Based Violence*, Kathmandu: Saathi, pp. 1-21.

Policy response

Nepal Law Commission (2009) *Domestic Violence (Offence and Punishment) Act, 2066 (2009)*, Kathmandu.

Nepal Law Commission (2007) *Human Trafficking and Transportation (Control) Act, 2064 (2007)*, Kathmandu.

OPM and CoM (2012), *Ending Gender Based Violence and Gender Empowerment: National Strategy and Action Plan, 2012*, Kathmandu: Office of the Prime Minister and Council of Ministers (text in Nepali).

Additional reading

MoHP, New ERA, and ICF International Inc. (2012) *Nepal Demographic and Health Survey 2011*. Kathmandu, Nepal: Ministry of Health and Population, New ERA, and ICF International, Calverton, Maryland, Chapter 14.

So584: Identity, Inequality and Intersectionality

Credit hours: 3

Teaching hours: 48

Course objectives:

This course aims to foster critical examination of how structures of inequality and bases of identity intersect in multicultural social context, and how they get changed across the space and over the time. Particularly it aims to delve into the contemporary debates of how categories of social structures (like class, caste, ethnicity and gender) interact on multiple levels, resulting in societal diversity and inequality. The course primarily focuses on two dimensions: (a) the construction of social identity and inequality, and (b) the way these structures interplay and mutually constitute (and, thus, intersect) one another in a dynamic way. After completing the course the students will be able to:

- a) comprehend intersectionality from conceptual and theoretical perspectives,
- b) identify categories of social groups whose identity and inequality can be meaningfully observed and analysed in their dynamic intersection, and
- c) develop an ability of critically analyzing inequality from the perspective of intersectionality.

Course contents

Unit I: The notion and the assumptions

6 hrs.

- The term intersectionality: history and practice
- Essentialism and social constructivism
- Standpoint epistemology
- Matrix of domination/oppression

Unit II: Understanding and critiquing intersectionality

10 hrs.

- Mapping the margins
- Mainstreaming intersectionality
- Intersectionality, sociology and feminist scholarship
- Feminist and Marxist critiques

Unit III: Ethnicity, identity and intersectionality

6 hrs.

- The making and unmaking of ethnic boundaries
- Constructivist theory of ethnicity and identity

- Ethnicity and identity in multicultural society

Unit IV: The prism of intersectionality and everyday social reality

10 hrs.

- Gender and intersectionality
- Gender and caste intersectionality
- Class and intersectionality
- Family and intersectionality

Unit V: Methods of intersectional analysis

8 hrs.

- Intersectionality and sociological research
- Complexities of intersectionality
- Level of analysis
- Tuning survey research with intersectionality

Unit VI: Recognizing intersectionality: diversity and fluidity of identity and inequality in Nepal

8 hrs

- Identifying DAGs in development targeting
- Fluidity, ethnicity and identity
- Caste, state and ethnicity
- Intersectional examination of regional, class, caste/ethnic and gendered terrain of employment

List of required readings:

Unit I: The notion and the assumptions

Luintel, Youba R. (2015) The notion and practice of intersectional analysis in social science: a review article, an unpublished paper, Kathmandu: Tribhuvan University.

Walby, Sylvia, Jo Armstrong and Sofia Strid (2012) "Intersectionality: multiple inequalities in social theory," *Sociology*, vol. 46(2), pp. 224–240.

Unit II: Understanding and critiquing intersectionality

- Crenshaw, Kimberle W. (1989) "Mapping the margins: intersectionality, identity politics, and violence against women of color," originally published in *Stanford Law Review*, vol. 43.
- Dhamoon, Rita Kaur (2011) "Considerations on mainstreaming intersectionality," *Political Research Quarterly*, vol. 64(1), pp. 230-243.
- Kathy Davis (2008) "Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful," *Feminist Theory*, vol. 9(1): 67–85.
- Nash, Jennifer C. (2008) "Re-thinking intersectionality," *Feminist Review*, No. 89, pp. 1-15.
- Mitchell, Eve (2013) "I am a woman and a human: a Marxist-Feminist critique of intersectionality theory." An article originally posted in the webpage of Unity and Struggle, <http://unityandstruggle.org/2013/09/12/i-am-a-woman-and-a-human-a-marxist-feminist-critique-of-intersectionality-theory/> (accessed at 24 February 2015).

Unit III: Ethnicity, identity and intersectionality

- Wimmer, Andreas (2008) "The making and unmaking of ethnic boundaries: a multilevel process theory," *American Journal of Sociology*, vol. 113(4), pp. 970-1022.
- Nagel, Joane (1994) "Constructing ethnicity: creating and recreating ethnic identity and culture," *Social Problems*, vol. 41(1), Special Issue on Immigration, Race, and Ethnicity in America, pp. 152-176.
- Chandra, Kanchan (2012) "Introduction," Chapter 1 in Kanchan Chandra (ed.) *Constructivist Theories of Ethnic Politics*, Oxford: Oxford University Press, pp. 1-49.
- Nederveen Pieterse, Jan (2004) "Ethnicities and multiculturalisms: politics of boundaries" in Stephen May, Tariq Modood and Judith Squires (eds.) *Ethnicity, Nationalism, and Minority Rights*, Cambridge: Cambridge University Press, pp. 27-49.

Unit IV: The prism of intersectionality and everyday social reality

- Anthias, Floya (2012) "Hierarchies of social location, class and intersectionality: towards a translocational frame," *International Sociology*, vol. 28(1), pp. 121–138.
- Shields, Stephanie A. (2008) "Gender: an intersectionality perspective," *Sex Roles*, vol. 59, pp. 301–311.
- Anne, Mrudula, Jamie Callahan and Hyounju Kang (2013) "Gender and caste intersectionality in the Indian context," Conference archive of the University Forum for Human Resource Development, <http://www.ufhrd.co.uk/wordpress/wp-content/uploads/2013/09/Mrudula-Callahan-Kang-full-paper.pdf> (accessed at 24 February 2015).
- Hill Collins, Patricia (1998) "It's all in the family: intersections of gender, race, and nation," *Hypatia*, vol. 13(3), Border Crossings: Multicultural and Postcolonial Feminist Challenges to Philosophy, pp. 62-82.

Unit V: Methods of intersectional analysis

- Choo, Hae Yeon and Myra Marx Ferree (2010) "Practicing intersectionality in sociological research: a critical analysis of inclusions, interactions and institutions in the study of inequalities" *Sociological Theory*, vol. 28(2), pp. 129-149.
- McCall, Leslie (2005) "The complexity of intersectionality," *Signs*, vol. 30(3), pp. 1771-1800.
- Anthias, Floya (2012) "Intersectional what? Social divisions, intersectionality and levels of analysis," *Ethnicities*, vol. 13(1), pp. 3-19
- Winker, Gabriele and Nina Degele (2011) "Intersectionality as multi-level analysis: Dealing with social inequality," *European Journal of Women's Studies*, vol. 18(1), pp. 51–66.
- Steinbugler, Amy C., Julie E. Press and Janice Johnson Dias (2006) "Gender, race, and affirmative action: operationalizing intersectionality in survey research," *Gender and Society*, vol. 20(6), pp. 805-825.

Unit VI: Recognizing intersectionality: diversity and fluidity of identity and inequality in Nepal

- Mishra, Chaitanya (2011) "*Nepalma jatiya ubhar ra sanghiyakaranko sandarbha* (Ethnic Upsurge in Nepal: Implications for Federalization)," text in Nepali, translated by Tika Ram Gautam and edited by Dilliram Subedi. In *Bichar Bishesh*, Year 2, Number (5-6), pp. 41-71, Shrawan-Poush, 2068. Kathmandu: Public Policy Pathashala.
- Fisher, James F. (2012) "Reification and plasticity in Nepalese ethnicity" C. Mishra and O. Gurung (eds.) *Ethnicity and Federalization in Nepal*, Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University, pp. 116-123.
- Gubhaju, Bina (1999) "The fluidity of ethnicity: The case of Nepali and Newar identity in the United States," *Contributions to Nepalese Studies*, vol. 26(1), pp. 135-149.
- Levine, Nancy E. (1987) "Caste, state, and ethnic boundaries in Nepal," *The Journal of Asian Studies*, vol. 46(1), pp. 71-88.
- SDC Nepal (2013) "Approach for targeting of disadvantaged groups (DAGs)," a SDC Nepal working document, Kathmandu: Swiss Agency for Development Cooperation (SDC) in Nepal.
- Gautam, Tika Ram (2015) Intersectionality: Employment across region, class, caste/ethnicity and gender in Nepal, an unpublished paper, Kathmandu: Tribhuvan University.

So585: Migration, Social Network, Remittance and Development

Credit hours: 3

Teaching hours: 48

Course Description and Objectives:

Migration is a fundamental feature of human society since very beginning. As one of the important aspects of social demography migration plays an important role in shaping different aspects of human social life including social relationship and social change. People migrate from place of origin to the place of destination for a number of reasons which is often shaped by historical and structural dynamics of society. All types of migration; internal, immigration and emigration including reactive migration, are continuously growing in number day by day. Thus migration has become one of the core areas of Sociology today. The main objective of this course is to familiarize the students with the basic notion of migration, its types, theories, methods and other important dimensions such as social network, social capital, remittance, state policies and development. This course, therefore, posits migration in historical context with its major types, theories, methods, current trends, different forms of consequences/effects. It also further discusses the role of social network and social capital in migration.

Unit I. Introduction

9hrs

- a. Understanding migration: internal; international: immigration; emigration; and reactive migration
- b. History and current trend of migration in the world in general and Asia and Nepal in particular
- c. Migration and social inequality
- d. Migration as a challenge to sociology and sociology of migration

Required Readings:

Bailey, Rayna. 2010. Introduction. In *Immigration and Migration*. Chapter 1, pp. 3-24. New Delhi: Viva Books.

Richmond, Anthony H. N.d. Reactive Migration: Sociological Perspectives on Refugee Movements. *Centre for Refugee Studies*, York University, Toronto.

Gurung, Harka. 2001. Migration. In *Nepal Social Demography and Expressions*. Chapter II, pp.14-34. Kathmandu: New ERA.

