

**Tribhuvan University
Faculty of Humanities and Social Sciences**

**Doctor of Philosophy in Sociology
Courses of Study 2018**

**Tribhuvan University
Faculty of Humanities and Social Sciences
CENTRAL DEPARTMENT OF SOCIOLOGY
PhD Programme in Sociology
Kirtipur, Kathmandu, Nepal
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Course Description

This course is prepared for the course based PhD programme in Sociology to be operated under Faculty of Humanities and Social Sciences at Tribhuvan University. It has altogether 60 credit hours courses to be completed within the programme period and the course offers three semester courses with 30 credit hours and a compulsory thesis of 30 credit hours to be submitted at the end of the programme.

Objectives

The objective of this course is to impart up-to-date knowledge of the theories and methods of sociology to the students along with research training on field-work and secondary data analysis. The second objective is to produce skilled-knowledgeable human resource that contributes in research and policy making required for Nepal development needs. 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 Master degree, with at least second division, 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, Gender Studies, Rural Development, International Relations, and Development Studies
- 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 PhD in Sociology must appear in an Entrance Examination 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 Faculty of Humanities and Social Sciences and Central Department of Sociology.

Duration of the Course and Examinations

The duration of the course is of five years with four semesters. There will be an examination at the end of each semester. Eighty percent of the attendance in the class is compulsory for the courses. There will be a viva-voce after the PhD scholar submits his/her dissertation for final examination.

Overall course structure and credit hours allocation:

Semester	Credit hours	Course focuses on
First	12	Courses on Sociology
Second	6	Courses on Sociology
	6	Research Methodology-General
Third	6	Work on Reading List
Final	30	Dissertation
Total	60	

Distribution of Courses by Semester

First Semester

Paper	Code No.	Title of Course	Credit hr	Remarks
1.	So 751	Macro Sociology and Historical Comparative Methods	3	Required
2.	So 752	Social Inquiry, Research and Writing	3	
3.	So 753	Social Movements, Revolutions and Change	3	Optional Any two
4.	So 754	Poverty and The Debates of Social Exclusion/Inclusion	3	
5.	So 755	Social History of Nepali Society	3	
6.	So 756	Sociology of Gender	3	
7.	So757	Identity, Inequality and Intersectionality	3	
8.	So 758	Philosophy of Social Sciences	3	

Second Semester (Part A)

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So 761	Survey Research: Designing Survey and Analyzing Survey Data	3	Required
2.	So 762	Sociology and Public Policy	3	Optional Any One
3.	So 763	Citizenship and Subjectivities	3	
4.	So764	Global Capitalism the Development Debates	3	
5.	So 756	Ethnicity, Identity and Federalism	3	
6	So 766	Narratives of Democracy	3	

Second Semester (Part B)

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So 771	Designing Research	6	Required

Third Semester

1.	So 681	Working with Reading List	6	Required
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Final Semester

1.	So 791	Dissertation	30	Required
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Grading

The overall grading of the PhD degree will be an average of all the courses and dissertation examined through Faculty of Humanities and Social Sciences at Tribhuvan University.

First Semester

So751: Macro-Sociology and Historical-Comparative Method

Credit hours: 3

Teaching hours: 48

Introduction

Some of the key substantive themes and questions we attempt to cover and resolve in this course are the following:

- Is love something you choose to fall in or are you structurally ‘led along’ into love? Is love something natural/hormonal or socially constructed? Is love private and intimate or publicly constructed? Can love marriage be equated with individual freedom and ‘arranged marriage’ with absence of individual freedom? Why do love and marriage differ across societies as well as across historical periods in a given society?
- Can you choose the nature of household you (will) form and live in or is this ‘choice’ rather deceptive and compromised? What factors compromise the choice of a household? What social structures have shaped the nature of households human beings have historically lived in? Why do size, structure, and function of households vary across societies and historical periods?
- Is your ethnicity something you were born into or has your ethnic identity been socially and historically constructed? If it is ‘both,’ which is the one that weighs heavier? Do the relative weights of the two vary across societies and historical periods?
- To what extent is a political revolution ‘made’ and to what extent does it ‘happen’? Are some societies and states, in specific historical periods, much more prone to revolution than others? What are the historical and structural conditions in which a revolution becomes likely?
- What structural and historical conditions lead to democracy? What conditions detract from it?
- Where does knowledge come from? Is it something that is locked inside the brain of each of us or is it a social-historical product? And if social change leads to change in knowledge, how has Sociology, as a form of knowledge born during the mid-1800s, kept pace with wider social change since then?

That is, even as we recognize the singular significance of agency--that each of us *does* make a choice—whether in falling in love, raising a household or in whatever we do during the course of our everyday life as well as during crucial junctures in our life--the emphasis in this course will be on large scale and long run social structures and institutions which shape our life and our agency by facilitating some choices—and, thus, outcomes--and constraining others. In this sense, the course can also be regarded as a platform for learning Macrosociology. We will make an attempt to comprehend individual lives as well as micro-level practices and institutions from a perspective that is encompassing both in terms of space and time. The assumption here is that valid social science understanding becomes possible only when a specific social institution or process is comprehended within an encompassing structural and historical context of which it is a component. Dis-attaching a specific social entity or process from the encompassing

structure, on the other hand, will inevitably lead to invalid description and explanation of social institutions and social life—including of each of us as social individuals.

This course will highlight, compare and explain the immense variation that exists within and among societies and historical periods in the nature of households, love and marriage, ethnic identity and struggle, political processes—including revolution and democracy, and knowledge and social science. This, of course, constitutes the essence of comparative historical analysis.

Objectives

Thus, the key objectives of this course are the following:

- A. To introduce the macro-sociological perspectives and the ‘companion methodologies of the historical-comparative and, to some extent, the world-systems ‘methods’ as distinctive modes of social inquiry;
- B. To highlight the significance of the macro-sociological perspective as a mode of organizing world-historical, theoretical and empirical thinking and for comprehending micro structures and processes that are the ingredients of our everyday life. The course will attempt to show how large-scale and long-term themes and processes such as globalization, capitalism, democracy, class, etc. are constitutive of the political, economic and cultural structures and processes at the levels of the state, society, and everyday life;
- C. To concretely illustrate how the large scale and the long term constitutes and shapes, among others, the nature and dynamics of ethnicity, democracy and dictatorship, labor migration, forms of marriage, insurgency and revolution, knowledge and sociology, as well as households and individuals.
- D. To engage students on how the macro-sociological perspective and the historical-comparative method can be utilized to better comprehend Nepal and its history and, possibly, its future.

The course comes in four parts. The first four classes will be utilized to help us intimately grasp where ‘the social’ is located and to link together the microsocial and the macrosocial. We shall learn here that large scale and long run structures on the one hand and everyday life on the other are necessarily mutually integrated and there are ways in which this integration can be analyzed. The next three classes will be used to introduce historical and world-systemic approaches. The third chunk of five classes will explore the rules, evolving traditions, best practices and pitfalls of comparative historical analysis (CHA). The fourth part will ‘apply’ the macro-sociological and comparative historical approach to the investigation of the substantive themes outlined above.

The classes will be run in a seminar format. Students are expected to (a) closely read the required text beforehand and summarize and critique the text in the class, and (b) intensely reflect upon and elaborate individual, familial as well as gender, class, ‘race’ related, etc., personal experience by implicating the text. While the two tasks are interrelated, the intent of the first is help students to organize thinking at the world-historical and theoretical level. The intent of the second is to implicate such thinking in comprehending the structure of everyday personal life. It is hoped that the exploration of

the linkage of the world-historical and theoretical on the one hand and the individual and personal on the other may enable us to explore the very foundation not only of the social sciences but also of everyday personal life. While much of the class time will be utilized to analyze and critique the text, approximately 15 minutes of each class will be utilized to weave together the text on the one hand and personal life on the other. It is hoped that this strategy of learning will help students to rise above a plethora of empirical details while at the same time actively cultivating an empirical bent that is disciplined by specific meta-theoretical, methodological and substantive frames of reasoning.

Depending upon the counsel of students, the class may be divided into four semester-long groups. In each class, members the first group will identify the key arguments of the text. Members of the second group will go through the text section by section. Members of the third group will undertake a theoretical, substantive, and methodological critique of the text. Members of the fourth group, in turn, will utilize the text, questions and critiques for illuminating personal attainments, promises and problems. The groups will take on the four tasks in rotation.

At the start of each class hour, the instructor will introduce the assigned text with emphasis on the larger context within which the text is framed and composed. The instructor will 'fill up the gap' in case a student presentation misses out on some of the key arguments made in the text. The instructor will also actively participate in the critical discussion of the text. The instructor's version, however, is only a tentative guide. Each student is free to read the text in distinctive ways based, inevitably, upon the life experience of the student. Alternative readings of texts will be valued and discussed in the class.

The readings will not be extensive. Each class will call for a reading of approximately 30-60 pages. It is expected that the student will engage in close reading and intense reflection.

Grades will be based upon the regularity and quality of presentation and engagement in class discussion (20 percent), two mid-term papers (20 percent), and final examination (60 percent).

- A. **Introductory session** (3 hrs; student presentation not required)
 - A. Introduction of students and instructor; introduction to the course and units; discussion of key learning goals and responsibilities; group formation (tentative); finalization of key deadlines; access to texts, procurement of books, gmail, etc; discriminating, close reading and personal reflection
 - B. Additional expectations from students, if any
 - C. Discussion: Gaining knowledge: The unavoidability of the world-historical and comparative-historical perspective
 - D. *'Making research sociological.' Chaitanya Mishra. 2009. *Dhaulagiri Journal of Sociology and Anthropology* 3: 1-18.

