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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Code No.</th>
<th>Title of Course</th>
<th>Credit hr</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1.</td>
<td>So561</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>Required</td>
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<tr>
<td>2.</td>
<td>So562</td>
<td>Qualitative Research Methods in Sociology</td>
<td>3</td>
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<td>3.</td>
<td>So563</td>
<td>Structural-functional Approach</td>
<td>3</td>
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<td>4.</td>
<td>So564</td>
<td>Caste and Class</td>
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<tr>
<td>5.</td>
<td>So565</td>
<td>Theories of Social Change and Development</td>
<td>3</td>
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### Second Semester

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<tbody>
<tr>
<td>1.</td>
<td>So571</td>
<td>Marxist Perspective</td>
<td>3</td>
<td>Required</td>
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<tr>
<td>2.</td>
<td>So572</td>
<td>Quantitative Research Methods in Sociology</td>
<td>3</td>
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<tr>
<td>3.</td>
<td>So573</td>
<td>Practice of Social Change and Development in Asia</td>
<td>3</td>
<td>*Optional any three</td>
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<tr>
<td>4.</td>
<td>So574</td>
<td>Politics and Society: Interface between Nation, State and the Globe</td>
<td>3</td>
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<tr>
<td>5.</td>
<td>So575</td>
<td>Sociology of Health</td>
<td>3</td>
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<tr>
<td>6.</td>
<td>So576</td>
<td>Household and Family in Transition</td>
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### Third Semester

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<tbody>
<tr>
<td>1.</td>
<td>So581</td>
<td>World-System Perspective</td>
<td>3</td>
<td>Required</td>
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<tr>
<td>2.</td>
<td>So582</td>
<td>Basic Statistics in Sociological Research**</td>
<td>3</td>
<td></td>
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<tr>
<td>3.</td>
<td>So583</td>
<td>Sociology of Gender</td>
<td>3</td>
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<tr>
<td>4.</td>
<td>So584</td>
<td>Identity, Inequality and Intersectionality</td>
<td>3</td>
<td>*Optional any three</td>
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<tr>
<td>5.</td>
<td>So585</td>
<td>Migration, Social Network, Remittance and Development</td>
<td>3</td>
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<tr>
<td>Paper</td>
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<tr>
<td>1.</td>
<td>So 591</td>
<td>Agency/Micro versus Structure/Macro Perspectives</td>
<td>3</td>
<td>Required</td>
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<tr>
<td>2.</td>
<td>So 592</td>
<td>Survey Research and Computer Data Analysis (Practical)**</td>
<td>3</td>
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<tr>
<td>3.</td>
<td>So 593</td>
<td>Thesis</td>
<td>6</td>
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<tr>
<td>4.</td>
<td>So 594</td>
<td>Gender, Power and Sexuality</td>
<td>3</td>
<td>*Optional any one</td>
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<td>5.</td>
<td>So 595</td>
<td>Changing Livelihoods</td>
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<td>6.</td>
<td>So 596</td>
<td>Market and Society</td>
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<td>7.</td>
<td>So597</td>
<td>Sociology of Education</td>
<td>3</td>
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<td>8.</td>
<td>So598</td>
<td>Sociology of Tourism</td>
<td>3</td>
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<tr>
<td>9.</td>
<td>So599</td>
<td>Research Design and Writing</td>
<td>3</td>
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*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
   • 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

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

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

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

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:

B. Making research sociological

Readings:

C. Sociological Research Trends in Nepal

Readings:

Unit II. Metatheory and Research  (6 hrs)

A. Metatheory and Research

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


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.
   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:


Unit V. Qualitative Data Analysis Techniques (15 hrs)

A. Methods of analyzing qualitative data

Readings:

The art and practice of interpretation, evaluation and presentation

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.


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:

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)
- 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 Jiobu 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)
  D. 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.

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 linkaging 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**


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


**Unit III Caste in Nepal**


**Unit IV: Change in Caste System**


Luitel, Youba Raj and Madhusudan Subedi (??)

**Unit V. Class: concept and theories**


**Unit VI. Class and cross sections of society in Nepal**


2. Pandey, Tulsi R. "Theoretical Debates on the Structure of Class"

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:

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:


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


**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:**


**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:


(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)

- 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

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
   - 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

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

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)
C. CM: ‘Kun itihas, kun Marxbad, kun kranti.’ Rato Jhilko, vol 1, No. 1: 19-34
Unit VII: Colloquium on linking 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 linking 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:

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:

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:**


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


**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


**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:


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:


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:


**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:**


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)

Readings

Unit I: The concept of Power and its Social Roles


Unit II: Democracy, Liberal Democracy and Its Critique


Unit III: Nation, Nationalism and Political Processes


**Unit IV: Relationship Between State and Society**


**Unit V: Globalization and Governance**


So575: Sociology of Health

Credit hours: 3
Teaching hours: 48

Objectives:
By the end of this course, students will be able to:
  o Understand and employ a range of concepts, terms, principles and
definitions used in medical sociology;
  o Utilize these concepts and perspectives with reference to particular
  population health issues in specific contexts;
  o Demonstrate the relevance of sociological investigation and analysis to the
  formulation of appropriate population health interventions, and
  o 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:
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:


For B:


For C:


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:

For B:

For C:


For D:

For E:
Lupton, Deborah. 2003. Medicine as Culture [Chapter6: Feminisms and Medicines]. London:


**Unit III: Disability, Stigma and Discrimination**

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:

For B:

For C:

For D:

For E:

For F:

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:


For B:


For C:


For D:


For E:


Unit VI: Health-Related Research in Nepal (9hrs)

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

Required Readings

For A:


For B:

For C:


For D

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

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

Unit 2. Structure of Household and Family and Its Change

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


5. Mishra, Chaitanya. 2014. Pathways to

**Unit 3. Household Economy and the International System**

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**


**Unit 4. The Empty Nest Household**

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**


**Unit 5 Intra-household Relationship and Change**

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


(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)

II. Key themes (12 hours)
   A. ‘The modern world-system as a capitalist world economy: Production, surplus value and polarization’
   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)
   B. ‘Debates’ on the scale and time-depth of capitalist world system
      • Christopher Chase-Dunn. ‘World-systems: Similarities and differences.’ In Sing C Chew and Robert A Denemark (eds.). The Development of Underdevelopment. Pp. 246-58
   C. World-systems and dependency theories

IV. Colloquium on Nepal (12 hours)
   C. Chaitanya Mishra: ‘Nepal: Long term and lar Colloquium on linkaging the ‘Nepal texts’ to the ge scale: History and theory.’ Pp. 18

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

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. Correlation and regression. Chapter 17, pp. 361-396.

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.
So583: Sociology of Gender

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
Lorber, Judith (1994) "Night to his day": the social construction of gender," Paradoxes or Gender, Yale University Press pp. 13-36.

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.
Luintel, Youba Raj (2006) Gendered analysis of women’s subordination, a draft manuscript, Kathmandu: Tribhuvan University.

**Unit III. Patriarchy and Beyond**

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

**Required readings**

**Additional reading**

**Unit IV: Sociological Debate on Power and Empowerment**

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

**Required readings**

**Unit V: Feminist Methodology**

- 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**

Wambui, Jane (2013) An introduction to feminist research, available online at http://www.researchgate.net/publictopics.PublicPostFileLoader.html?id=54946308d5a3f2e0038b4698&key=fb9f096d-d0bd-4e24-87b5-61520a3ed3c0.


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


Policy response


Additional reading
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


Unit II: Understanding and critiquing intersectionality


Unit III: Ethnicity, identity and intersectionality


Unit IV: The prism of intersectionality and everyday social reality


Unit V: Methods of intersectional analysis


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


So585: Migration, Social Network, Remittance and Development

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:
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:


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


Additional Readings:


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:**


**Additional Readings:**


**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:


Additional Readings:


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:


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.


B.


C.


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

D.


**Unit II. Legal frameworks and implementations**

**12 hrs**

**A. International conferences and legal frameworks**

- First World Assembly on Ageing, Vienna 1982
- Year of Older Persons (1999)
- UN Resolution on Rights of Older People (2011)
- Review of MIPAA 2012

**B. National Plans and Acts on ageing**

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


UN Resolution on Rights of Older People (2011)


Relevant UN documents

**B.**


**C.**

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


Unit III. Emerging issues and challenges of Ageing

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


Unit IV. Understanding disability

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


B.


C.


**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.


B.


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

C.


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


Unit II. Leadership and Development


UNIT III. State, Market and Development


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


V. Political Movements, Transition and Change


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. Wiberian 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?)


5. Data from population census of Nepal

Unit II: Classical Conceptions of Evolution and Growth of Urbanism

Unit III: Experiencing the Urban/City Life


Unit IV: Analyzing Urban Societies


Unit V Urban Problems


**Unit VI. Rural Urban Differences and Integration**


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 kins 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

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


Unit III Society and Natural Disasters


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

(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)


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


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
   - Engels in RT: Pp. 760-5

B. Jurgen Habermas
   - WW. Pp. 180-3
   - GR. 582-88

C. Pierre Bourdieu
   - GR. 577-82
   - WW. 180-3

D. Anthony Giddens
   - GR. 569-74
   - AS. 383-5
   - WW. 186-90

Unit V: Colloquium on Nepal

(6 hours)

- 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.

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 linking 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:
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.
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*


B. *Masculinity and power*


C. *Research in masculinity*


**Unit II: Gender and Sexuality**

A. *Social construction of sexuality*


B. *Sexuality and power*


C. Homosexuality and Heterosexuality

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.

B. Principles of Feminist Methodology

C. Ethics in Feminist Research

D. Household and intra-household debate in gender analysis


E. Gender analysis frameworks


Unit IV: Studies on Gender Relations in Nepal


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 increases 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

   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
2. Understanding Livelihood Diversification and Change


3. Natural and Institutional Context of Livelihoods


4. Livelihoods in Perspectives


5. Rural Livelihoods in Actions


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**

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


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**


4. Franklin Adrian, Tourism as an Ordering Towards a new Ontology of Tourism, SAGE
9. Notes on Tourism Sociology - Principal Issue Area in the Sociology of Tourism 2009
10. Rudra Prasad Upadhyaya (edited), Readings in Rural Tourism” Central Dept of Economics, TU

Unit II: Institutional Growth in Tourism Development

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


Unit III: Tourism in Development Process


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


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

**Unit IV: Research and Review of Current Policies**


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


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

b) Social Research and Social Problem

c) Book Review

d) Article Review

Unit II: Conceptualizing Research Problem 12hrs

a) Formulating Research Problem
b) Designing Research

c) Making Research Sociological

d) Theory Construction

e) The Significance of Method

Unit III: Understanding Methodology and Selecting Methods 12hrs

a) Understanding Methodology and Methods

b) Choosing Appropriate Methods

c) Importance of Statistics in Sociology

Unit IV: Writing Research Report: Academic and Technical Aspects 12hrs

a) Writing Research Report

b) Referencing: ASA Style Guide