Castles, Stephen. 2008. *Understanding Global Migration: A Social Transformative Perspective*. A Draft Paper Presented on Conference on Theories of Migration and Social Change at St Anne's College, Woodstock Road, Oxford.

Startup, Richard. 1971. A Sociology of Migration? *The Sociological Quarterly*, Vol. 12, No. 2 (Spring, 1971), pp. 177-190.

Uris Library. 1980. *Labour Migration Under Capitalism: The Puerto Rican Experience*. Monthly Review Press, New York and London.

Lewin-Epstein, Noah and Semyonov, Moshe. 2000. Migration, Ethnicity, and Inequality: Homeownership in Israel. *Social Problems*, Vol. 47, No. 3 (Aug., 2000), pp. 425-444.

Castle, Stephen. 2007. Twenty-First-Century Migration as a Challenge to Sociology. *Journal of Ethnic and Migration Studies*, Vol. 33, No. 3, April 2007, pp. 351-371.

Unit II. Migration Theories: Critical Analysis and New Paradigm (12 hrs)

- a. Neoclassical theories (Lee, Ravenstein, Todaro)
- b. World-system theory (Wallerstein)
- c. Network concepts-perpetuation of migration
- d. Critical review of theories , approaches and sociology

Required Readings:

Lee, Everett S. 1966. A Theory of Migration. *Demography*, Vol. 3, No. 1 (1996), pp. 47-57.

King, Russell. Theories and Typologies of Migration: An Overview and a Primer. Willy Brandt Series of Working Papers in International Migration and Ethnic Relations 3/12.

Massey, Douglas S., Arango, Joaquin, Hugo, Graeme, Kouaouci, Ali, Pellegrino, Adela and Taylor, Edward. Theories of International Migration: A Review and Appraisal. *Population and Development Review*, Vol. 19, No. 3 (Sep. 1993), pp. 431-466.

Sandra Ma, Ai-hsuan. N. d. Rethinking Migration Decision Making in Contemporary Migration Theories. Pp. 145-188. Department of Sociology, National Chengchi University.

Richmond, Anthony H. N. d. *Sociological Theories of International Migration: The Case of Refugees*.

Bakewell, Oliver. 2010. Some Reflections on Structure and Agency in Migration Theory. *Journal of Ethnic & Migration Studies*, 36 (10).

Boswell, Christina. 2008. Combining Economics and Sociology in Migration Theory. *Journal of Ethnic and Migration Studies*, 34:4, 549-566.

Additional Readings:

Kurekova, Lucia. 2009. Theories of Migration: Critical Review in the Context of the EU EAST-WEST Flows. *Robert Schuman Centre for Advanced Studies*. European University Institute.

Stahl, Charles W. 1995. Theories of International Labour Migration: An Overview. *Asian and Pacific Migration Journal*, Vol. 4, No. 2-3. University of Newcastle.

Bijak, Jakub. 2006. *Forecasting International Migration: Selected Theories, Models, and Methods*. CEFMR Working Paper 4/2006. Chapter 1 & 2, pp. 3-18. Central European Forum for Migration Research (CEFMR).

Unit III. Social Network, Migration and Social Change (9hrs)

- a. Migration and social network
- b. Migrant network and labour migration

- c. Migration, urbanization and social change
- d. Migration, family and risk diversification
- e. Fragmentation of migration and social deviance and crime

Required Readings:

Alexandra Winkels. 2012. Migration, Social Networks and Risk: The Case of Rural-Rural Migration in Vietnam. *Journal of Vietnamese Studies*, Vol. 7, No. 4.

Zhao, Yaohui. 2003. The Role of Migrant Networks in Labour Migration: The Case of China. *Contemporary Economic Policy*, Vol. 21, No. 4 (October 2003).

Vertovec, Steven. 2002. Transnational Networks and Skilled Labour Migration. WPTC-0202. A paper given to the conference: Ladenburger Diskurs "Migration" Gottlieb Daimler- und Karl Benz-Stiftung, Ladengurg, 14-15 February 2002.

Portes, Alejandro. 2008. Migration and Social Change: Some Conceptual Reflections. A Key Note Speech on 'Theorizing Key Migration Debates'. Oxford University, July 1, 2008.

Kong-Pin Chen, Shin-Hwan Chiang, and Siu Fai Leung. 2003. Migration, Family, and Risk Diversification. *Journal of Labour Economics*, Vol. 21, No. 2 (April 2003), pp. 353-380.

Honglin ZHANG, Kevin and SONG, Shungeng. 2003. Rural-urban migration and urbanization in China: Evidence from time-series and cross-section analyses. *China Economic Review*, 14 (2003), pp. 386-400.

Additional Readings:

Caroline S. Archambault. 2010. Women Left Behind? Migration, Spousal Separation, and the Autonomy of Rural Women in Ugweno, Tanza. *Signs*, Vol. 35, No. 4 (Summer 2010), pp. 919-952.

G. Edward Stephen and Lucky M. Tedrow. 1977. A Theory of Time-Minimization: The Relationship between Urban Area and Population. *The Pacific Sociological Review*, Vol. 20, No. 1 (Jan, 197), pp. 105-112.

Emilio A. Parrado and Chenoa A. Flippen. 2014. Migration, Social Organization, and the Sexual Partners of Mexican Men. *Social Problems*, Vol. 61, No. 3 (August 2014), pp. 380-401.

Godfried, Engberson, Joanne van der Leun, and Jan de Boom. 2007. The Fragmentation of Migration and Crime in the Netherlands. *Crime and Justice*, Vol. 35, No. 1.

Unit IV. Migration, Remittance, State policies and development (9hrs)

- a. Migration, remittance, development and development policies
- b. Migration, social capital and development
- c. Migrants, livelihoods and rights
- d. Migration and citizenship issues

Required Readings:

Appleyard, Reginald T. 1989. Migration and Development: Myths and Reality. *International Migration Review*, Vol. 23, No. 3, Special Silver Anniversary Issue: International Migration an Assessment for the 90's (Autumn, 1989), pp. 486-499.

Wise, Raul Delgado and Covarrubias, Humberto Marquez. 2009. Understanding the Relationship between Migration and Development. Toward a New Theoretical Approach. *Social Analysis*, Volume 53, Issue 3, Winter 2009, 85-105.

Haas, Hein De. 2005. International Migration, Remittances and Development: myths and facts. *Third World Quarterly*, Vol. 26, No. 8, pp. 1269-1284. Routledge.

Haas, Hein de. 2007. Migration and Development: A Theoretical Perspective. Paper presented at the conference on 'Transnationalisation and Development (s): Towards a North-South Perspective', Center for Interdisciplinary Research, Bielefeld, Germany, May 31-June 01, 2007.

Haan, Arjan de. 2000. Migrants, Livelihoods, and Rights: The Relevance of Migration in Development Policies. Social Development Working Paper No. 4. *Social Development Department*.

Koopmans, Ruud, Michalowski, Ines and Waibel, Stine. 2012. Citizenship Rights for Immigrants National Political Processes and Cross-National Convergence in Western Europe, 1960-2008. *American Journal of Sociology*, Vol. 117, No. 4 (January 2012), pp. 1202-1245.

Additional Readings:

Gustafson, Per. 2005. International Migration and National Belonging in the Swedish Debate on Dual Citizenship. *Acta Sociologica* 2005 48:5. Nordic Sociological Association.

Brubakar, William Rogers. 2008. Immigration, Citizenship, and the Nation-state in France and Germany: A Comparative Historical Analysis. *International Sociology*, Vol. 5, No. 4, pp. 379-407.

Unit V. Migration, Remittance Economy, and Social Change in Nepal (9 hrs)

1. Migration and remittance economy of Nepal
2. Review of Foreign Employment Act and rules-regulations
3. Migration and social problems in Nepal

Required Readings:

Seddon, David; Gurung, Ganesh; and Adhikari, Jagannath. 1998. Foreign Labour Migration and the Remittance Economy of Nepal. *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*: Vol. 18: No. 2, Article 7.

Mishra Chaitanya, Uprety Laya Prasad and Pandey Tulsi Ram. 2000. *Seasonal Agricultural Labour Migration from India to the Nepal Tarai*. (Chapter 2 The Context: Political Economy of the Tarai). A Research Report Submitted to Centre for Nepal and Asian Studies, Tribhuvan University, Kirtipur, Kathmandu.

Gautam, Tika Ram. 2008. "Migration and the Problem of old age people in Nepal" *Dhaulagiri Journal of Sociology and Anthropology Vol.2* | 145 146.

Bhatta, Madhabi. 2012. "Mapping Negative and Positive Effect of Social Network among South Asian Workers in Korea" PhD Thesis Ewha Womans Univeristy. (Chapter 5 & 6)

Bhadra, Chandra. 2007. "International Labor Migration of Nepalese Women: The Impact of Their Remittances on Poverty Reduction. *Asia-Pacific Research and Training Network on Trade Working Paper Series*, No 44

So586: Sociology of Ageing and Disability

Credit hours: 3

Teaching hours: 48

Course objectives

This introductory course on ageing and disability studies aims to impart basic concepts and theories on ageing and disability. The changing population dynamic shows that ageing is a global concern. The course enables students to understand basic concepts and perspective on ageing. Imparting the international and national policies on ageing, course enables students to undertake research on emerging issues on ageing. Similarly, the course enables students to understand theories and concepts of disability including gender dimension of disability.

Unit I. Understanding Ageing

12 hrs

- A. Population dynamics and global and national trend(1950 – 2050) : Political, Economic and Social implications
- B. Varied definition and application of ageing, active ageing and its determinants
- C. History of Gerontology and Geriatrics
- D. Theoretical perspectives on sociology of Ageing

Unit I. Understanding Ageing

A.

Population Reference Bureau (2011). *2011 World Population Data Sheet*. Population Reference Bureau.

Chalise, H. N. (2006). Demographic situation of population ageing in Nepal. Retrieved from <http://imsear.hellis.org/handle/123456789/46569>

CBS. (2011). *Preliminary report-census 2011*. Center Bureau of Statistics, Nepal. Retrieved from <http://cbs.gov.np/wp-content/uploads/2012/09/Population-Census-Prelliminary-Report-2011.pdf>

B.