- B. Macrosociology and comparative historical perspective: Meta-theory and promise** (9 hrs.). Texts A and B for the first 3-hour period, Text C for the second three-hour period and Text D for the last three hours.
- A. 'Evolution and modernity: Macrosociological perspectives. Chapter Four (Pp. 158-96) in Ruth A. Wallace and Alison Wolf. 2006. *Contemporary Sociological Theory: Expanding the Classical Tradition*. New Delhi: Prentice-Hall of India.
- B. 'Globalization and historical macrosociology.' Giovanni Arrighi. 2000. Pp. 117-33 in Janet Abu-Lughod (ed.), *Sociology for the Twenty-First century: Continuities and Cutting Edges*. Chicago: University of Chicago.
- C. 'From reduction to linkage: the long view of the micro-macro link.' Jeffrey Alexander and Bernhard Giesen. 1987. Pp. 1-42 in Jeffrey Alexander, Bernhard Giesen, Richard Munch and Neil Smelser (eds.), *The Micro-Macro Link*. Los Angeles: University of California.
- D. 'Comparative-historical analysis: Achievements and agendas.' James Mahoney and Dietrich Rueschemeyer. 2003. Chapter 1 (Pp. 3-38) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University
- C. Comparative historical methodology** (6 hrs.). Texts A and B for the first three-hour period and Text C and D for the second three-hour period.
- A. 'Can one or a few cases yield theoretical gains?' Dietrich Rueschemeyer. 2003. Chapter 9 (Pp. 305-36) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University.
- B. 'Big, slow-moving and ... invisible macrosocial processes in the study of comparative politics.' 2003. Paul Pierson. Chapter 5 (Pp. 177-207) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University.
- C. 'Strategies of causal assessment in comparative historical analysis.' 2003. James Mahoney. Chapter 10 (Pp. 337-72) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University.
- D. 'Conjuncture, comparison, and conditional theory in macrosocial inquiry.' 1999. Jeffrey Paige. *American Journal of Sociology*, 105(3): 781-800

Midterm take-home test. To be submitted after two weeks.

- D. Households**(6 hrs.). Texts A and B for the first three-hour period and Text C and D for the second three-hour period.
- A. 'The household economics approach.' 1980. Chapter 4 (Pp. 65-84) in Michael Anderson. *Approaches to the History of the Western Family, 1500-1914*. London: Macmillan.
- B. 'Household history and sociological theory.' David Ketzer. *Annual Review of Sociology*. 1991. Vol. 17, Pp. 155-79.
- C. 'Household as an institution of the world economy.' Immanuel Wallerstein and Joan Smith. 1992. Pp. 3-23 in Joan Smith and Immanuel Wallerstein

(Coordinators), *Creating and Transforming Households: The Constraints of the World-Economy*. Paris: Cambridge University. Editions de la Maison des Sciences de L'Homme.

- D. 'Core-periphery and household structures.' Immanuel Wallerstein and Joan Smith. 1992. Pp. 253-62 in Joan Smith and Immanuel Wallerstein (Coordinators), *Creating and Transforming Households: The Constraints of the World-Economy*. Paris: Cambridge University. Editions de la Maison des Sciences de L'Homme.

E. Capitalism, Dictatorship, Democracy (6 hrs.). Text A the first three-hour period and Texts B and C for the next three-hour period.

- A. 'What led to the 2006 democratic revolution in Nepal?' 2015. Chaitanya Mishra. Kathmandu: Social Science Baha.
- B. 'Introduction: The problem of capitalist development and democracy.' 1992. Chapter 1 (Pp. 1-11) in Dietrich Rueschemeyer, Evelyn Huber Stephens and John D. Stephens. *Capitalist Development and Democracy*. Chicago: University of Chicago.
- C. 'Knowledge accumulation in comparative historical research: The case of democracy and authoritarianism'. 2003. James Mahoney. Chapter 4 (Pp. 131-74) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University

F. Revolution (3hrs.)

- A. 'Comparative historical analysis and knowledge accumulation in the study of revolutions.' 2003. Jack A. Goldstone. Chapter 2 (Pp. 41-90) in James Mahoney and Dietrich Rueschemeyer (eds.), *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University.

Mid-term II take-home test. To be submitted after two weeks.

G. Ethnicity and Ethnic Movements(3hrs.)

- A. 'A theory of ethnic group boundaries.' 1996. Sun-Ki Chai. *Nations and Nationalisms*. 2(2): 281-307.
- B. 'Return of the native.' 2003. Adam Kuper. *Current Anthropology* 44(3): 389-402.

H. Labor Migration (3 hrs.)

- A. 'A theoretical approach to the migration of workers.' 1979. History Task Force, Centro de Estudios Puertorriquenos. Chapter 2 (Pp. 33-66) in *Labor Migration under Capitalism: The Puerto Rican Experience*. New York: Monthly Review.
- B. 'International migration in macro-stratification perspective: Bringing power back in.' 2006. Marcel Paret and Shannon Gleeson. *Berkeley Journal of Sociology*. 50: 120-146.
- C. 'Borders and exploitation: Migrant labor systems in California and South Africa.' 2011. Marcel Paret. *Berkeley Journal of Sociology*, 55: 57-96.

I. Love and Emotion(3 hrs.)

- A. 'Even sociologists fall in love: An exploration in the sociology of emotions.' Stevi Jackson. *Sociology*, Vol.27/2 (May 1993): 201-20.
- B. 'Love and capitalism.' AJ Macfarlane. *The Cambridge Journal of Anthropology*, Vol. 11/2 (1986): 22-39.

J. Social Sciences and Eurocentrism (3 hrs.)

- A. 'Introduction to real world history vs. Eurocentric social theory.' 1998. Pp. 1-51 in Andre Gunder Frank. *ReOrient: Global Economy in the Asian Age*. New Delhi: Vistaar.

K. Nepal (3 hrs.)

- A. 'Development and underdevelopment: A preliminary sociological perspective.' Chaitanya Mishra. 2007 [1987].Pp. 47-80 in *Essays on the Sociology of Nepal*. Kathmandu: Fineprint.
- B. Nepal: Long term, large scale: History and theory.' Chaitanya Mishra. Paper in progress presented to a workshop at the Department of Sociology and Anthropology, Tribhuvan University, Kathmandu, January 2011. Pp. 1-18.
- C. 'Ethnic upsurge in Nepal: Implications for federalization.' Chaitanya Mishra, 2012. Pp. 1-34. In Chaitanya Mishra and Om Gurung (eds.). *Ethnicity and Federalization*. Kathmandu: Tribhuvan University.

So752: Social Inquiry, Research and Writing

Credit: 3
Teaching hours: 48

Course Objectives:

The overall objective of this course is to develop the capacity of students in conducting and narrating high quality sociological research. More specifically, the course aims to enhance students' skills in the entire research process including proposal development, research organization, and research reporting.

Student Evaluation and Grading:

Classes will run in seminar mode, requiring intensive reading, writing and presentation from the students. Student evaluation and grading will be based on the quality of class performance, proposal and other writings, and an external examination at the end of the semester.

Course Content:

Unit 1: Developing Sociological Imagination

(6 Hours)

- Curry, Tim, Robert Jiobu, and Kent Schwirian. 2008. "What is Sociology?". Pp. 1-25 in *Sociology for the Twenty First Century*. Fifth Edition. New Jersey, USA: PEARSON Prentice Hall.
- Berger, Peter. 2005. "Invitation to Sociology". Pp. 1-10 in *The Spirit of Sociology: A Reader*, edited by Ron Matson. First Indian Reprint. Delhi: PEARSON Education.
- Mills, C. Wright. 2005. "The Sociological Imagination". Pp. 11-20 in *The Spirit of Sociology: A Reader*, edited by Ron Matson. First Indian Reprint. Delhi: PEARSON Education.
- Stephens, W. Richard. 2005. "Careers in Sociology". Pp. 21-29 in *The Spirit of Sociology: A Reader*, edited by Ron Matson. First Indian Reprint. Delhi: PEARSON Education.
- Mishra, Chaitanya. 2009. Making Research Sociological. *Dhaulagiri Journal of Sociology*. Vol 3, pp. 1-18.
- Mishra, Chaitanya. 2006. The Quantitative, Qualitative and Qualquant: Perspectives and Techniques. Notes for presentation to Kathmandu University students. December 29.
- Mishra, Chaitanya. 2009. Summary Comparative Attributes of Quantitative and Qualitative Research Methodologies. Notes for presentation to Gender Studies master's students, Tribhuvan University, October 28 and 30.
- Mishra, Chaitanya. 2068 BS. Making Research Sociological and Anthropological. Research Design Training Workshop. CDSA, TU. Bhadra 28.
- Mishra, Chaitanya. 2012. The re-search process. Presentation made to Tribhuvan University Ph. D. candidates. April 10.

- Mishra, Chaitanya. 2010. Social Utility of Academic Research (*Pragnyik Anusandhanko Samajik Upayogita*). Notes for conversation with Prithvinarayan Campus Teachers, Pokhara. May 22.
- Mishra, Chaitanya. 2066 BS. Identifying research problem and deciding on research objectives.

Unit 2: Research and Its Process

2.1 Literature Review (3 hours)

- Hofstee, Erik. 2006. The Literature Review. In *Constructing a Good Dissertation: A Practical Guide to Finishing a Master's, MBA or PhD on Schedule*. Available Online at: www.exactica.co.za. Retrieved on 1 Feb 2010.

2.2 Preparing Bibliography and Citing References (3 hours)

- American Sociological Association. 2010. *American Sociological Association Style Guide*. 4th ed. Washington, DC: American Sociological Association.

2.3 Book and Article Review (3 Hours)

- 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)
- 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).

2.4 Social Science Approaches (3 Hours)

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

2.5 Conceptualizing Research Problem/Questions (3 Hours)

- 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)
- Geddes, B. 2003. Big Questions, Little Answers: How the Questions you choose affect the answers you get. In *Paradigms and Sand Castles* (Chapter 2). Ann Arbor, MI: The University of Michigan Press.

- Merton, R.K. 1960. Notes on Problem Finding in Sociology. In *Sociology Today*. R.K. Merton, Leonard Broom and Leonard S. Cottrell, eds., pp. ix–xxxiv. New York: Basic Books.

2.6 Research Design

(3 Hours)

- 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)

Unit 3: Identifying Research Tools/Techniques

3.1 Content Analysis

(3 hours)

- Krippendorff, Klaus. 2004. Chapter 2: Conceptual Foundation. In *Content Analysis: An Introduction to its Methodology*, pp. 18–40. Thousand Oaks, CA: Sage Publications.

3.2 Qualitative Interviewing

(3 hours)

- Quinn Patton, Michael. 2002. Qualitative Interviewing. In *Qualitative Research and Evaluation Methods* (3rd Ed.), pp. 339–427. Thousand Oaks, CA: Sage Publications.

3.3 Questionnaires

(3 hours)

- 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.

3.4 Quantitative and Qualitative Data Analysis

(3 Hours)

- Singleton, Royce A. Jr. and Bruce C. Straits. 2010. Survey Design. In *Approaches to Social Research* (5th Ed.), pp. 84–130. New York: Oxford University Press.

Unit 4: Research Mentoring and Individual Work

(9 Hours)

This unit is designed to support the research process of individual students. A small group of 3–4 students will work under a designated faculty intensively in identifying and formulating individual research problem(s), conducting literature review, outlining prospective methodology and narrating all of these in the form a full-fledged research proposal. For the purpose of effectiveness, the first mentoring will take place after the classes on literature review and Research problem and questions. The remaining three classes will be held after all the regular classes have been completed. Finally, the students will have to submit a research proposal, at least in the format taught in this course, before the final examination of this paper. This proposal will carry 10 marks from the 60 marks of final examination.

So 753: Social Movements, Revolutions and Change

Credit hours 3
Teaching hours 48

Objectives

This paper aims to orient students to a sociological understanding of social movements, revolutions and their contribution to change. Social movements are made with an appeal of bring social change differ from one another in multiple ways. These differences can be discerned in terms of their objectives, the categories of people involved, and the intensity and pervasiveness of effects produced. Some movements may have an appeal to a particular section of the population. Some movements like the revolutions may intend to address the problems of a larger community. Some of these events are launched within the framework of existing norms of society to produce gradual change. Still others may be launched by breaching normative provisions and be intended to produce much larger-scale and intense change in values, ideologies and structure of social relations. This paper increases the exposure of students that discuss on different type of these events.

Method of Instruction and Modality of Evaluation

A seminar-like method will be followed to pursue this course in the classroom. Students will be assigned reading materials and asked to make presentation in the classroom. The instructor who takes charge of this course, together with the rest of the students shall then take the discussion forward and lead to a better understanding of the text.

Three types of strategies will be followed to evaluate the performance of a student. One such strategy is to evaluate the quality of presentation—as well as the frequency and intensity of participation--in classroom discussion. Two, a student will write a term paper on any of the themes of the course and submit it to the instructor no later than the end of the term. Three, a student will undergo a written test at the end of the term. The sum of scores secured in all these three tests will make up the final score.

Course Contents and Readings

A. Conceptualizing social movements: meaning and definition; types and their features. movement of ideas and movement of action (12 hrs.)

Readings

- Diani, Mario. 1992. "The Concept of Social Movement" in *The Sociological Review*, Vol. 40, pp. 1-25
- Gusfield, Joseph R, 1970. "Introduction: Definition of the subject" in *Protest Reform and Revolt: A Reader in Social Movement*, New York: John Wiley and Sons.
- Calhoun, Craig 1993. "New Social Movements of the Early Nineteenth Century" in *Social Science History*, Vol. 17. No. 3, pp. 385-428.
- Tarrow, Sydney 2004. "States and Opportunities: the Political Structuring of Social Movements" in McAdam, Doug, John D. McCarthy, and Mayer N. Gald (eds), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structure and Cultural Framings*. Cambridge: Cambridge University Press.

- Tilly, Charles: 1999. "From Interaction to outcomes in social Movements" in Giugni, Marco, Doug McAdom and Charles Tilly (eds) *How Social Movements Matter*, Minneapolis: University of Minnesota Press.
- Huntington, Samuel P. 1968. "Revolution and Political Order" in *Political Order in Changing Societies*. New Delhi, Adarsh Books.
- Skocpol, Theda 1995. "Explaining Revolutions: A Quest of a Social Structural Approach" in *Social Revolutions in the Modern World*. Cambridge: Cambridge University Press.
- Karsh, Barnard 1970 "The Development of a Strike" in *Protest Reform and Revolt: A Reader in Social Movemaent*, New York: John Wiley and Sons

B. Thematic and theoretical issues on politics of identity and caste, ethnicity, gender, region and religion and Class (12 hrs.)

Readings

- Kothari, Rajani 2010. "Introduction" in *Caste in Indian Politics*, New Delhi: Orient BlackSawn.
- Zelliot, Eleanor, 2010. "Learning the use of Political Means: the Maharas of Maharashtra" Kothari, R. (ed) *Caste in Indian Politics*, New Delhi: Orient BlackSawn.
- Hasan, Joya 2009. *Politics of Inclusion: Caste, Minorities and Affirmative Action*, New Delhi: Oxford University Press. (Cf. chapters 1,2,3 and 7).
- Cameron, M. 2010, "Many Dalits: Debating Identity in a New Nepal" and Folmar, S. 2010, "Identity Politics among Dalits in Nepal" in Guneratne, Arjun and M Cameron (eds) 2010. *Dalits of Nepal: Towards Dignity, Citizenship and Justice*, Kathmandu: Himal Books.
- Brass, Paul A. 1991 "Ethnic Groups, Symbol Manipulation and Ethnic Identity among the Muslims of South Asia" in *Ethnicity and Nationalism: Theory and Practice*, New Delhi: Sage Publications.
- Hangen, Susan L. 2010. *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, New York: Routledge, (Cf. chapters 1,2 and 3).
- Gurung, Hark 1997, "The state and Society in Nepal" In Gallner, et al. (eds.)in *Natioanlism and Ethnicity in a Hindu Kingdom*, Amsterdam: Hardwood Academic Publication.
- Gaige, Fredrick H. 1976. *Regionalism and National Unity in Nepal*, New Delhi: Sage Publication.
- Gautam, Bhaskar (ed) 2008. *MadheshBidhrohakoNalibeli* (Details of Madhes Revolts) Kathmandu: Martin Chautari, (Cf. Chapters 1 and 2).
- Tamang, Sera 2000, "Legalizing State Patriarchy in Nepal" in *Studies in Nepali History and Society*, Vol 5, No. 1, pp. 127-156.
- Pradhan, Bina 2006, "Gender and Human Development" in Pande, S. et al. (eds.) *Readings in Human development*: Kathmandu: UNDP.

Vatuk, Sylvia 2004, "Identity and Difference or Equality and Inequality in South Asian Muslim Society" in Fuller, C.J. (ed.) *Caste Today*, Oxford: Oxford University Press.

Pandey, Tulsiram. 2010. Class as a Missing Component in the Debates on Inclusive Development in Nepal. *In Anthropology and Sociology of Nepal*. Kathmandu: Central Department sociology Anthropology, Tribhuvan University.

C. Actions in rejection of existing norms of society for evolutionary transformation (12 hrs.)

- i. Avoidance as a weapon of the weak to express dissension
- ii. Riots: breakdown of order with no intention of bringing any change in the existing framework of social relation
- iii. Revolts: breakdown of order with limited change in the structure of existing framework of social relation
- iv. Revolutions: breakdown of order with major change in existing framework of social values, ideologies, and structure of socio-economic relations
- v. Actors and Aftermaths: Differential consequences of revolutionary actions for change

Readings

Skocpol, Theda, 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. New York: Cambridge Press. Chapters 1,2,5 and Conclusion).

Adas, Michael 1981, "From Foot Dragging to Plight: the Evasive History of Peasant Avoidance Protest in South and Southeast Asia" in *State, Market and Peasant in Colonial South and Southeast Asia*, Sydney: Ashgate.

Stiller, S.J, Ludwig F. 1973. *The Rise of the House of Gorkha: A Study in Unification of Nepal*. New Delhi: Manjushree Publishing House

Gupta, Anirudha 1964. *The Politics of Nepal: A Study of Post-Rana Political Development and Party Politics*. New Delhi: Allied Publishers, Ch. 2.

Lawati, M and A. Pahari, 2010. *The Maoist Insurgency in Nepal: Revolution in the Twenty-First Century*, New York: Routledge, (Chapters 1 and 6).

Moore, Barrington JR, 1966. *Social Origins of Dictatorship and Democracy: Lords and Peasants in the Making of the Modern World*, USA: Penguin University Books, (Part One and Chapters VII and IX of Part Three).

Mishra, Chaitanya. 2015. *What Led to the 2006 Democratic Revolution in Nepal? Kathmandu, social Science Baha*. The Mahesh Chandra Regmi Lecture 2014

**D. Populist movement, patronization and Professionalization of change
(6 hrs.)**

Reading

Brass, Tom 2000. "Socialism, Populism and Nationalism: Tribal and Farmers Movements in India" in *Peasants, Populism and Postmodernism: The Return of the Agrarian Myth*, London: Frank Cass.

Moynihan, Daniel Patrick 1965. "The Professionalization of Reform" in Gusfield, Joseph R, 1970." in *Protest Reform and Revolt: A Reader in Social Movement*, New York: John Wiley and Sons.

E International factors in social movement and change(6 hrs.)

Readings

Tarrow, Sidney 1998. "Transnational Contention" in Kate Nash (ed.) *Readings in Contemporary Political Sociology*, USA: Blackwell Publishers.

Skocpol, Theda 1996. "Revolutions and World Historical Development of Capitalism" in *Social Revolutions in the Modern World*. Cambridge: Cambridge University Press.

F Review of the Study (3 hrs.)

So 754: Poverty and Social Exclusion/Inclusion

Credit: 3

Teaching hours: 48

Objectives

With the wider recognition of poverty reduction strategies in the countries of Global South during the last decade and the international commitments towards MDGs, issues of poverty and exclusion have received a renewed attention at the international development policy arena, as well as in the academic arena. Nepal is not an exception. This course attempts to examine the intersectionality of poverty and social exclusion (or inclusion) both at the theoretical and empirical juncture of the inequality debates. The first part of the course focuses much on poverty debates. Examining the claims and limits of poverty as income – or consumption – shortfall, it lines up with the perspectives that argue that poverty needs to be examined from a broader perspective, as entitlement deprivation, as exclusion, and as subjective perception of the people in question. The second part of the course focuses on exclusion debates and attempts to locate poverty as part of the social exclusion itself.

The two-fold objectives of this course are (a) to immerse the students in the varied debates of poverty and social exclusion broadly located into the long tradition of sociological debates on poverty and inequality; and (b) to train students to gain skills and perspectives in critically analysing and explaining poverty dynamics and processes and mechanisms of social exclusion. It is expected that after the course completes, the students can pick up pertinent poverty-exclusion-deprivation issues for their academic or applied research and careers and be able to identify and understand to capture the changing forms of poverty-exclusion-deprivation.

Unit A] Sociology of poverty, deprivations and social exclusion (9 hrs)

- Understanding poverty and deprivations sociologically
- The Marxian, Weberian, Functional and the World-system/Dependency analyses of poverty
- Critical perspectives on poverty debates: poverty as a problem of unequal articulation between modes of production; poverty as a constructed space under the discourse of development; the politics of poverty eradication
- Welfare vs deprivations arguments: Looking poverty in a broader sense

Readings:

Coser, Lewis A. (1965) 'The Sociology of Poverty: To the Memory of Georg Simmel,' *Social Problems*, 13(2), pp. 140-148.