WHO | Definition of an older or elderly person. (n.d.). *WHO*. Retrieved February 10, 2014, from <http://www.who.int/healthinfo/survey/ageingdefnolder/en/>

WHO. (2012.). Active ageing: a policy framework. *WHO*. Retrieved from http://www.who.int/ageing/publications/active_ageing/en/ pp. 12-30

C.

Bengtson, V. L., Burgess, E. O., & Parrott, T. M. (1997). Theory, explanation, and a third generation of theoretical development in social gerontology. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 52(2), S72–S88.

Gautam, M. K (n.d) Basic Concept of Gerontology and Geriatrics, unpublished manuscript.

D.

Marshall, V. W., & Bengtson, V. L. (2011). Theoretical perspectives on the sociology of aging. In *Handbook of sociology of aging* (pp. 17–33). Springer.

Bengtson, V.L et al (1999). *Handbook of Theories of Aging*. Springer Publishing Company.

Unit II. Legal frameworks and implementations

12 hrs

A. International conferences and legal frameworks

- First World Assembly on Ageing, Vienna 1982
- United Nations Principles for Older Persons (1991)
- Year of Older Persons (1999)
- Second World Assembly on Ageing (2002), MIPAA (Madrid International Plan of Action on Ageing) 2002
- UN Resolution on Rights of Older People (2011)
- Review of MIPAA 2012

B. National Plans and Acts on ageing

- National Action Plan for Senior Citizens (2006)
- Senior Citizens Act 2007, Senior Citizens Regulation 2009

C. Status of Older people in Nepal

D. Social perception of ageing in Nepal

Unit II. Legal frameworks and implementations

A.

UN. (1982). Report of the world assembly on ageing, Vienna, 26 July to 6 August 1982

UN General Assembly Proclamation on Ageing, 42nd Plenary meeting, 16 October 1992

UN. (2002). Political declaration and Madrid International Plan of Action and Ageing, Second World Assembly on Ageing, Madrid, Spain, 8-12 April 2002

UN Resolution on Rights of Older People (2011)

HelpAge International and UNFPA . (2011. Ageing in twenty first century: a celebration and a challenge, Chapter 1,3

Relevant UN documents

B.

Parker, S., & Pant, B. (2011). Longevity in Nepal: Health, policy and service provision challenges. *International Journal of Society Systems Science*, 3(4), 333–345.

C.

Ageing Nepal and CDPS .(2012). Health and Social Care Needs Assessment of Elderly:

The Context of Piloting Service Developments and Care of Elderly in Pharping, Kathmandu, Nepal, A joint study undertaken by Ageing Nepal and Central Department of Population Studies, Tribhuvan University for United Nations Population Fund (UNFPA), pp. 21-74

Uprety, L.P. (2010). A Final report on the effectiveness of non-contributory social pension in Nepal, Nepal Participatory Action Network (NEPAN) HelpAge International, pp. 20-30

Beall, C. M., & Goldstein, M. C. (1982). Work, aging and dependency in a Sherpa population in Nepal. *Social Science & Medicine*, 16(2), 141–147.

Jonas, C. M. (1992). The meaning of being an elder in Nepal. *Nursing Science Quarterly*, 5(4), 171–175.

Acharya, Pradeep. (2008). Senior Citizens and the Elderly Homes: A Survey from Kathmandu. *Dhaulagiri Journal of Sociology and Anthropology*, Vol. II. Pp. 211-226.

Unit III. Emerging issues and challenges of Ageing **6 hrs**

- A. Challenges of an ageing population
- B. Abuse and violence against old people
- C. New research agendas on ageing

Unit III. Emerging issues and challenges of Ageing

A.

WHO. (2012.). Active ageing: a policy framework. *WHO*. Retrieved from http://www.who.int/ageing/publications/active_ageing/en/ pp. 33-43

Parker, S., & Pant, B. (2009). Ageing in Nepal: Emerging Issues and Challenges. *Ageing in Asia*, 89–108.

B.

Geriatric Centre Nepal .(2010). A Baseline Study on Reported Cases of Elder Abuse in Nepali Press, National Human Rights Commission Nepal

Ageing Nepal .(2011). Cases of Elder Abuse & Neglect 2009-2011, Ageing Nepal

C.

UN programme on ageing .(2007). Research Agenda on ageing for the 21st century, A joint project of the United Nations Programme on Ageing and the International Association of Gerontology and Geriatrics

Unit IV. Understanding disability **9 hrs**

- A. Beyond Medical and Social model of disability
- B. International and national legal frameworks
 - a. UNCRPD (2006)
 - b. Disabled People's Welfare and Protection Act and Regulation
- C. Feminist disability theory

A.

Crow, L. (1996). Including all of our lives: Renewing the social model of disability. *Exploring the Divide*, 55, 58.

Shakespeare, T., & Watson, N. (2001). The social model of disability: an outdated ideology? *Research in Social Science and Disability*, 2, 9–28.

Taleporos, G., & McCabe, M. P. (2002). Body image and physical disability—personal perspectives. *Social Science & Medicine*, 54(6), 971–980.

B.

Convention on the Rights of Persons with Disabilities. (2006). Retrieved February 17, 2014, from <http://www.un.org/disabilities/default.asp?navid=12&pid=150>

UNICEF. (2001). *A situation analysis of disability in Nepal*. UNICEF, pp. 167-183

C.

Garland-Thomson, R. (2002). Integrating Disability, Transforming Feminist Theory. *NWSA Journal*, 14(3), 1–32.

Garland-Thomson, R. (2001). *Reshaping, Re-thinking, Re-defining: Feminist Disability Studies*. Center for women policy studies.

Unit V. Gender dimension of disability

9 hrs

A. Experience of women with disability

B. Violence against women with disability

C. Disability and sexuality

A.

Ghai, A. (2002). Disabled women: An excluded agenda of Indian feminism. *Hypatia*, 17(3), 49–66.

Dhungana, B. M (2006). The lives of disabled women in Nepal: vulnerability without support. *Disability & Society*, 21(2), 133–146.

B.

Chenoweth, L. (1996). Violence and Women With Disabilities Silence and Paradox. *Violence Against Women*, 2(4), 391–411. doi:10.1177/1077801296002004004

Mays, J. M. (2006). Feminist disability theory: Domestic violence against women with a disability. *Disability & Society*, 21(2), 147–158.

CREA .(2011). Count me In Research report "violence against disabled, lesbian and sex working women in Bangladesh, India and Nepal", CREA

C.

Shakespeare, T. (2000). Disabled sexuality: toward rights and recognition. *Sexuality and Disability*, 18(3), 159–166.

Shildrick, M. (2007). Contested pleasures: The sociopolitical economy of disability and sexuality. *Sexuality Research & Social Policy*, 4(1), 53–66.

Khanal, A. N. (2012). Experience of motherhood of disabled women, Occasional Papers in Sociology/Anthropology, Journal of Central Department of Sociology/Anthropology, Volume 12

So587: Power, Leadership, State and Development

Credit hours: 3

Teaching hours: 48

Course Description and Objectives

Politics and power has remained one of the central experience and concern of the human condition throughout the ages. The structure and process of use of power in any society also affects the structure of relationship between the state and its citizens, form of leadership and its role and patterns of relationship between state and market and development. The relations and roles played by different kinds of these actors in political processes are however the dynamic processes which remain changed through changes in social other social processes. Drawing from a wide range of sources from the social sciences and the humanities, the primary objective of this course is to familiarize the students with the structure and processes of these relations and their change. This course is designed as a text-based exploration and will thus require the students to immerse into original texts to develop their comprehension, analytic, and writing skills. While the list of texts offers a wide intellectual and historical sweep, the teaching and reading will focus on the core issues listed on each Unit. The structure of learning and evaluation on this course will follow a modality including instruction, class room discussion of students on related themes and written tests on both terminal and final examinations.

Unit. I. Nation State and Citizenship

12 hrs

Citizenship: definitions, theoretical traditions, citizenship rights, Citizenship and the nation-state, Globalization and post-national citizenship

Unit II. Leadership and Development

9 hrs

Leadership: definition, Features: autocratic and democratic leadership, Functions of leadership and its role in development.

Unit III. State, Market and Development

9 hrs

State as promoter of development; The developmental state: its features; State and predation, Market and state: the politics of neoliberalism.

Unit IV. Discourses and Critique

9 hrs

Governmentality: governance as a changing process, Paradigm shifts in developmental discourse, Incongruence between state planning and empirical situation.

Unit V. Social and Political Movements, Transition and Change **9 hrs**

Definition of Movements, Variants of social/political movements: Structural, populist or new social movement. Transition and consolidation of democratic process

Readings

Unit. I. Nation State and Citizenship

Marshall, T. (1950). Chapter 1 in *Citizenship and Social Class*. Concord, MA: Pluto Press.

Shafir, G. 1998. "Introduction" in *The Citizenship Debates: A Reader*, Minnesota: University of Minnesota Press

Janoski, Thomas 1998. "Introduction to citizenship" and "The Framing of Citizenship Rights" in *Citizenship and Society: A Framework of Rights and Obligations in Liberal, Traditional and Social Democratic Regimes*, Cambridge: Cambridge University Press. pp. 1-33.

Soysal, Yasemin Nuhoglu 2004. "Post national Citizenship: Reconfiguring the Familiar Terrain". In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Unit II. Leadership and Development

Gastill, John 1994. "A Definition and Illustration of Democratic Leadership" in *Human Relations*. Vol 47. No. 8, pp. 953-975.

Masciulli, Joseph, Mikhail A. Molchanov and W. Andy Knight 2010. "Political Leadership in Context." UK: Auguste Research Ltd.

Brady, David and Michael Spence 2010. "Leadership and Politics: A Perspective from the Commission on Growth and Development" in David Brady and Michael Spence (eds.). *Leadership and Growth*. Washington: The International Bank for Reconstruction and Development /The World Bank

UNIT III. State, Market and Development

Dietrich Rueschemeyer and Peter B. Evans. 1985. "The State and Economic Transformation: Toward an Analysis of the Conditions Underlying Effective Intervention" Chapter 2. In Peter B Evans, D. Rueschemeyer, et al. (1985). *Bringing the state back in*. Cambridge University Press.