Haralambos, M. and Heald, R. M. (1980) "Theories of poverty," in *Sociology: Themes and Perspectives*, Delhi: Oxford University Press, pp. 152-166.

Chambers, Robert (1983) *Rural Development: Putting the Last First*, London: Longman.

- Sen, Amartya (1982) 'Concept of poverty' and 'Poverty and entitlement' (Chaps. 2 and 1) in *Poverty and Famines: an Essay on Entitlement and Deprivation*, Delhi: Oxford University Press.
- Obregon, Anibal Quijano 1980, 'The marginal pole of the economy and the marginalized labour force' in Wolpe, Harold (ed.) *The Articulation of Modes of Production*, London: Routledge and Kegan Paul, pp. xx-xx.
- Chambers, Robert (1994) 'Poverty and livelihoods: Whose reality counts?' [an overview paper prepared for the Stockholm Roundtable on Global Change] Stockholm, mimeo.
- Laderchi, Ruggeri, Saith, R. and Stewart, F. (2003), 'Does it matter that we do not agree on the definition of poverty? A comparison of four approaches,' *Oxford Development Studies*, 31 (3), pp. 243-272.
- UNDP (1997) "The politics of poverty eradication," Chapter 5, *Human Development Report 1997*, New York: United Nations Development Programme, pp. 94-105.
- Escobar, Arturo (1995) 'The problematization of poverty: the tale of three worlds and development,' in *Encountering Development: The Making and Unmaking of the Third World*, Princeton, NJ: Princeton University Press, pp. 21-54.

Unit B] Understanding income/consumption poverty, drawing poverty lines and its limits (6 hrs)

- Income – or consumption – based measure of poverty
- What GNP counts and what it does not?***
- Different poverty approaches: Which data are right?****
- Measures of poverty: poverty rate (P0), poverty gap (P1), and squared poverty gap (P2). The Foster, Greer, Thorbecke (FGT) family of poverty measures
- The analysis of poverty over time: panel surveys and cross-sectional data; chronic poverty and transient poverty

Readings:

- Morris, David M. (1979) 'GNP: What it does and does not measure,' *Measuring the Condition of the World's Poor: The Physical Quality of Life Index*, New York: Pergamon Press, pp. 7-14.
- Shaffer, Paul (1996) 'Beneath the poverty debate: some issues,' *IDS Bulletin*, 27(1).
- Glewwe, Paul and Gaag, J. Van (1990) 'identifying the poor in developing countries: Do different definitions matter?' *World Development*, 18(6), pp. 803-814.
- Haughton, Jonathan and Khandker, Shahidur R. (2009) 'Measures of poverty,' and 'The analysis of poverty over time,' in *Handbook on Poverty and Inequality*, Washington, DC: The World Bank, pp. 67-82 and 203-230.

Unit C] Poverty as a multidimensional phenomenon of deprivation and exclusion (6 hrs)

- Poverty as deprivation*
- Exclusion, capability deprivation, and subjective/participatory dimensions of poverty
- Feminisation of poverty, and rural and urban poverty

Readings:

- Sen, Amartya (1999) 'Poverty as capability deprivation,' in *Development and Freedom*, New Delhi: Oxford University Press, pp. 87-110.
- Chambers, Robert (1983) *Rural Development: Putting the Last First*, London: Longman, pp. Xx-xx.
- Chambers, R. (1997), *Whose Reality Counts? Putting the first last*, London: Intermediate Technology Publications.
- Hulme, David and McKay, Andrew (2005) 'Identifying and Understanding Chronic Poverty: Beyond Monetary Measures,' Zero draft, 11 June.
- UNDP (1997) "Poverty in human development perspective: concept and measurement," Chapter 1, *Human Development Report 1997*, New York: United Nations Development Programme, pp. 15-23.
- Jones, Gareth A. and Corbridge, Stuart (2009) *The continuing debate about urban bias: the thesis, its critics, its influence, and its implications for poverty reduction strategies*, London: London School of Economics.
- IDS (2001) Briefing paper on the 'feminisation of poverty,' prepared by BRIDGE for the Swedish International Development Cooperation Agency (Sida), BRIDGE (development - gender), Institute of Development Studies.
- Ravallion, Martin (1992) 'Concepts and methods of poverty analysis,' in *Poverty Comparisons: A guide to Concepts and Methods*, LSMS Working Paper No. 88, The Washington, DC: World Bank, pp. 4-66.

Unit D] Poverty dynamics in Nepal: Historical and cross-sectional understanding (6 hrs)

- The policy landscape of renewed commitments to poverty reduction in Nepal (from PRSP and MDGs to what?)
- Do poverty and social exclusion mutually reinforce in Nepal?
- Dimensions of poverty in Nepal
 - Caste inequality and poverty
 - Ethnicity and poverty
 - Gender and poverty
 - Spatial dimensions of poverty (rural-urban, regional and ecological)

Readings:

- DFID and The World Bank (2006) *Unequal Citizens*, Kathmandu: DFID and The World Bank.

CBS (various) Nepal Living Standard Surveys, 1995/96, 2003/04, 2010/11. Kathmandu: Central Bureau of Statistics.

CBS (various) Census reports of 2001 and 2011, Kathmandu: Central Bureau of Statistics.

MIFAN (2010) Poverty Measurement Report, pilot project of progress out of poverty index (PPI). Kathmandu: Plan International, Regional Office.

OPHI (2010) 'Multidimensional Poverty Index at a Glance,' in Country Briefing: Nepal. Oxford Poverty and Human Development Initiative (OPHI), London: Oxford Department of International Development, University of Oxford.

UNICEF, New ERA and NPC (2010) Child Poverty and Disparities in Nepal 2010, Kathmandu.

Sharma, Shiva (2000) 'Land tenure and poverty in Nepal,' MIMAP-Nepal, a paper presented in the WDR 2000 consultation meeting organised by the World Bank in Dhaka, 1999.

SAD (2002) Poverty Reduction in Nepal: Issues, Findings and Approaches, Kathmandu: South Asia Development (SAD).

Unit E] Conceptualising the issues of exclusion and inclusion (6 hrs)

Sen, A. (2000) Social Exclusion: Concept, Application and Scrutiny, Manila: Asian Development Bank.

Hillary, Silver (1995) 'Conceptualizing social disadvantage: three paradigms of exclusion,' in Rodgers, G. et al. (eds.) Social Exclusion: Rhetoric, Reality and Responses, Geneva: International Labour Organization, pp. Xx-xx.

Hilary, Silver (2007) The Process of Social Exclusion: the Dynamics of an Evolving Concept, Brown University.

Young, Iris M. (1999) 'Introduction,' in Inclusion and Democracy, Oxford: Oxford University Press, pp. Xx-xx.

Tilly, Charles (2006) 'Poverty and the politics of exclusion,' USA: Columbia University Press.

Haam, Arjan De (1999) Social Exclusion: Towards an Holistic Understanding of Deprivation, London: Department of International Development.

Saith, Ruhi (2001) Social Exclusion: the Concept and Application to Developing Countries, Working Paper No 72, Oxford University.

Unit F] Debates on social inclusion and exclusion in Nepal (6 hrs)

Gurung, Hark (1997) 'The state and society in Nepal,' in Gallner, et al. (eds.) Nationalism and Ethnicity in a Hindu Kingdom, Amsterdam: Hardwood Academic Publication, pp. Xx-xx.

Pfaff-Czarnecka, Joanna (1997) 'Vestiges and visions: Cultural change in the process of nation-building in Nepal,' in Nationalism and Ethnicity in a Hindu Kingdom, Amsterdam: Hardwood Academic Publication, pp. Xx-xx.

- Hangen, Susan (2010) *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, New York: Routledge.
- INSEC (2004) “Adivasi Janajati ra Manav Adhikar,” in *Human Rights Year Book 2004*, Kathmandu: INSEC, pp. Xx-xx.
- Folmar, S. (2010) ‘Identity politics among Dalits in Nepal,’ in Guneratne and Cameron (eds.) *Dalits of Nepal: Towards Dignity, Citizenship and Justice*, Kathmandu: Himal Books, pp. Xx-xx.
- DFID and The World Bank (2006) *Unequal Citizens*, Kathmandu: DFID and The World Bank.
- Tamang, Sera (2000) ‘Legalizing state patriarchy in Nepal,’ *Studies in Nepali History and Society*, 5(1), pp. 127-156.
- Pradhan, Bina (2006) ‘Gender and human development,’ in Pande, S. et al. (eds.) *Readings in Human Development*, Kathmandu: UNDP, pp. Xx-xx.
- Gaige, Fredrick H. (1976) *Regionalism and National Unity in Nepal*, New Delhi: Sage Publication.
- Gautam, Bhaskar (ed.) (2008) *Madhesh Bidhrohako Nalibeli (Details of Madhes Revolts) Chaps, 1 and 2*, Kathmandu: Martin Chautari.
- Vatuk, Sylvia (2004) ‘Identity and difference or equality and inequality in South Asian Muslim society,’ in Fuller, C. J. (ed.) *Caste Today*, Oxford: Oxford University Press, pp. Xx-xx.

Unit G] Class and crosscutting identities: Looking at intra-group exclusion and deprivation (6 hrs)

Readings:

Borrow information on the concept of class from the readings prescribed in ‘Unit A,’ above.

Borrow information on intra-group variations in Nepal from the readings prescribed in ‘Unit D and F,’ above.

Pandey, Tulsi R. (2010) ‘Class as a missing component in the debates on inclusive development in Nepal,’ in *Anthropology and Sociology of Nepal*, Kathmandu: Central Department of Sociology and Anthropology, Tribhuvan University, pp. Xx-xx.

So 755: Social History of Nepali Society

Credit: 3

Teaching hours: 48

Objectives

Without having an understanding of how Nepali society evolved over the years, we cannot grasp the complexities of our society and understand the problems and challenges that we as a nation and society are facing today. This course therefore aims to not only familiarize the students to 'modern' Nepali history but also to stimulate them to think critically on the ways to approach the history sociologically.

In the first unit, students are acquainted with the theory, debates and methodology of historical sociology. The second unit focuses on the major historical conjunctures, namely, the rise and prominence of Gorkha empire; the emergence and the functioning of Rana oligarchy; the revolution and counter revolution; the functioning of the Panchayat system; and the post 1990 politics. The third unit focuses on economic history—mainly the land politics, as land has been the major source of state revenue in the early years. Since the 1940s, political parties have been one of the major agents of change in Nepal, be they remain under- or over-ground. The fourth unit therefore focuses primarily on the political parties—their evolution, ideology and functioning. The fifth unit is the appraisal of Nepali historical and social research, which the students are expected to examine critically based on their readings of historical sociology literature.

Unit 1. Studying history sociologically : Theory, debates and methodology (12 hrs.)

Week 1

Sewell, William. 2005. *Logics of History: Social Theory and Social Transformation*. Chicago: Chacago University Press. Chapter 1 and 3.

Charles Tilly. 1999. Historical Sociology. Article for the International Encyclopedia of the Social and Behavioral Sciences.

Week 2

Calhoun, Craig. 2003. Why Historical Sociology? In *Handbook of Historical Sociology*. Gerard Delanty and Engin Isin, eds., pp. 383-395. London: Sage.

Griffin, Larry J. 1995. How is Sociology Informed by History. *Social Forces* 73(4): 1245-1254.

Steinmetz, George. 2007. The Relation between History and Sociology in the US: The Current State of Affairs. *Journal of Historical Sociology* 20 (1-2): 1-12.

Week 3

Skocpol, Theda. 1984. Emerging Agendas and Recurrent Strategies in Historical Sociology. In *Vision and Method in Historical Sociology*. Theda Skocpol, ed. Cambridge: Cambridge University Press.

Calhoun, Craig. 1998. Explanation in Historical Sociology: Narrative, General Theory and Historically Specific Theory. *American Journal of Sociology* 104(3): 846-871.

Week 4

Mahoney, James. 2004. Revisiting General Theory in Historical Sociology. *Social Forces* 83(2): 459-489.

Kiser, Edgar and Michael Hechter. 1998. The Debate on Historical Sociology: Rational Choice Theory and Its Critics. *American Journal of Sociology* 104(3): 785-816.

Goldstone, Jack A. 1998. Initial Conditions, General Laws, Path Dependence and Explanation in Historical Sociology. *American Journal of Sociology* 104(3): 829-845.

Unit 2. Major historical conjectures (15 hrs.)

Week 5

Stiller, Ludwig F. 1975. *The Rise of the House of Gorkha: A Study in the Unification of Nepal, 1768-1816*. Kathmandu: Patna Jesuit Society.

Stiller, Ludwig F. 1976. *The Silent Cry: The People of Nepal, 1816-1839*. Kathmandu: Sahayogi Prakashan.

Week 6

Acharya, Baburam. 2055vs. *Aba Yesto Kahilyai Nahos*. Kathmandu: Shrikrishna Acharya.

Sharma, Prayag Raj. 2004. *Caste, Social Mobility and Sanskritization: A Study of Nepal's Old Legal Code*. In author's *The State and Society in Nepal: Historical Foundations and Contemporary Trends*. Kathmandu: Himal Books. pp. 127-150.

Pandey, Bhim Bahadur. 1968. *Tyas Bakhatko Nepal*. Kathmandu: Sajha.

Week 7

Joshi, Bhuwan Lal and Leo Eugene Rose. 2004 (1966). *Democratic Innovations in Nepal: A Case Study of Political Acculturation*. Kathmandu, Berkeley: Mandala / University of California Press.

Chatterji, Bhola. 1977. *Nepal's Experiment with Democracy*. New Delhi: Ankur Publishing House.

Week 8

Baral, L.S. 2012 (forthcoming). Oppositional Groups in Nepal, 1960-70. In *Essays about Politics in Panchayat Nepal*. Pratyoush Onta and Ramesh Parajui, eds. Kathmandu: Martin Chautari.

Burghart, Richard. 1994. The Political Culture of Panchayat Democracy. In: M. Hutt (ed.), *Nepal in the Nineties: Versions of the Past, Visions of the Future*, pp. 1-13. Delhi: Oxford.

Week 9

Upadhyay, Sanjay. 2002. A Dozen Years of Democracy: The Games that Parties Play. In *State of Nepal*. Kanak Mani Dixit and Shastri Ramachandran, eds., pp. 39-61. Kathmandu: Himal Books.

Mishra, Chaitanya. 2007. Political Transition in Nepal: Toward an Analytical Framework. In author's *Essays on the Sociology of Nepal*. pp. 1-35. Kathmandu: Fine Print.

Unit 3. Economic history (6 hrs.)

Week 10

Regmi, Mahesh Chandra. 1971. *A Study of Nepali Economic History, 1768-1845*. New Delhi: Manjusri.

Regmi, Mahesh Chandra. 1978. *Thatched Huts and Stucco Palaces: People and Landlords in 19th Century Nepal*. New Delhi: Vikas.

Regmi, Mahesh Chandra. 1976. *Landownership in Nepal*. Berkeley, Los Angeles, London: University of California Press.

Week 11

Regmi, Mahesh Chandra. 1960. *Some Aspects of Land Reform in Nepal*. Kathmandu : M. C. Regmi

Adhikari, Jagannath. 2006. *Land Reform in Nepal: Problems and Prospects*. Kathmandu: NIDS.

Gill, Peter. 2009. The Politics of Land Reform in Nepal: 1951–1964. *Studies in Nepali History and Society* 14(2): 217–259.

Unit 4. History of the political parties (6 hrs.)

Week 12

Hachhethu, Krishna. 2006. *Political Parties of Nepal*. Lalitpur: Social Science Baha.

Giri, Pradip. 2066vs. *Bishweshwor Prasad Koirala: Rajnitik Abhilekh*. Kathmandu: Vidyanthi Pustak Bhandar.

Week 13

K.C., Surendra. 1999. *Nepalma Communist Party ko Itihas*. vol 1&2. Kathmandu: Vidyanthi Pustak Bhandar.

Adhikari, Surya Mani. 2003. *Nepali Kangresko Itihas*. Kathmandu: Bhundipurana Prakashan.

Gautam, Rajesh. 2005. *Nepali Kangress*. Delhi: Adroit.

Unit 5. Historical and social research in Nepal (6 hrs.)

Week 14

Des Chene, Mary. 1997. Locating the Past. In *Anthropological Locations: Boundaries and Grounds of a Field Science*. Akhil Gupta and James Ferguson, eds., pp. 66-85. Berkeley: University of California Press.

Onta, Pratyoush R. 1994. Rich Possibilities: Notes on Social History in Nepal. *Contributions to Nepalese Studies* 21(1):1-43.

Gaenszle, Martin. 1992. On the Topicality of History: An Interview with Mahesh Chandra Regmi. *European Bulletin of Himalayan Research* 4:40-46.

Michael, B.A. 2011. *Nepali History as World History*. Kathmandu: Social Science Baha.

Raj, Yogesh. 2010. Introduction. In author's *History as Mindscapes: A Memory of Peasant's Movement of Nepal*. Kathmandu: Martin Chautari. pp. 1-21.

Week 15

Mishra, Chaitanya. 2007. Social Research in Nepal: A Critique and a Proposal. In author's *Essays on the Sociology of Nepal*. pp. 323-336. Kathmandu: Fine Print.

Bhattachan, Krishna Bahadur. 1997. Sociological and anthropological research and teaching in Nepal: Western Adaptation versus Indigenization. In: Prem K. Khatri (ed.), *Social Sciences in Nepal: Some Thoughts and Search for Direction*, pp. 7-30. Kathmandu: Centre for Nepal and Asian Studies.

So 756: Sociology of Gender

Credit: 3
Teaching hours: 48

Objective

The objective of the course is to enable students to critically analyze gender relations sociologically. The course will help students to understand emerging gender issues and changing gender relations in societies within Nepal and elsewhere. Moreover, the students will be able to analyze gender status and gender justice in Nepali context.

Unit I`1 **Construction of Gender** **(9 hours)**

- Social Construction of Gender
- Construction of Femininity and Masculinity
- Patriarchy and Feminism

Required Readings:

1. Feminist Perspective of Sex and Gender. 2011.
2. Lorber, Judith 2006. The Social Construction of Gender. In Estelle Disch (Ed.) *Reconstructing Gender: a Multicultural Anthology*. 5th edition Boston:McGraw-Hill. Pp 112-119.
3. Ridgeway, Cecilia L. and Shelley J. Correll 2004. Unpacking the Gender Systems: A Theoretical Perspective on Gender Beliefs and Social Relations. *Gender and Society*. Vol 18 No.4 pp 510-531.
4. Mishra, Mira 2005, Perspectives on Feminism. *HamroSansar. Journal of Women's Studies* Issue 4 April 2005. Pp 31-43.
5. Lerner, Gerda 1986. *Origins. The Creation of Patriarchy*. Oxford:OUP. Pp 15-35.

Unit II **Theoretical Perspective of Gender** **(9 hours)**

- Social structure
- Psychoanalysis
- Feminism and Sociology

Required Readings:

1. Lips, Hilary M. 2005. *Sex and Gender: An Introduction*. 5th edition. *Theoretical Perspectives on Sex and Gender*. Boston:McGraw Hill. Pp 54-100.
2. Andersen, Margaret L. 1993. *Thinking About Women: Sociological Perspective on Sex and Gender*. 3rd edition. *Sociological and Feminist Perspectives*. New York:McMillan Publishing Company. Pp 3-20.

3. Chodorow, Nancy 1978. *Psychoanalysis and Sociological Inquiry. The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender* Berkley:University of California Press. Pp 40-54.
4. Chodorow, Nancy 2002. *Gender Relation and Differences in Psychoanalytic Perspective*. In *The Polity Reader in Gender Studies*. 2002. Delhi:Replika Press. Pp 41-49.

Unit III Gender and Social Institutions (9 hours)

- Gender, Marriage and Family
- Gender and Kinship
- Gender and Religion
- Gender and Work

Required Readings:

1. Anderson, Margaret 1993. *Women and Religion (Chapter 5). Thinking about Women: Sociological Perspective on Sex and Gender*. 3rd edition. Pp 215-241.
2. Stone, Linda 2006. *Marriage. (Chapter 6). Kinship and Gender an Introduction*. 3rd edition. Colorado:Westview Press. Pp 191-211. *Kinship, Gender, and the New Technologies: The Beginning of the End? (Chapter 8)* Pp 277-300.
3. Kimmel, Michael 2011. *The Gendered Family. The Gendered Society*. New York: Oxford University Press. Pp 185-221.
4. Galliano, Grace 2003. *Gender and Work: Segregation Now, Segregation Forever? Gender Crossing Boundaries*. UK:Wadsworth. Pp 211-236.