Leftwich, A. (1995). "Bringing Politics Back in: Towards a Model of the Development state." *Journal of Development Studies* 31(3): 400.

Leftwich, A. 1993. "Governance, Democracy and Development in the Third World." *Third World Quarterly* 14(3): 605-624.

Fran Tonkiss Markets against States: Neo-liberalism". Chapter 1. In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Unit IV. Discourses and Critique of Power, State Governmentality and Development

Michael Foucault 199 2000. " The Subject and Power" in *Power* Edited by Faubion, James D. New York: the New Press.

Michael Foucault 1991. "Governmentality", in Graham Burchell et al (eds.). *Foucault Effect*, Chicago: University of Chicago Press.

Gupta, Akhilesh 1998. "Agrarian Populism in the Development of a Modern Nation" in *Postcolonial Developments: Agriculture in the Making of Modern India*. Durham : Duke University Press.

Scott, James C. 1998. "State Projects of Legibility and Simplification" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press

V. Political Movements, Transition and Change

Diani, Mario. 1992. "The Concept of Social Movement" in *The Sociological Review*, Vol. 40, pp. 1-25

Calhoun, Craig 1993. "New Social Movements of the Early Nineteenth Century" in *Social Science History*, Vol. 17. No. 3, pp. 385-428.

Skocpol, Theda, 1979. " Explaining Social Revolutions: Alternatives to Existing Theories" in *States and Social Revolutions: A Comparative Analysis of France, Russia and China*.New York: Cambridge Press.

Linz, Juan J. and Alfred Stepan1996. "Theoretical Overview",*Problems of Democratic Transition andConsolidation: Southern Europe, South America, and Post-Communist Europe*.Part I: Pp. 3-37, Baltimore: Johns Hopkins University.

So588: Urban Sociology

Credit hours: 3

Teaching hours: 48

Course Objectives

The objective of this course is to familiarize the students with the patterns and process of urban growth and the features of social relations as they appear in urban society. Through the study of this course the students are expected to gain knowledge specifically on issues related to the (a) concept of urbanism, and features of urban life and urban social relations (b) Theoretical discussions of urban social relations (c) Problems of urban areas and urban planning processes, and (e) Patterns and processes of urban growth in Nepal

Unit I. Introduction: Concept and Trend of Urbanization

6 hrs

Concept of urbanization, Global trends of urbanization, challenges of studying urbanization, Trends of urban growth in Nepal

Unit II: Classical Conceptions of Evolution and Growth of Urbanism

9hrs

The context: sociology as a critique and response to the emergence of secular urban industrial order; From status to contract: Changing basis of social solidarity (H. Maine); From Gemeinschaft to Gesellschaft (F. Tonnies), From mechanical to organic solidarity (E. Durkheim), Industrial order of capitalism and the evolution of secular classes (Karl Marx), Capitalism and the rational order of urban life (Max Weber).

Unit III: Experiencing the Urban/City Life

12hrs

City life as a world of strangers; Establishing relations with the strangers; Information and risks in stranger interaction; Stimulus overload and adaptation strategies; Mini-max hypothesis of urban relations: minimize interaction and maximize social order; Strategies for protecting self identity and construction of public life in urban setting; Lifestyle diversity in the cities and the ways for maintaining tolerance; Public and private world of city life.

Unit IV: Analyzing Urban Societies

12hrs

Urbanization as modernization and its problem; Neoliberalizing the urban life styles; Marx and modern cities; Neo-Marxist approach to urban Analysis; Urbanization and urban development; Other theories of urbanization. Weberian framework and middle class construction in Kathmandu

Unit V Urban Problems

3hrs

Megacities at risk; Problems of urbanization in developing societies.

Unit VI. Rural Urban Differences and Integration

6hrs

Realities and fallacies in the of the conceptions of rural urban integration

Readings

Unit I. Introduction: Concept and Trend of Urbanization

1. Concept of urbanization (ND?)
2. Lefebvre, Henry. 1970. The Urban Revolution. Chap. 1. pp 1-22. Minnesota: University of Minnesota Press.
3. World Urbanization Trends 2014: Key Facts, New York: United Nations.
4. Barney Cohen. 2006. Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability. Committee on Population, National Research Council, 500 Fifth Street, N.W., Washington, DC 20001, USA.
5. Data from population census of Nepal

Unit II: Classical Conceptions of Evolution and Growth of Urbanism

1. Karp, David A., Gregory P. Stone and William C. Yoels. 1991. Being Urban. Chapters 1 and 2. New York: Praeger. Pp. 1-47.

Unit III: Experiencing the Urban/City Life

1. Karp, David A., Gregory P. Stone and William C. Yoels. 1991. Being Urban. Chapters 4 and 5. New York: Praeger. Pp. 77-132.
2. Fischer, Claude S. 1981. The Public and Private Worlds of City Life. *American Sociological Review*, Vol. 46, No. 3 (Jun., 1981), pp. 306-316.

Unit IV: Analyzing Urban Societies

1. Ham, Euiyoung. 1973, Urbanization and Asian Lifestyles. *Annals of the American Academy of Political and Social Science*, Vol. 405, pp. 104-113.
2. Banerjee-Guha, Swapna. 2009. Neoliberalising the 'Urban': New Geographies of Power and Injustice in Indian Cities. *Economic and Political Weekly*, Vol. 44, No. 22 (May 30 - Jun. 5, 2009), pp. 95-107.
3. Ellison, Charles E. 1983. Marx and the Modern City: Public Life and the Problem of Personality. *The Review of Politics*, Vol. 45, No. 3 (Jul., 1983), pp. 393-420.
4. Jaret, Charles. 1983. Neo-Marxist Urban Analysis. *Annual Review of Sociology*, Vol. 9 (1983), pp. 499-525.
5. Bradshaw, York W. 1987. Urbanization and Underdevelopment: A Global Study of Modernization, Urban Bias, and Economic Dependency. *American Sociological Review*, Vol. 52, No. 2, pp. 224-239.
6. Orum, Anthony. 2004. Urbanization. *Encyclopedia of Social Theory*. Sage Publication.
7. Liechty, Mark. 2003. Suitably Modern: Making Middle Class Culture in Kathmandu. Kathmandu: Martin Chautari.

Unit V Urban Problems

1. Horlick-Jones, Tom. 1995. Urban Disasters and Megacities in a Risk Society. *Geo-Journal*, Vol. 37, No. 3, pp.329-334.

2. Kadi, A.S., Halingali, B.I. & Ravishankar, P. 2004. Problems of Urbanization in Developing Countries: A Case Study of India. *International Journal of science and Nature*. VOL. 3(1) 2012: 93-104.

Unit VI. Rural Urban Differences and Integration

1. Funnell, D.C. 1988. Urban-Rural Linkages: Research Themes and Directions. *Geografiska Annaler. Series B, Human Geography*, Vol. 70, No. 2. pp. 267-274.
2. Uzzell, Douglas. 1977. Conceptual Fallacies in the Rural-Urban Dichotomy. *Urban Anthropology*, Vol. 8, No. 3/4, pp. 333-350.
3. Anthony, Leeds. 1979. Forms of Urban Integration: "Social Urbanization" in Comparative Perspective. *Urban Anthropology*, Vol. 8, No. 3/4, pp. 227-247.

So589: Sociology of Disaster

Credit hrs. : 3

Teaching hrs.: 48

Description and Objectives of the Course

Natural events like earthquake, volcanic eruptions, hurricanes, landslides, floods and epidemics as well as human made conditions like wars, atomic eruptions, etc., exert a number of disastrous effects on human population. The immediate expressions of these effects can be observed in the form of damage of their life and properties. They also introduce a number of human responses as well. At occasions, these responses can be found in the form of rise of helping hands from a number of groups and institutions. Part of them also appear in the form of growth of terror and violent situations. This paper aims to introduce students about these disastrous conditions and enable them to understand and analyze the social effects generated by them. Much of the discussions in this process will focus on issues associated with disasters generated from natural events.

Unit I: Introduction

(Cr 6hrs)

Meaning of Disaster. Disasters made by human being, Disasters made by natural forces, Types of natural disaster, Comparison between natural disasters and other complex humanitarian emergencies.

Unit II: Natural Disaster: Crises, Vulnerabilities and Responses

(Cr 9hrs)

Social and human vulnerability of natural disaster, Changing conception of disaster and vulnerability, Alternative approaches to defining and responding vulnerabilities of natural disaster: the role of community, civilian, governmental and international responses to disaster crisis and vulnerability, Disaster and resilience of society, Organizational framework of disaster management in Nepal.

Unit III Society and Natural Disasters

(Cr 18hrs)

Relationship between social structure and disaster: Role of social network in support of disaster victim families, Role of community and kinship in disaster response, Gender and disaster, class, economic order, political power and disaster, Politics of disaster and disaster management, Conflict and terror in disaster.

IV. Sociological Contributions and Research Trends in Disaster Studies: 15

Disaster research at the crossroad, Weberian, World-system and other approaches to understanding disaster, Disaster Myth and Media, Disaster, social citizenship and welfare, Nature, nation and ambiguities of Disaster.

Readings

Unit I: Introduction 6

1. Redmond, Anthony D. 2005. "Abc of Conflict And Disaster: Natural Disasters." *British Medical Journal*, Vol. 330, No. 7502, pp. 1259-1261.
2. Degg, Martin 2009. "Natural Disasters: Recent Trends and Future Prospects" *Geography*, Vol. 77, No. 3, pp 198-209.
3. Albala-Bertrand, J. M. 2002. "Responses to Complex Humanitarian Emergencies and Natural Disasters: An Analytical Comparison." *Third World Quarterly*, Vol. 21, No. 2, pp. 215-227.