Unit IV Gender and Development (9 hours)

- Gender Approaches to Development
- GAD as an Academic and Practitioner's field
- WID to GAD (Welfare to Empowerment)
- GenderAnalysis

Required Readings:

1. Pearson, R.(1992) " Gender matters in development", In T. Allen and A. Thomas (eds.) *Power and Development in the 1990s*, Oxford: OUP in association with the Open University Press, pp. 291-312.
2. Rathgeber, Eva M(1989) *WID, WAD and GAD: Trends in research and Practice*, Ottawa: International Development Research Centre.
3. CCIC(1991) " Gender and development: an alternative approach," in *Two Halves Make a Whole: Balancing Gender Relations in Development*, Ottawa: Canadian Council for International Cooperation (CCIC), pp. 11-22.
4. March, Candida, Ines Smyth and MaietrayeeMukhapadhyah 1999A *Guide to Gender Analysis Frameworks*, Oxford: Oxfam GB. Pp. 32-119.

Unit V **Gendered Power and Empowerment** **(6 hours)**

- Sociological understanding of Power
- Feminist understanding of Power
- Debate on Power and Empowerment

Required Readings:

1. Geèienë, Ingrida (2002) "The notion of power in the theories of Bourdieu, Foucault and Baudrillard," *Sociologija*, vol. 2, pp. 116-124.
2. 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/>>.
3. Batliwala, Srilatha (2007) "Taking the power out of empowerment - an experiential account," *Development in Practice*, vol. 17(4), pp. 557-565.

Unit VI **Doing Research from Gender Perspective** **(6 hours)**

- Issue, Method
- Epistemology
- TAT in Gender Role and Relation

Required Readings:

1. Fonow, M.M. and J.A. Cook 1991. *Back to the Future: A Look at the Second Wave of Feminist Epistemology and Methodology*. Pp 1-15.
2. Rosenberg Zalk, Sue and Janice Gordon-Kelter (Eds.) 1992. *Revolutions in Knowledge: Feminism in the Social Sciences*. Colorado: Westview Press. Pp 57-62.
3. Chhetri, Gyanu 2010. *Women Ploughing and Men Grinding: Analysis of Gender Role Perception through TAT Method*”. In Ram B. Chhetri, Tulsi Ram Panday and Laya P. Upreti (Eds) *Anthropology and Sociology of Nepal: Taking Stock of Teaching, Research and Practice*. Kirtipur, Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University. Pp 211-230.

So 757: Identity, Inequality and Intersectionality

Credit: 3

Teaching hours: 48

(To be developed)

So 758: Philosophy of Social Sciences

Credit: 3
Teaching hours: 48

(To be developed)

Second Semester (Part A)

So761: Survey Research: Designing Survey and Analyzing Survey Data

Credit: 3

Teaching hours: 48

Objectives

This paper is designed to develop computer based research skills among PhD students. At the time of studying this course students will be able to comprehend the concept and process of survey research and to familiarize them with various surveys carried out in the context of Nepal. The course also aims to develop student's skill make them able to analyze and interpret the available secondary survey data on the basis of specific indicators available from various surveys in Nepal. It will also encourage students write academic papers on social change through sifting data available in various surveys conducted in Nepal.

Organization of Class Session

The course includes comprehensive readings. Students have to go with intensive critical thinking over required readings and identify fundamental dimensions of social and economic dynamics followed by rigorous methods of quantitative data analysis and interpretation. Finally, students are obliged to write research paper based on sharp theoretical orientation and rigorous methods of quantitative analysis and interpretation of raw data provided. Instructor will be there to facilitate and guide along.

A. Social Demography of Nepal

1. Fertility (1 Hr)

- a. Concept of fertility and its types
- b. Measurement and patterns of fertility in Nepal

Readings:

1. Dangol, Bishnu Das Singh. 2014. Fertility Levels, Patterns and Trend. Chapter 5. *Population Monograph of Nepal 2014*. Vol. I. Pp. 115-126.
2. Axinn, William G. and Jennifer S. Barber. 2001. Mass Education and Fertility Transition. *American Sociological Review*, Vol. 66, Pp 481-505.

2. Mortality (2 Hrs)

- a. Concept of mortality and its types
- b. Measurement of mortality and its patterns in Nepal

Readings:

1. Joshi, P. L. 2014. Mortality Levels and Patterns in Nepal. Chapter 6. In *Population Monograph of Nepal 2014*. Vol. I. Pp. 127-140.
2. Patel, Sambhu Prasad. 2004. A Method for Estimating Infant Mortality Rate for Nepal. *Contribution to Nepalese Studies*. Vol. 31. No. 02. Kathmandu: CNAS, TU.

3. Migration (2hrs):

- a. Concept, features and types of migration
- b. Current situation of migration in Nepal

Readings:

1. Suwal, Bhim Raj. 2014. Internal Migration in Nepal. Chapter 10. In *Population Monograph of Nepal 2014*. Pp. 241-284.
2. 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.
Available at: <http://digitalcommons.macalester.edu/himalaya/vol18/iss2/7>
3. Mishra, Chaitanya. 2007. Politico-Economic Framework of Population Redistribution: A Case Study of a Dang Village. In *Essays on the Sociology of Nepal*. Kathmandu: Fine Prints.

4. Ageing (1 Hr):

- a. Concept and aspects of ageing
- b. Ageing of population in Nepal

Readings:

1. Singh, Mrigendra Lal. 2014. Aspects of Ageing. Chapter 3. In *Population Monograph of Nepal 2014*. Vol. II. Pp. 73-110.
2. Singh, Mrigendra Lal. 2003. Ageing of the Population of Nepal. In *Population Monograph of Nepal*, Vol II, 251-294. Kathmandu: CBS.

5. Urbanization (2 Hrs):

- a. Notion and process of urbanization
- b. Urbanization in Nepal

Readings:

1. Subedi, Bhim Prasad. 2014. Urbanization in Nepal: Spatial Pattern, Social Demography and Development. Chapter 4. In *Population Monograph of Nepal 2014*. Vol. III. Pp. 95-154.
2. MoHP. 2011. Urbanization. In *Nepal Population Report 2011*, Chapter Chapter V, 49-52. Kathmandu: MoHP

B. Diversity and Inequality

(3 Hrs)

- a. Understanding diversity
- b. Understanding inequality-intersectionality
- c. Diversity and inequality in terms of gender, region, ethnicity/caste

Readings:

1. Gautam, Tika Ram. 2015. *Intersectionality: Employment across Gender, Rural-urban divide, Region, and Class*. An Unpublished paper.
2. Magnus, Hattleback. 2008. *Inclusive Growth in Nepal*. CMI, Bergen, Norway. June 20.
3. Subedi, Bhim Prasad. 2010. Ethnic/Caste Diversification in Kathmandu Metropolitan: Changing Social Landscape of a Capital City. *Journal of Geography and Regional Planning*. Vol. 3 (38), pp. 185-199, August 2010.
Available online at <http://www.academicjournals.org/JGRP>

2. Ethnicity (2 Hrs)

- a. Understanding ethnicity
- b. Ethnic diversification and inter- and intra-ethnic inequality

Readings:

1. Chaitanya Mishra. 2011. 'Ethnic upsurge in Nepal: Implications for federalization.' Pp. 1-34. Chaitanya Mishra and Om Gurung (Eds.) *Ethnicity and Federalization in Nepal*. Kathmandu: Central Department of Sociology/Anthropology, Tribhuvan University, Nepal
2. Sharma, Shiva. N.d. *Land Tenure and Poverty in Nepal*. MIMAP-Nepal.
3. Subedi, Bhim Prasad. 2010. Ethnic/Caste Diversification in Kathmandu Metropolitan: Changing Social landscape of Capital City. In *Journal of Geography and Regional Planning*. Vol. 3 (8). Pp. 185-199. Kathmandu: Academic Journals.

3. Development and Disparity in Nepal (3 Hrs)

- a. Human development
- b. Measuring human development-quantitative approach, human development index (HDI)
- c. Development disparity in Nepal
- d. Sustainable development goal

Readings:

1. Sharma, Pitamber. 2006. Introduction to Human Development. *In Nepal: Readings in Human Development*, Chapter 1, Pp 1-36. Kathmandu: UNDP.
2. Chhetry, Devendra. 2006. Measuring Human Development. *In Nepal: Readings in Human Development*, Chapter 2, Pp 37-70. Kathmandu: UNDP.
3. NHDR. 2009. State Transformation and Human Development. Chapter 1. Pp. 11-26 in *Nepal Human Development Report*. Kathmandu: UNDP.

C. Interpreting Macro Level Raw Data (Any one) (32 Hrs)

- CBS (2001; 2011)

- NDHS (2006; 2011)
- NLSS (2003/04; 2010/11)
- Nepal Labor Force Survey (2008)

Readings:

1. Shrestha, Hridaya B. 2008. Learning Statistics and SPSS in Tanden. A Step-by-Step Manual to Learning Statistics through Skills in SPSS. Kathmandu: Ekta Books.

Note:

This course is entirely based on computer skill. The students will work on availability of computers in the computer lab of the department. Therefore number of teaching hours may exceed as per the number of groups formed for the regular class of this paper and additional computer practice as tutorial.

So 762: Sociology and Public Policy

Credit: 3

Teaching hours: 48

Course Objectives:

The universal provision of high quality public services through appropriate policies is a key factor in determining the relationships between the modern nation-state and its citizens and in characterizing the nature of the state. This is true despite the many challenges the modern welfare state faces in the wake of the global push towards structural adjustment and neoliberalism. At the same time, the study of public policy, including the methods of policy analysis, has been among the most rapidly developing fields in the social sciences over the past several decades. However, conventionally it has been the domain of subjects such as economics and political science.