Unit II: Natural Disaster: Risks, Vulnerabilities and Responses. 9

1. Furedi, Frank. 2007. "The Changing Meaning of Disaster." *Area*, Vol. 39, No. 4 pp. 482-489.
2. Cutter, Susan L., Bryan J. Boruff and W. Lynn Shirley. 2003. "Social Vulnerability to Environmental Hazards." *Social Science Quarterly*, Vol. 84, No. 2, pp. 242-261.
3. Zahir-ud-Din. 2005. "South Asia Earthquake: Civilian and Government Responses." *Economic and Political Weekly*, Vol. 40, No. 44/45 (Oct. 29 - Nov. 4), pp. 4666-4667.
4. Hutchinson, John F. "Disasters and the International Order. II: The International Relief Union." *The International History Review*, Vol. 23, No. 2, pp. 253-298.
5. Keck, Markus and Patrick Sakdapolrak. 2013. "What is Social Resilience? Lessons and Ways Forward." *Erdkunde*, Bd. 67, H. 1, pp. 5-19.
6. Adger, W. Neil, Terry P. Hughes, Carl Folke, Stephen R. Carpenter and Johan Rockström. 2005. "Social-Ecological Resilience to Coastal Disasters." *Science*, New Series, Vol. 309, No. 5737, pp. 1036-1039.
7. Chhetri, Meen B. 2001. "A Practitioner's View of Disaster Management in Nepal: Organisation, System, Problems and Prospects." *Risk Management*, Vol. 3, No. 4, pp. 63-72

Unit III Society and Natural Disasters 18

1. Kreps, Gary A. 1985. "Disaster and the Social Order." *Sociological Theory*, Vol. 3, No. 1, pp. 49-64.
2. Unger, Donald G. and Powell, Douglas R. 1980. "Supporting Families under Stress: The Role of Social Networks" *Family Relations*, Vol. 29, No. 4, pp. 566-574.
3. Drabek, Thomas E., William H. Key, Patricia E. Erickson and Juanita L. Crowe. 1975. "The Impact of Disaster in Kin Relationship." *Journal of Marriage and Family*. Vol. 37, No. 3, pp 481-494.
4. Henderson, Andrea. 2006. "The Human Geography of Catastrophe: Family Bonds, Community Ties, and Disaster Relief After the 1906 San Francisco Earthquake and Fire." *Southern California Quarterly*, Vol. 88, No. 1, pp. 37-70.
5. Patterson, Olivia, Frederick Weil and Kavita Patel. 2010. "The Role of Community in Disaster Response: Conceptual Models." *Population Research and Policy Review*, Vol. 29, No. 2, pp. 127-141.
6. Always, Joan and Kenneth J. Smith. 1998. "Back to Normal: Gender and Disaster" *Symbolic Interaction*, Vol. 21, No. 2, pp. 175-195.
7. Bose, B.P.C. 1996. "The Politics of Disaster." *The Indian Journal of Political Science*, Vol. 55, No. 2, pp. 119-134.

8. Fatton, Robert Jr. 2011. "Haiti in the Aftermath of Earthquake: The Politics of catastrophe." *Journal of Black Studies*. Vol. 42, No. 2, pp. 158-185.
9. Nel, Philip and Marjolein Righarts. 2008. "Natural Disasters and the Risk of Violent Civil Conflict." *International Studies Quarterly*, Vol. 52, No. 1, pp. 159-185.
10. Berrebi, Claude and Jordan Ostwald. 2011. "Earthquakes, Hurricanes, and Terrorism: Do Natural Disasters Incite Terror?" *Public Choice*, Vol. 149, No. 3/4, pp. 383-403.
11. Col, Jeanne-Marie. 2007. "Managing Disasters: The Role of Local Government." *Public Administration Review*, Vol. 67, pp. 114-124.
12. Simpson, Edward. 2007. "State of Play Six Years after Gujarat Earthquake." *Economic and Political Weekly*, Vol. 42, No. 11, pp. 932-937.

IV. Sociological Contributions and Research Trends in Disaster Studies: 15

- 1 Tierney, Kathleen J. 2007. "From the Margins to the Mainstream? Disaster Research at the Crossroad." *Annual Review of Sociology*. Vol. 33, pp. 503-525.
- 2 Stallings, Robert A. 2002. "Weberian Political Sociology and Sociological Disaster Studies." *Sociological Forum*, Vol. 17, No. 2, pp. 281-305.
- 3 Letukas, Lynn and John Barnshaw. 2008. "A World-System Approach to Post-Catastrophe International Relief." *Social Forces*, Vol. 87, No. 2, pp. 1063-1087.
- 4 Tierney, Kathleen, Christine Bevc and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." *Annals of American Academy of Political and Social Science*. Vol 604, pp. 57- 81.
- 5 Varda, Danielle M. Rich Forgette, David Banks and Noshir Contractor. 2009. "Social Network Methodology in the Study of Disasters: Issues and Insights Prompted by Post-Katrina Research." *Population Research and Policy Review*, Vol. 28, No. 1, pp. 11-29.
- 6 Kreps, G. A. 1984. "Sociological Inquiry and Disaster Research." *Annual Review of Sociology*, Vol. 10, pp. 309-330.
- 7 Baker, Stacey Menzel. 2009. "Vulnerability and Resilience in Natural Disasters: A Marketing and Public Policy Perspective." *Journal of Public Policy & Marketing*, Vol. 28, No. 1, pp. 114-123.
- 8 Patterson, Olivia, Frederick Weil and Kavita Patel. 2010. "The Role of Community in Disaster Response: Conceptual Models." *Population Research and Policy Review*, Vol. 29, No. 2, pp. 127-141.
- 9 Kasinitz, Philip. 2006. "Tragedies, Memories, and the Sociology of 9/11." *Sociological Forum*. Vol.21, No. 2 pp. 287-290.
- 10 Clancey, Gregory. 2006. "The Meji Earthquake: Nature Nations and Ambiguities of Catastrophe." *Modern Asian Studies*. Vol 40, No.4, pp. 909-951.
- 11 Kale-Lostuvalt, Elif. 2007. "Negotiating State Provisions: State-Citizen Encounters in the Aftermath of the Izmit Earthquake." *The Sociological Quarterly*. Vol. 48, pp. 745-767.

(Fourth Semester)

So591: Agency/Micro versus Structure/Macro Perspectives

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- F. Learn to think and take positions on the nature of relationship between an individual and a society and about how definite social structures historically come into being and how they are transcended.
- G. As an elaboration of the preceding, learn how definite structures *and* individuals are created and how the structures and individuals unmake and reshape the structure.
- H. Learn variant and distinctive formulations of agency/micro and structure/macro, as also the variant and distinctive formulations which seek to resolve the seeming contradictions between the two polar formulations.
- I. Learn to interface the global literature on agency/micro and structure/macro with more concrete investigations of life and society in Nepal.

Unit I: Colloquium: The age-old debate in Philosophy and Sociology

(3 hours)

Is individual primary or is it society? Do individuals make their own lives or are individual lives 'manufactured' by society and social processes? If it is society that sets the rules, can we really speak of individual freedom? (3 hours)

- George Ritzer (GR). *Sociological Theory*. Third edition. Pp. 537-9, 567-9
- Bert N Adams and RA Sydie (AS). *Sociological Theory*. Pp. 487-9

Unit II: Sociological stances which prioritize agency

(12 hours)

Classical Stances

- A. George Herbert Mead
 - Ruth A Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Pp. 197-213
- B. Herbert Blumer
 - WW. Pp. 213-35
- C. Erving Goffman
 - WW. Pp. 235-47
- D. Harold Garfinkel
 - WW, Pp. 261-84

More Recent Stances

George Homans. 'Bringing man back in.' *American Sociological Review*, Vol 29, No 6 (December 1964): 809-18

James Coleman. Microfoundations and microsociological behavior.' In Jeffrey C. Alexander, Bernhard Giesen, Richard Munch and Neil J Smelser (eds.), *The Micro-Macro Link*. Pp. 153-73

Randall Collins. 'On the microfoundations of macrosociology.' *American Journal of Sociology*, Vol 86, No 5 (March 1981): 984-1014

Unit III: Sociological stances which prioritize structure (6 hours)

- A. Emile Durkheim
 - AS: Pp. 90-118
 - Lewis Coser (LC). Pp 129-39
- B. Peter Blau
 - WW. 338-62
- C. Later Talcott Parsons
 - AS. Pp. 345-59
 - WW. 25-45
- D. Historical social theory
 - Austin Harrington (AH). Pp. 133-53

Unit IV: Sociological stances which prioritize 'integration' (15 hours)

- A. Karl Marx and Frederik Engels
 - LC. Pp. 43-50, 55-7, 72
 - GR. Pp. 44-54
 - Marx in Robert C .Tucker (RT) (ed.) *The Marx-Engels Reader*. Second Edition. Pp. 3-7, 148-55
 - Engels in RT: Pp. 760-5
- B. Jurgen Habermas
 - WW. Pp. 180-3
 - Jonathan Turner (JT). Pp. 205-8
 - GR. 582-88
- C. Pierre Bourdieu
 - Pierre Bourdieu. *The Logic of Practice*. Book I. Chapter 3. 'Structures, *habitus*, practices.' Pp. 52-65
 - GR. 577-82
 - WW. 180-3
- D. Anthony Giddens
 - Anthony Giddens. *The Constitution of Society: Outline of a Theory of Structuration*. Chapter 1. 'Elements of the theory of structuration.' Pp. 1-40
 - GR. 569-74
 - AS. 383-5
 - WW. 186-90

- E. Stephen Fuchs. 'Beyond agency.' *Sociological Theory*. Vol 19, No 1 (March 2001): 24-40
- F. David Gary Shaw. 'Happy in our chains? Agency and language in the postmodern age.' *History and Theory*. Vol 40, NO 4 (December 2001): 1-9
- G. Brad S Gregory. 'Review: Is small beautiful? Microhistory and the history of everyday life.' *History and Theory*. Vol 38, No 1 (February 1999): 100-10

Unit V: Colloquium on Nepal

(6 hours)

- Thomas Cox. Langtang Tibetans and Hindu Norms as Political Language: A Critical Perspective on Sanskritization Theory. Contribution to Nepalese Studies. CNAS, Tribhuvan University, Nepal. Vol. 16, No. 1, January 1989.
- Youba Raj Luintel, Agency, autonomy and the shared sexuality: gender relations in polyandry in Nepal Himalaya," *Contributions to Nepalese Studies*, Vol. 31(1), pp. 43-83, 2004.
- Mark Liechty: *Suitably Modern: Making Middle-Class Culture in Kathmandu*. Chapter 3, 'Middle-class consciousness: "hanging between the high and the low,"' Pp. 61-86 and Chapter 8, 'Constructing the modern youth,' Pp. 209-31.
- Chaitanya Mishra: 'Maoists at the crossroads: Postponing new democracy or sensing the limits of agency'? Paper presented to seminars at Kyoto University, Japan and South Asian University, New Delhi.
- Saubhagya Shah. Revolution and reaction in the Himalayas: Cultural resistance and the Maoist "new regime" in western Nepal. *American Ethnologist*, Vol. 35, Issue 3, pages 481-499. August, 2008.