In Nepal, public policy has not received adequate attention within the social sciences in general, and within Sociology, in particular. However, sociology is a popular subject, both in terms of student participation and the role accorded to sociologists in the evaluation of public policies. As a result, this course has been designed to enhance sociological engagement with the various facets of public policy making. The specific objectives of this course are:

- To enhance understanding of how public policies are set and implemented from a sociological perspective
- To encourage sociological engagement with public policy making, especially with reference to Nepal

Course Requirements:

This course will run in seminar mode. Students will be asked to do prior reading of the text and to produce summaries which will then be discussed in the class. Student assessment and grading will be done as follows:

- Group work and presentations, specific instructions for which be separately provided in the class (20%)
- A written exam at the end of the semester (50%)
- A term paper, specific instructions for which be separately provided in the class (30%)

1. Understanding Public Policy (3 Hours)

This section is meant to introduce the students to the fundamental issues and concepts in public policy-making.

Required readings:

Gale, Trevor. 2007. Realizing Policy: The Who and How of Policy Production. In *The Routledge Falmer Reader in Education Policy and Politics*. Bob Lingard and Jenny Ozga, eds., pp, 220–235. Oxford: Routledge.

Kingdon, John W. 1984. *Agendas, Alternatives and Public Policies* (Chapters 1 and 9). Boston: Little, Brown and Company.

Wagner, Peter. 2007. Public Policy, Social Science, and the State: An Historical Perspective. In *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Frank Fischer, Gerald J. Miller, and Mara S. Sidney, eds., pp. 29–40. New York: CRC Press.

2. The Dynamics of Public Policy Making (9 hours)

This section looks at the complex interplay of the many factors and actors in the making of public policies. A detailed treatment of the role of academia is further done in Unit 3 below.

Required readings:

Burstein, Paul. 2003. The Impact of Public Opinion on Public Policy: A Review and an Agenda. *Political Research Quarterly* 29(1): 29–40.

Burstein, Paul and April Linton. 2002. The Impact of Political Parties, Interest Groups, and Social Movement Organizations on Public Policy: Some Recent Evidence and Theoretical Concerns. *Social Forces*, 81(2):380–408.

Campbell, John L. 2002. Ideas, Politics, and Public Policy. *Annual Review of Sociology* 28: 21–38.

Grindle, Merilee S. 2004. *Despite the Odds: The Contentious Politics of Education Reform* (Chapters 1, 2 & 8). New Jersey: Princeton University Press.

Jann, Werner and Kai Wegrich. 2007. Theories of the Policy Cycle. In *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Frank Fischer, Gerald J. Miller, and Mara S. Sidney, eds., pp. 43–40. New York: CRC Press.

Kingdon, John W. 1993. How do Issues get on the Public Policy Agenda? In *Sociology and the Public Agenda*. William Julius Wilson, ed., pp. 40–50. California: Sage Publications.

Manna, Paul. 2006, *School's in: Federalism and the National Education Agenda* (Chapter 2). Washington, DC: Georgetown University Press.

3. Academia, Think Tanks and Public Policy Making (9 hours)

This section deliberates on the linkages between academia/university, public policy intellectuals, think tanks, bureaucrats, politicians and the general public in public policy-making from a sociological perspective.

Required readings:

Brint, Steven. 1993. The Powers and the Intellectuals: Benchmark Texts and Changing Conditions. In *Sociology and the Public Agenda*. William Julius Wilson, ed., pp. 51–70. California: Sage Publications.

Burawoy, Michael. 2007. For Public Sociology. In *Public Sociology*, pp. 23–64. California: University of California Press.

Rich, Andrew. 2004. *Think Tanks, Public Policy, and the Politics of Expertise*. Cambridge: University of Cambridge Press.

Stone, Diane. 2007. Public Policy Analysis and Think Tanks. In *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Frank Fischer, Gerald J. Miller, and Mara S. Sidney, eds., pp. 149–40. New York: CRC Press.

Stone, Diane. 2002. Using Knowledge: The Dilemmas of ‘Bridging Research and Policy’. *Compare* 32(3): 285–296.

Weiss, Carol H. 1993. The Interaction of the Sociological Agenda and Public Policy. In *Sociology and the Public Agenda*. William Julius Wilson, ed., pp. 23–39. California: Sage Publications.

Wilson, William Julius. 1993. Can Sociology Play a Greater Role in Shaping the National Agenda. In *Sociology and the Public Agenda*. William Julius Wilson, ed., pp. 1–22. California: Sage Publications.

4. National Policy-Making in a Globalized World (9 Hours)

This section looks at the global dimensions of national policy-making, particularly focusing on the role of international organizations and actors in influencing national policies. In doing so, the unit also looks at the impact of neo-liberalism on public policy and the welfare state.

Required readings:

Apple, Michael W. 2004. Creating Difference: Neo-Liberalism, Neo-Conservatism and the Politics of Educational Reform. *Educational Policy* 18(1): 12–44.

Ball, Stephen J. 1998. Big Policies/Small World: An Introduction to International Perspectives in Education Policy. *Comparative Education* 34(2): 119–130.

Carney, Steve. 2011. Imagining Globalization: Educational Policyscapes. In *World Year Book* (forthcoming), pp. 339–353.

Clarke, John. 2004. Dissolving the public realm?: The logics and limits of neo-liberalism. *Journal of Social Policy*, 33(01): 27–48.

Chabbott, Collette. 2003. *Constructing Education for Development: International Organizations and Education for All*. California: Stanford University.

Olssen, Mark, John Codd and Anne-Marie O’Neill. 2004. *Education Policy: Globalization, Citizenship and Democracy* (Chapter 1: Reading Education Policy in the Global Era). California: Sage Publications.

Wiseman, Alexander W. and David P. Baker. The Worldwide Explosion of Internationalized Education Policy. In *Global Trends in Educational Policy*. David P. Baker and Alexander W. Wiseman, ed., pp. 1 – 22. London: Elsevier.

5. Understanding and Researching Policy-Making in Nepal (15 Hours)

This section will involve a detailed look at the evolution of planning and policies in at least two public sectors – Education and Health. However, the sectors and the reading list can be changed as appropriate. This unit will involve substantial amount of group work that will focus on a critical analysis of political party manifestos and national

development plans, as well as the various sector-specific white papers. It will also focus on a number of research institutions that were established in the 1970s to undertake policy research for the government (e.g., CEDA, CERID).

Required reading:

Bhatta, Pramod. 2011. Aid Agency Influence in National Education Policy-Making: A Case from Nepal's 'Education for All' Movement. *Globalisation, Societies and Education* 9(1): 11–26.

Justice, Judith. 1989. *Policies, Plans and People: Foreign Aid and Health Development* (Chapters 2, 3 and 6). California: University of California Press.

Stiller, Ludwig and Ram Prakash Yadav. 1979. *Planning for People: A Study of Nepal's Planning Experience*. Kathmandu: Sahayogi Prakashan.

Mathur, Navdeep and Kuldeep Mathur. 2007. Policy Analysis in India: Research Bases and Discursive Practices. In *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Frank Fischer, Gerald J. Miller, and Mara S. Sidney, eds., pp. 603–40. New York: CRC Press.

Schloss, Aran. 1983. Stages of Development and the uses of Planning: Some Nepali Experiences. *Asian Survey* 23(10): 1115–1127.

Wildavsky, Aaron. 1972. Why Planning Fails in Nepal. *Administrative Science Quarterly* 17(4): 508–528.

वन्त, शरद । सन् २००४ । राज्यको भूमिका : जनस्वास्थ्यको दृष्टिकोणबाट । नेपालको सन्दर्भमा समाजशास्त्रीय चिन्तन । मेरी डेशन र प्रत्यूष वन्त, सं, पृ. ९७–१२४ । काठमाडौँ : सोशल साइन्स वहा: ।

So 763: Citizenship and Subjectivities

Credit: 3

Teaching hours: 48

Objectives

This course aims to stimulate the students to critically read, reflect, discuss, research, write and make presentations on the contemporary debate on whether the global has been an increasingly more powerful 'meta-field' in constituting the local social fields in modern times, and especially so in the current phase of globalization.

Analytical focus

Human subjectivities are shaped by one's position and practices in the social field. Subjectivities may be durable, but they are changeable; they change with the changing social fields. Social field is used here to encompass the analytically separate but empirically interrelated economic, political and cultural fields.

For analytical purposes, this course foregrounds the political, focusing on the historical and global spread of the ideas of citizenship and nation-state, how they have become the 'root metaphors' of modern lives to which other important social-political-economic-cultural metaphors had to contend with, surrender, refer to, or realign for their own legitimacy. We look at how the spread of these two notions reconstituted social fields, and therefore human subjectivities, across the globe.

Obviously, not all new free-floating ideas gain equal social salience nor are their impacts homogeneous across time and space. They have to struggle against, are differently appropriated and get transformed by the forces and actors in the already existing social fields with their own structures and volumes of different species of capital. This course offers students the opportunity to intellectually engage with examples of interplays among the local/traditional, national and the global social fields and the production of globally hybrid citizen-subjects, the nature of hybridity shaped by social specificities.

Modes of evaluation

All students will have to post brief critiques of at least one assigned reading in group email at least once every two weeks. This will carry ten percent of grades. Twenty percent of grades will be assigned for term-paper, another ten percent for classroom participation and presentation, and the remaining sixty percent will be based on written examinations.

1. Social fields and human subjectivities (6 hours)

Appadurai, A. (1995). The production of locality. In R. Pardon (Ed.), *Counterworks: Managing the diversity of knowledge*. London: Routledge.

©Bourdieu, P. (1985). The social space and the genesis of groups. *Theory and society*, 14, 723-744.

Bourdieu, P., & Wacquant, J. (1992). *An invitation to reflexive sociology*. Oxford and Cambridge: Polity Press. Pp. 94-139

Callero, P. (2003). The Sociology of the Self. *Annual Review of Sociology*, 29, 115-133

Foucault, M. (1982). The subject and power. In H. Dreyfus., & P. Rainbow (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics* (pp 208-226). London: Harvester Wheatsheaf.

Turner, B. (2006). Classical Sociology and Cosmopolitanism: A Critical Defence of the Social. *The British Journal of Sociology*, 57 (1), 133-151

©Wallerstein, I. (1987). The Construction of Peoplehood: Racism, Nationalism, Ethnicity. *Sociological Forum*, 2 (2), 373-388

2. Changing Social Fields in the Modern West: Nation-State, Citizenship, Subjectivities (6 hours)

Bourdieu, P., Wacquant, L., & S, Farrage. (1994). Rethinking the state: Genesis and structure of the bureaucratic field. *Sociological Theory*, 12(1), 1-18.

Gellner, E. (1983). *Nation and nationalism*. Oxford: Oxford University Press. Pp. 39-62.