Unit V: Reflecting back on the perspective and variants

(3 hours)

This unit is utilized to summarize the juxtaposition of the agency/micro and structure/macro perspectives on the one hand and the 'Nepal texts' on the other. It is intended as an exercise in linkaging the theoretical and the empirical and in cultivating a habit of theoretical thinking. It is expected that the colloquium will be summarized, documented, shared, and utilized as a learning device during subsequent semesters in Kirtipur and other campuses.

Unit VI: Outlining a research plan implicating elements of the perspective

(3 hours)

This unit is utilized to promote group work intended to develop tentative ideas which link up the agency/micro and structure/macro perspectives and its variants with group research agendas. It is expected that the 'linkaging' carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas. It would be useful to divide student groups in two or more opposing camps based on their current predilection and invited to come up with research plans suitable to their thinking.

So592: Survey Research and Computer Data Analysis (Practical)

Credit hours: 3

Teaching hours: 48

Objectives:

The primary objective of this course is to develop hand in skill of students to handle various survey data in computer and enable them to analyze any kind of survey data using appropriate statistical package such as SPSS. It also aims to enable students to interpret the results correctly based on sociological perspective.

Unit I: Types of Variables and Measurement Scales (3 hrs)

- A. Types of variables
- B. Scales of measurement
- C. Measurement and Relationships
- D. Cross-sectional, cohort and panel data
- E. Summarizing data: measures of central tendency (mean, median and mode) and measures of dispersion (range, variance, standard deviation).

Unit II. Analysis of Nominal-scale Data (12 hrs)

- A. Univariate data analysis: one way frequency table
- B. Bivariate data analysis: two way frequency table, chi-square test
- C. Level of significance (measures of strength of relationship)
- D. Interpretation

Unit III. Analysis of Ordinal-scale Data (12 hrs)

- A. Univariate data analysis: one way frequency table,
- B. Bivariate data analysis: two way frequency table, Spearman rho, chi-square test of independence
- C. Interpretation

Unit IV. Analysis of Interval- and Ratio-scale Data (15 hrs)

- A. Univariate data analysis: one sample z, t, F
- B. Bivariate data analysis: two way frequency table, scatter diagram, correlation coefficient, simple linear regression, two sample Z, t and F tests, significance tests of correlation and regression coefficients
- C. Interpretation

Unit V. Analysis of Variance (6 hrs)

- A. The logic of analysis of variance

B. Calculation of one-way analysis of variance

C. ANOVA and Post HOC test

Readings:

Hinton, Brownlow, McMurry and Cozens. 2004. Spss Explained. London and New York: Routledge Tylors and Francis Groups. (Selected Chapters)

Moore, Davis S. 2007. The Basic Practice of Statistics. Fourth Edition. New York: W.H. Freeman and Company. (Selected Chapters)

Blalock H. M. 1972. Social Statistics. New York: McGraw-Hill Book Company. (Selected Chapters)

Mueller, Schuessler and Costner. 1970. Statistical Reasoning in Sociology. (Selected Chapters)

Levin, Jack and Fox, James Alan. 2012. Elementary Statistics in Social Research. (Selected Chapters)

Note: This course is entirely based on computer skill. The students will be divided into groups based on availability of computer lab in the department. Therefore number of teaching hours may exceed as per the number of groups formed for the regular class of this paper.

So593: Thesis (Required)

Credit hours: 6

Teaching Hrs: 96 hrs.

594: Gender, Power and Sexuality

Credit Hrs: 3

Teaching Hrs. 48

Course Objectives:

This paper aims to provide basic knowledge on conceptual, theoretical and methodological aspects of gender, power, sexuality and feminist methodology. It enables students to understand many of the perspectives needed to analyze gender relations in the Nepalese society as sociologist and as development practitioner.

Unit I. Perspectives on Masculinity 9 Hrs

- A. Theorizing masculinity
- B. Masculinity and power
- C. Research in masculinity

Unit II: Gender and Sexuality 9 Hrs

- A. Social construction of sexuality
- B. Sexuality and power
- C. Homosexuality and heterosexuality

Unit III: Gender and Feminist Methodology 15 hrs

- A. Feminist epistemology
- B. Principles of feminist research methods
- C. Ethics in feminist research
- D. Household and intra-household debate in gender analysis
- E. Gender analysis frameworks: Social Relation Approach, Empowerment Approach, and Harvard Analytical Framework

Unit IV: Studies on Gender Relations in Nepal 15 hrs

- A. Gender and caste
- B. Gender, marriage and sexuality
- C. Gender dimension of conflict during Maoist insurgency

D. Gender and social change

Required readings

Unit I. Perspectives on Masculinity

A. Theorizing masculinity

Connell, R. W., and Messerschmidt, J. W. 2005. "Hegemonic masculinity rethinking the concept," *Gender & society*, 19(6), pp. 829–859.

Cornwall, A., & White, S. C. 2000 . Men, Masculinities and Development Politics, Policies and Practice. *IDS Bulletin*, 31(2), 1–6.

B. Masculinity and power

Lorentzen, J. 2011. Masculinity, power and change. *NORA—Nordic Journal of Women's Studies*, 06(2), 110–123.

Hayward, R. F. (1997). Needed: A new model of masculinity to stop violence against girls and women. *UNICEF Regional Office for South Asia*.

C. Research in masculinity

Curato, N. 2011. Addressing the absence of masculine-sensitive research methods: reflections from interviewing military men. *Philippine Social Sciences Review*, 62(2). (Retrieved from <http://journals.upd.edu.ph/index.php/pssr/article/view/2103>)

Unit II: Gender and Sexuality

A. Social construction of sexuality

Seidman, S. 2003. *The social construction of sexuality*, New York: Norton. (Retrieved from <http://www.old.li.suu.edu/library/circulation/Gurung/soc2370sgSocialConstrCh2Fall10.pdf>)

Anne Fausto-Sterling. 2000. "The five sexes, revisited," *The Sciences*, pp 19-23.

B. Sexuality and power

Foucault, M. 1978. "The history of sexuality," Vol. 1: An Introduction (trans. by Robert Hurley), New York: Vintage, pp. 3-13, 103-114.

Poudel, M. 2013. "Understanding sexuality in Nepalese context", paper presented at Ashmita conference for Identity, Power and Transformation, organized by Ashmita Publishing house, October 2-3, 2013, Kathmandu, Nepal.

C. *Homosexuality and Heterosexuality*

Katz, J. N. 2003. "The invention of heterosexuality," *Privilege: A Reader*, Michael L. Kimmel and Abby L. Ferber (eds.), 83–98.

Tamang, S. 2003. Patriarchy and the production of homo-erotic behaviour in Nepal. *Studies in Nepali History and Society*, 8(2), 225–258.

Unit III: Gender and Feminist Methodology

A. *Feminist Epistemology*

Nochlin, L. 1971. Why have there been no great women artists? *The Feminism and Visual Culture Reader*, pp.229–233.

Aziz, B. N. 2001. *Heir to a Silent Song: Two Rebel Women of Nepal*. Centre for Nepal and Asian Studies, Tribhuvan University. pp. xxv-xxxx, 33-71

Harding, Sandra. 1987. "Introduction: Is there a Feminist Method?" In Sandra Harding (ed.) *Feminism and Methodology: Social Science Issues*. Bloomington: Indiana University Press. Chapters 1 and 12.

B. *Principles of Feminist Methodology*

Reinharz, Shulamit. 1992. *Feminist Methods in Social Research*. Oxford University Press, pp. 240-269.

Anandhi, S., & Velayudhan, M. 2010. Rethinking Feminist Methodologies. *Economic & Political Weekly*, 45(44), 39.

Ahearn, L. M. 2001. *Invitations to Love: Literacy, Love letters, and Social Change in Nepal*. Chapter two, "Juggling roles: daughter, development worker, and anthropologist", University of Michigan Press, pp. 67-87.

C. *Ethics in Feminist Research*

Edwards, R. & Mauthner, M. 2002. "Ethics and feminist research: theory and practice," *Ethics in Qualitative Research*, pp. 14–31.

Bhadra, C. 2002. Doing Research with Women in Nepal. *The Journal of Home Science and Women Development*. Vol. 1. March 2002. Kathmandu: Home Science and Women Development Association, Nepal (HSWDAN).

D. *Household and intra-household debate in gender analysis*

Sen, A. 1987. *Gender and cooperative conflicts*. World Institute for Development Economics Research Helsinki (retrieved from http://www.wider.unu.edu/publications/working-papers/previous/en_GB/wp-18/files/82530817554384479/default/WP18.pdf).

Agarwal, Bina. 1997. "Bargaining" and gender relations: within and beyond the household," *Feminist Economics*, Vol. 3(1), pp. 1-51.

Agergaard, J. 1999. The household as a unit of analysis: reflections from migration research in Nepal. *Geografisk Tidsskrift-Danish Journal of Geography*, 99(1), 101–111.

E. Gender analysis frameworks

March, C., Smyth, I. A., & Mukhopadhyay, M. 1999. *A Guide to Gender Analysis Frameworks*. Oxfam.

Unit IV: Studies on Gender Relations in Nepal

Cameron, Mary. 2005. On the Edge of Auspicious: Gender and Caste in Nepal, Chapter Four " Low caste women's artisan and domestic work", Mandala Publications, Kathmandu. Pp.119-134.

Luintel, Youba Raj. 2004. "Agency, autonomy and the shared sexuality: gender relations in polyandry in Nepal Himalaya," *Contributions to Nepalese Studies*, Vol. 31(1), pp. 43-83.

Sharma, Mandira, & Prasain, Dinesh. 2004. "Gender dimensions of the People's War," *Himalayan People's War: Nepal's Maoist Rebellion*, Indiana University Press, pp. 152–165.

Upadhya, S. 1996. The status of women in Nepal–15 years on. *Studies in Nepali History and Society*, 1(2), 423–453.

So595: Changing Livelihoods

Credit hours: 3

Teaching hours: 48

Objective of the course

The academic and strategic debates on contemporary discourse on development have provided adequate space for the exploration and analyses of issues involved in livelihood systems of human population living in different type of social and economic situations. This course intends to introduce the students with conceptual meaning of livelihood systems. It also intends to increase their exposure to the patterns, processes, variations and changes in the engagement of people living in different societies of the world in the process of making their livings. It is expected that through the study of the course the students will be able to interpret and analyses these patterns and processes through use of different type of theoretical lances.

1. Introduction: Concepts of Livelihood and Its Dimensions

9 hrs

Definition of livelihood and livelihood diversification, dimensions of livelihoods, livelihood assets and activities, hazards and vulnerability in livelihoods, sustainability and livelihoods.

2. Understanding Livelihood Diversification and Change

6 hrs

Diversification as multicity, diversification as sector change, household specific variation on livelihood diversification strategies

3. Natural and Institutional Context of Livelihoods

9 hrs

Livelihoods and local natural environment, Livelihood and household, Livelihood and community, Livelihood and the state, Livelihood and the market.

4. Livelihoods in Perspectives

9 hrs

Livelihood approach and conventional wisdom of development, Liberal, Marxist and welfare state approaches to livelihood studies. Capitalism and its effect on livelihoods, other approaches to livelihood studies.

5. Livelihoods and Actions

7 hrs

Action from above: the role of state and non-state institutions; Action from below: Household response and strategies

6. Empirical Understanding of Changing Livelihoods: Some Examples

8 hrs

Some empirical examples of livelihood strategies, differentiation and diversification among households in Nepal and other countries

Readings

1. Introduction: Concepts of livelihood and its Dimensions

- (i) Ian Scoones, 1998, Sustainable Livelihoods: A Framework for Analysis, IDS Working Paper 7.
- (ii) Start, Daniel and Craig Johnson, 2004. Livelihood Options? The Political Economy of Access, Opportunity and Diversification, Working Paper 233, London: ODI.
- (iii) Martin, Prowse 2003. Towards Clearer Understanding of Vulnerability in Relation to Chronic poverty, Working paper No 24, University of Manchester.

2. Understanding Livelihood Diversification and Change

- (i) Start, Daniel and Craig Johnson, 2004. Livelihood Options? The Political Economy of Access, Opportunity and Diversification, Working Paper 23, London: ODI.
- (ii) Frank Ellis, 1998. "Household strategies and Rural livelihood diversification" In Journal of Development Studies. Vol. 35, No 1. pp 1-38..
- (iii) Datta, Soumyendra and Krishna Singh. 2011. "Livelihood Diversification: Case Study of Some Backward Regions in India". *International Journal of Current Research. Vol. 33, Issue, 2, pp.139-151.*
- (iv) Mishra, Chaitanya. (2015). Household, Generational, and Fraternal Pathways to Poverty and Prosperity. Tribhuvan University.

3. Natural and Institutional Context of Livelihoods

- (i) Pandey, Tulsi R. 2012. "Towards a Framework for Study of Rural Livelihoods." Occasional Papers on Sociology and Anthropology, Kathmandu: Tribhuvan University.
- (ii) Bernstein, Henry 1992. "Agrarian Structure and Change: Latin America." Rural Livelihoods: Crisis and Responses. Oxford: Oxford University Press.
- (iii) Crehan, Kate. 1992. "Rural Households: Making a Living". In Bernstein, Henry (ed). Rural Livelihoods: Crisis and Responses. Oxford: Oxford University Press.

4. Livelihoods in Perspectives

- (i) Start, Daniel and Craig Johnson, 2004. Livelihood Options? The Political Economy of Access, Opportunity and Diversification, Working Paper 233, London: ODI
- (ii) Sen, Amartya. 1981. Poverty and Famines: an Essay on Entitlement and Deprivation. Oxford: Oxford University Press. (selected part)
- (iii) Pandey, Tulsi R. 2012. "Towards a Framework for Study of Rural Livelihoods." Occasional Papers on Sociology and Anthropology, Kathmandu: Tribhuvan University.
- (iv) Hart, Gillian. 1986. "Changing Relations between Peasants and the State". In Power. Labor and Livelihood: Process of change in Rural Java. Berkeley: University of California Press.
- (v) Luintel, Youba R. (2015) "The Market, Livelihoods and Social Change: Toward an Analytical Framework," a review article, Kathmandu, Tribhuvan University.

5. Rural Livelihoods in Actions

- (i) Crow, Ben. 1992. "Rural Livelihoods: Action from Above". In Bernstein, Henry (ed.). *Rural Livelihoods: Crisis and Responses*. Oxford: Oxford University Press.
- (ii) Johnson, Hazel. 1992. "Rural Livelihoods: Action from below". In Bernstein, Henry (ed.). *Rural Livelihoods: Crisis and Responses*. Oxford: Oxford University Press

6. Empirical Understanding of Changing Livelihoods: Some Examples

- (i) Pandey, Tulsi R. 2014. *Livelihood Diversification and Class in the Rural Settings of Nepal Tarai*.
- (ii) Adhikari, Jagannath. 2008. "Mobility and Agrarian Change in Central Nepal". *Changing Livelihoods: Essays on Nepal's Development Since 1990*. Kathmandu: Martin Chautari.
- (iii) Urrehman, Mujib, Jehanzeb and Mubina F. Rana. 2008. "Livelihood Strategies of Different Categories of Households in Rural Areas of Abbottabad, Pakistan". In *Sarhad J. Agric.* Vol.24, No.4, pp.685-692.
- (iv) Subedi, Madhusudan (2014). *Changing Livelihood and Caste Relations in Nepal*. *Himalayan Journal of Sociology and Anthropology*.

So596: Market and Society
(To be Developed)

Credit hours: 3
Teaching hours: 48

Objectives:

So597: Sociology of Education
(To be Developed)

Credit hours: 3
Teaching hours: 48

So598: Sociology of Tourism

Credit hours: 3

Teaching hours: 48

Objectives:

This course aims to familiarize the students with the concepts, theories and methods including current trends in tourism from sociological perspective. It also aims to develop research skill in students with practicum based on field research.

Teacher's lecture, class room discussions and presentations, individual and group exercises will be the regular activities. Excursion/field trip will be organized as a part of practical work to facilitate the report writing.

Unit I: Introduction

[12 hrs]

- A. **Key concepts:** History of Tourism, Hospitality, Leisure and Recreation (2)
- B. **Perception and Characteristics:** Religious Tourism or Pilgrimages, Cultural Tourism, Sports Tourism, Eco-Tourism, Village Tourism, Agro tourism, Community tourism, Domestic & International Tourism, Mountaineering and Trekking (4)
- C. **Sociology of Tourism:** Basic Notions, Importance and Historical Development of Tourist Sciences, Concept and characteristics of Sociology of Tourism, Prime Issue Areas in Sociology of Tourism (4)
- D. **Theoretical Contribution made by** Dean MacCannell, John Urry, Erik Cohen, Franklin and Taylor in the field of Sociology of Tourism (3)

Unit II: Institutional Growth in Tourism

[8 hrs]

- A. **Brief Introduction, Activities and Flowchart of Major Tourist Organizations:** World Tourism Organization (WTO), International Centre for Responsible Tourism (ICRT), UNESCO World Heritage Convention, PATTA, NATTA,
- B. **Role and Inputs of Other Organization in Tourism Promotion:** Integrated Center for International Mountain Development (ICIMOD), National Trust for Nature Conservation (NTNC), International Conservation Union (IUCN), Nepal Tourism Board (NTB), International Mountain Museum (IMM)

Unit III: Tourism in Development Process

[12 hrs]

- A. **Globalization and Development:** As a Cause and Effect of Tourism [Globalization of Tourism or Touristification of the Globe]
- B. **Tourism and Sustainable Development:** Dimensions, Characteristics and Aims of Sustainable Tourism Development (STD) , Principles of Sustainable Tourism Development (Ecological sustainability, Social and cultural sustainability and Economic sustainability)
- C. **Tourism and Community Development** – Asian Practices
- D. Contemporary Debate, Dispute and Conflict in Tourism Sector

Unit IV: Research and Review of Current Policies on Tourism

[16]

- A. **Basic Knowledge:** Tourism Research, Impact Assessment, Evaluation of Tourism Project and Dynamics of Tourism Trends
 - B. **Measuring Tourism Competitiveness:** Research, Theory and the WEF Index
 - C. **Tourism Policy:** Overview of global Tourism Policy adopted by WTO, SAARC Nations and Critical Review of Contemporary Policies of Nepal
 - D. **Ethics in Tourism:** Local and Global Ethical Issues in Tourism
 - E. **Study Cases (at least 2 cases) on models of Tourist Development** in different countries and continents
1. **Practicum:** Creative Practical Work will be assigned as Mandatory Group Works to the Student as part of Final Evaluation Scheme.
 - a. Identification of current issue articles from magazine, journal and academic publication through library or internet search.
 - b. Carrying out a Practical Work in the form of report based upon concept taught in the subject of sociology of tourism (In order to complete this paper student should carry out a brief fieldwork at the site of their own interest).

References:

Unit I : Introduction

1. Chambers E (ed) 1997, Tourism & Culture: An Applied Perspective, NY: New York University Press
2. Cohen E. (1984), The Sociology of Tourism 'approaches, issues and findings' Annual Review of Sociology Vol. 10 pp 373-92
3. Cohen, E. (1979), Sociology of Tourism in Annals of Tourism Research
4. Franklin Adrian, Tourism as an Ordering Towards a new Ontology of Tourism, SAGE

5. Jonathan Benthall, (1988), The anthropology of Tourism, *Anthropology Today*, Vol 4, No. 3 (jan 1988) pp 20 – 22)
6. Margarita Kefalaki and Gregory T Papanikos (2007), *Essays on Tourism Research* (ed), ATINER, ISBN: 978-960-6672-24-8
7. Nash D (1981) Tourism as an Anthropological Subject, *Current Anthropology* Vol 22: 46- 81
8. Nash D (1996), *Anthropology of Tourism*, New York: Pergaman
9. Notes on Tourism Sociology - Principal Issue Area in the Sociology of Tourism 2009
10. Rudra Prasad Upadhaya (edited), *Readings in Rural Tourism*" Central Deptt of Economics, TU
11. Roy C. Buck (1982), On Tourism as an Anthropological Subject in *Current Anthropology*, Vol. 23, No. 3 (Jun., 1982), pp. 326-327 Published by The University of Chicago Press on behalf of Wenner-Gren Foundation for Anthropological Research

Unit II: Institutional Growth in Tourism Development

Various Publications and websites of: WTO, ICRT, UNESCO, PATTA, NATTA and ICIMOD, NTNC, IUCN, NTB etc

Charles R Goeldner & J.R. Brent Ritchie (2006), *Tourism: Principle, Practices and Philosophy*,(10th ed) John Wiley and Sons Inc

Unit III: Tourism in Development Process

Amanda Stronza (2001) *Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives*, *Annual Review of Anthropology*, Vol. 30 (2001), pp. 261-283 Published by: Annual Reviews

Fisher David, *Tourism* (2001), *Culture and Development, Whose culture? Whose development?*

Mike Robinson & David Plcard (2006) *Tourism, Culture and Sustainable Development*, UNESCO

Mountain Forum, (2004), *Conflict Between the Locals and Tourism Service Providers of Naldum, Nagarkot* – www.mtnforum.org

Stronza Amanda(2001), *Anthropology of Tourism: Forging New Ground for Ecotourism and other Alternatives*, *Annual Review of Anthropology* Vol 30 pp 261-283

T.J. Forsyth (1991) *Tourism: Problem or Solution to the Himalayan Crisis?* Blackwell Pub: *Global Ecology & Biogeography letter* Vol 1 No 3 pp 65-68

The impact of the civil war on tourism and the regional economy (Sri Lanka : Conflict and Community in Contemporary Sri Lanka Edited by Siri Gamage and I.B. Watson, Sage, 1999, 355 p, ISBN : 81-7036-863-4,

Yiorgos Apostolopoulos, Stella Leivadi & Andrew Yiannakis (Ed. 2005) The Sociology of Tourism, Routledge :

Unit IV: Research and Review of Current Policies

Annals of Tourism Research Volume 27, Issue 1, January 2000, Pages 164-187

Douglas G Pearce, Richard W Butler (2007), Tourism Research: Critiques and Challenges (ed) International Academy for the study of Tourism, Routledge ISBN 0-415-08319-2

Tourism as subject of interdisciplinary research by Krzysztof Przeclawski Erik Cohen, (1988) Traditions in the qualitative sociology of tourism, Annals of Tourism Research, Volume 15, Issue 1, 1988, Pages 29-46

Margarita Kefalaki and Gregory T Papanikos (2007), Essays on Tourism Research (ed), ATINER, ISBN: 978-960-6672-24-8

Mike-Frank G. Eptropoulos (2007), Issues on Tourism Policy (ed) ATINER, ISBN 978-960-6672-19-4

Periodic Development Plan of Nepal, National Planning Commission (NPC), Government of Nepal

Problem of ethics in tourism (2000), World Tourism Organization WTO website Roger W. Riley and Lisa L. Love (1999) The state of qualitative tourism research, University of Illinois at Urbana-Champaign, USA (Available online 29 November 1999)

UNESCO, Creative Cities Network, (2006), Towards Sustainable Strategies for Creative Tourism Discussion Report of the Planning Meeting for 2008 International Conference on Creative Tourism Santa Fe, New Mexico, U.S.A. October 25-27, 2006

So599: Research Design and Writing
(Practical)

Credit hours: 3
Teaching hours: 48

Objectives and Course Description:

This course aims to develop creative and critical thinking as well as academic writing skills among the students. In order to develop the academic skill among students overall activities throughout the contents of this course are expected to do practically. Beginning the courses with review of related literatures, writing reviews, formulating research problem/questions/hypothesis, designing research, carry out field work and finally they have to write a scientific research report/article following ASA style guide at the end of this semester. Their final evaluation will be based on the presentation and viva-voce on the research report they submit to the department.

Unit I: Conceptualizing Research Design

12hrs

a) Research in everyday life

Sarah Neal, Sarah. 2015. Researching the Everyday: An Interview with Amanda Wise. *Sociology*, 2015, Vol. 49(5) 988–1000. UK: University of Surrey. (sagepub.co.uk/journalsPermissions.nav, DOI:10.1177/0038038515598110, soc.sagepub.com)

b) Social Research and Social Problem

Gold, David. 1979. “Social Research and Social Problems: Toward a Structural Explanation of a Fuzzy Association”. *The Pacific Sociological Review*, Vol. 22, No. 3 (Jul., 1979), pp. 275-283. Published by: University of California Press. [Stable URL: <http://www.jstor.org/stable/1388759>. Accessed: 27-11-2015 15:52 UTC]

c) Book Review

Nora, Tia De. 2014. “Making Sense of Reality: Culture and Perception in Everyday Life”. London: SAGE, 2014, £24.99 pbk (ISBN: 9781446202005), 200 pp. Reviewed by: Dafne Muntanyola-Saura, Universitat Autònoma De Barcelona, Spain *Sociology*. 2015, Vol. 49(5) 1001–1007. (sagepub.co.uk/journalsPermissions.nav, DOI: 10.1177/0038038515601551, soc.sagepub.com)

d) Article Review

Moore, Lisa Jean. 2015. “A Day at the Beach: Rising Sea Levels, Horseshoe Crabs, and Traffic Jams”. New York: State University of New York, USA. *Sociology*, 2015, Vol. 49(5) 886 – 902. (sagepub.co.uk/journalsPermissions.nav, DOI: 10.1177/0038038515573474. soc.sagepub.com).

Unit II: Conceptualizing Research Problem

12hrs

a) Formulating Research Problem

Back, Les. 2015. “Why Everyday Life Matters: Class, Community and Making Life Livable Goldsmiths”. London: University of London, UK. *Sociology*, 2015, Vol. 49(5) 820–836. (sagepub.co.uk/journalsPermissions.nav; DOI: 10.1177/0038038515589292. soc.sagepub.com)

b) Designing Research

Creswell, John W. 2003. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Second Edition. New Delhi: SAGE Publications. (International Educational and Professional Publisher Thousand Oaks- London- New Delhi)

c) Making Research Sociological

Chaitanya Mishra. 2009. Making Research Sociological. *Dhaulagiri Journal of Sociology/Anthropology*, Vol. III, pp. 1-18.

d) Theory Construction

Markovsky, Barry. 2008. “Graduate Training in Sociological Theory and Theory Construction”. *Sociological Perspectives*, Vol. 51, No. 2 (Summer 2008), pp. 423-445. (Sage Publications, Inc. Stable URL: <http://www.jstor.org/stable/10.1525/sop.2008.51.2.423>. Accessed: 27-11-2015 16:04 UTC)

e) The Significance of Method

Szmatka, Jacek and Michael J. Lovaglia. 1996. “The Significance of Method”. *Sociological Perspectives*, Vol. 39, No. 3 (Autumn, 1996), pp. 393-415. (Sage Publications, Inc. Stable URL: <http://www.jstor.org/stable/1389254>, Accessed: 28-11-2015 01:29 UTC)

Unit III: Understanding Methodology and Selecting Methods

12hrs

a) Understanding Methodology and Methods

Grix, Jonathan. 2002. “Introducing Students to the Generic Terminology of Social Research”. *Politics*, Vol. 22(3), 175–186. (Institute for German Studies University of Birmingham).

b) Choosing Appropriate Methods

Lamont, Michèle and Swidler, Ann. 2014. “Methodological Pluralism and the Possibilities and Limits of Interviewing”. *Qual Sociol.* (DOI 10.1007/s11133-014-9274-z, Springer Science+Business Media New York 2014).

c) Importance of Statistics in Sociology

Ray, John. 1974. “Should Sociology Require Statistics?” *The Pacific Sociological Review*, Vol. 17, No. 3 (Jul., 1974), pp. 370-376. (University of California Press Stable URL: <http://www.jstor.org/stable/1388572>, Accessed: 25-11-2015 01:38 UTC).

Unit IV: Writing Research Report: Academic and Technical Aspects

12hrs

a) Writing Research Report

Krest, Margie and Carle, Daria O. 1999. “Teaching Scientific Writing: A Model for Integrating Research, Writing & Critical Thinking”. *The American Biology Teacher*, Vol. 61, No. 3 (Mar., 1999), pp. 223-227. (Published by: on behalf of the University of California Press National Association of Biology Teachers, Stable URL: <http://www.jstor.org/stable/4450655>, Accessed: 28-11-2015 15:04 UTC).

Graham, Steve, Harris, Karen R. and Santangelo, Tanya. 2015. “Research-Based Writing Practices and the Common Core: Meta-analysis and Meta-synthesis”. *The Elementary School Journal*, Vol. 115, No. 4 (June 2015), pp. 498-522. (The University of Chicago Press, Stable URL: <http://www.jstor.org/stable/10.1086/681964>, Accessed: 24/11/2015 20:30).

b) Referencing: ASA Style Guide

American Sociological Association. 2010a. *ASA Code of Ethics*. Washington, DC: American Sociological Association. Retrieved June 24, 2010 (<http://www.asanet.org/about/ethics.efm>).

American Sociological Association. 2010b. "The Preparation Checklist for ASA Manuscripts." Washington, DC: American Sociological Association. Retrieved June 24, 2010 (<http://www.asanet.org/images/journals/docs/pdf/Checklist%20for%20ASA%20Manuscripts.pdf>).