Hobsbawm, E.J. 1990. *Nations and nationalism since 1780: Programme, myth, reality*. Cambridge: Cambridge University Press. Pp 80-130.

Marshall, T. (1950). *Citizenship and social class, and other essays*. Cambridge: Cambridge University Press.

©Ringmar, E. (1998). Nationalism: The Idiocy of Intimacy. *The British Journal of Sociology*, 49 (4), 534-549

©Tilly, C. (1994). States and Nationalism in Europe 1492-1992. *Theory and Society*, 23 (1): 131-146

Tilly, C. (1997). A primer on citizenship. *Theory and Society*, 26, 599-602.

Tuner, B. (1986). *Citizenship and capitalism: The debate over reformism*. London: Allen & Unwin.

3. Emergence of West-led Global Meta-Field: Colonialism and subjectivities (6 Hours)

Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism*. New York: Verso. Pp. 1-8, 113-140, 163-186.

Chatterjee, P. (1986). *Nationalist thought and the colonial world: A derivative discourse*. London: Zed Books. Pp.1-35

©Guha, R. (1989). Dominance without hegemony and its historiography. In R. Guha (Ed.) *Subaltern Studies VI: Writings on South Asian history and society* (pp. 210-309). Delhi: Oxford University Press.

©Simpson, M. (2007). From Savage to Citizen: Education, Colonialism and Idiocy. *British Journal of Sociology of Education*, 28 (5): 561-574

Wallerstein, I. (1974). The rise and future demise of the world capitalist system: Concepts for comparative analysis. *Comparative Studies in Society and History*, 16, 387-415.

4. The global spread of nation-states and citizenship: Reconstitution of social fields and subjectivities (6 Hours)

Gupta, D. (2005). *Learning to forget: The anti-memoirs of modernity*. New Delhi: Oxford University Press.

Held, D. (1993). Democracy: From city-states to a cosmopolitan order? In D. Held (Ed.), *Prospects for democracy: North, South, East, West* (pp. 13-52). Cornwall: Polity Press.

Itzigsohn, J. & vom Hau, M. (2006). Unfinished Imagined Communities: States, Social Movements, and Nationalism in Latin America. *Theory and Society*, 35 (2), 193-212

Scott, J. (2010). *The art of not being governed: An anarchist history of upland Southeast Asia*. New Delhi: Orient Blackswan. Pp. 324-337.

Shenhav, Y. (2007). Modernity and the Hybridization of Nationalism and Religion: Zionism and the Jews of the Middle East as a Heuristic Case. *Theory and Society*, 36 (1), 1-30

Vanderveest, P. (1993). Constructing Thailand: Regulation, Everyday Resistance, and Citizenship. *Comparative Studies in Society and History*, 35 (1), 133-158

Weiner, M. (1993). Rejected peoples and unwanted migrants in South Asia. *Economic and political weekly*, 28 , 1737-1746

5. Local, national, global: Hybrid citizen-subjects in contemporary asymmetrical world (9 Hours)

Appadurai, A. (1990). Disjuncture and difference in the global cultural economy. *Public Culture*, 2(2), 1-24.

Burawoy, M. , Hart, G. , Glenn, E. , Ong, A. & Sassen, S. (2002). Race, Ethnicity and Citizenship: A Roundtable Discussion. *Berkeley Journal of Sociology*, 46, 155-169

Chatterjee, P. (2004). *The politics of the governed: Reflections on popular politics in most of the world*. New Delhi: Permanent Black. Pp.1-78

Glick Schiller, N., Basch, L., & Blanc, C. (1994). *Nations unbound: Transnational projects, postcolonial predicaments, and deterritorialized nation-states*. London and New York: Routledge.

Hannerz, U. (2008). “Nigerian kung fu, Manhattan fatwa” and “The local and the global: Continuity and change”. In S. Khagram., & P Levitt (Eds.), *The transnational studies reader: Intersections and innovations* (pp. 235-250). New York and London: Routledge.

Holston, J., & Appadurai, A. (1996). Cities and citizenship. *Public culture* , 8 (2), 187-204.

Levy, D. and Sznajder, N. (2006). Sovereignty Transformed: A Sociology of Human Rights. *The British Journal of Sociology*, 57 (4), 657-676

Pathak, A. (2006). *Modernity, globalization and identity: Towards a reflexive quest*. New Delhi: Aakar Books. Pp. 122-159.

Sadiq, K. (2009). *Paper citizens : How illegal immigrants acquire citizenship in developing countries*. New York : Oxford University Press. Pp.3-27.

Sassen, S. (2002). The Repositioning of Citizenship: Emergent Subjects and Spaces for Politics. *Berkeley Journal of Sociology*, 46, 4-26

Sejersen, T. (2008). "I vow to thee my countries" – The expansion of dual citizenship in the 21st century. *International Migration Review*, 42, 523-549

6. Nepal in the globe: Nationalism, citizenship and subjectivities since colonial times (6 hours)

Burghart, R. (1984). The Formation of the Concept of Nation-State in Nepal. *Journal of Asian Studies*, 44 (1), 101-125.

Caplan, L. (2003). *Warrior gentlemen: 'Gurkhas' in western imagination*. Kathmandu: Himal Books.

Liechty, M. (2008). *Suitably modern: Making middle class culture in Kathmandu*. Kathmandu: Martin Chautari. Pp. 39-58, 183-208.

Mishra, C. (Forthcoming). 'Ethnic upsurge in Nepal: Implications for federalization.' In *Proceedings of the Symposium on Ethnicity and Federalization, April 22-25, 2011*. Kathmandu: CDSA/TU

Prasain, D. (2010). "Routes and place making: Necessities, possibilities and negotiations", and ☺ "Documentary dual citizenship: Transnational angst" in *Subaltern transnationalism, citizenship and identity: A case study among labor migrants from Nepal in a Delhi neighborhood*, PhD thesis submitted to Jawaharlal Nehru University, Chapter 4 (pp. 235-306,) and Chapter 6 (pp. 368-433)

7. Research problems and possibilities in sociology (6 Hours)

Burawoy, M. (2000). Introduction. In M. Burawoy., J. Blum., S. George., Z. Gille., T. Gowan., L. Haney., ... M. Thayer., (Eds.), *Global ethnography: Forces, connections, and imaginations in a postmodern world*. Berkley, Los Angeles, London: University of California Press.

Fiss, P. and Hirsch, P. (2005). The Discourse of Globalization: Framing and Sensemaking of an Emerging Concept. *American Sociological Review*, 70 (1), 29-52

Khagram, S., & Levitt, P. (2008). Constructing transnational studies. In S. Khagram and P. Levitt (Eds). *The transnational studies reader: Intersections and innovations* (pp. 1-22). New York and London: Routledge.

Robinson, W. (1998). Beyond the nation-state paradigm: Globalization, sociology and the challenge of transnational studies. *Sociological Forum*, 13(4), 561-594.

Wimmer, A., & Glick Schiller, N. (2003). Methodological nationalism, the social sciences, and the study of migration: An essay in historical epistemology. *International migration review*, 37(3), 576-610

Optional Readings

So 764: Global Capitalism and the Development Debates

Credit: 3

Teaching hours: 48

Objectives

We live in the age of the market. The market has shaped our aspirations, imaginations, world outlook and our everyday living. The debates of market cross-cut every layer of academic and policy discourses, from neoliberalism and globalization to capitalism. Sociology has a long tradition of received knowledge on the market and economic dimensions of social life through the works of Marx and Weber, revived since 1980s with the works of the New Economic Sociology.

Recognizing that market dynamics are the engines of historical social change, this course combines the broader debates of capitalism and globalization together to inform and expand our understanding of development as the predominant policy discourse of neoliberalism, and sets ground for exploring the state vs market debate. Bringing the meta-discourses of capitalism and globalization down to earth as the pro-market logic embracing every aspect of our lives, and weaving state-market debates over development, this course examines the local processes of rural development, rural political economy and livelihoods transition, in the contexts of South Asia and of Nepal.

The broader objective of this course is to expose students with latest debates in the area of sociology of market (manifested as capitalism, globalization and neoliberalism at its various levels) where sociology and economics can complement their understandings. The course also aims to enable students to explore and identify research themes of their interest within this broader arena - themes that have direct relevance to Nepal's contemporary development priorities.

1] The interface of sociology and economics (6 hrs)

- Sociological understanding of the economy and economic actions
- Political economy of the relations of production
- The sociology of exchange relations

Readings:

Smelser, Neil J. and Swedberg, Richard (1994) 'The sociological perspective on the economy', in Smelser, N. J. and Swedberg, R. (ed.), *The Handbook of Economic Sociology* Princeton, NJ and New York: Princeton University Press and Russell Sage Foundation, pp. 3-26.

Granovetter, Mark and Swedberg, Richard (2001) 'Introduction,' in Granovetter and Swedberg (eds.) *The Sociology of Economic Life*, Boulder: Westview Press, pp. 1-22.

Burris, Val (1987) 'The neo-Marxist synthesis of Marx and Weber on class', in Wiley, N. (ed.), *The Marx-Weber Debate*. Newbury Park, CA: Sage Publications, pp. 67-90.

Slater, Don and Tonkiss, Fran (2001) 'The emergence of market society,' in *Markets and Modern Social Theory*, Cambridge: Polity Press, pp. 6-34.

2] The sociology of the market (6 hrs)

- The social construction of the market and the argument of market embeddedness
- Markets and social structures: inequality and power dimensions
- Market dynamics and historical social change

Readings:

Zelizer, Viviana A. (1988) 'Beyond the polemics on the market: establishing a theoretical and empirical agenda,' *Sociological Forum*, 3(4), pp. 614-634.

Granovetter, Mark (1985) 'Economic action and social structure: the problem of embeddedness,' *The American Journal of Sociology*, 91(3), pp. 481-510.

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

Collins, Randall (1990) 'Market dynamics as the engine of historical change,' *Sociological Theory*, 8(2), pp. 111-135.

3] The state vs market debates (6 hrs)

- Do state and market stand in opposition?
- The state minimalist argument: can state roll-back?
- The need and space for state and market forces to complement

Readings:

Toye, John (1985) "Dirigisme and development economics," *Cambridge Journal of Economics*, 9, pp. 1-14.

Ó Riain, Sean (2000) "States and markets in an era of globalization," *Annual Review of Sociology*, 26(1), pp. 187-213.

Mackintosh, M. (1992) "Questioning the state," Wuyts, M. et al. (eds.) *Development Policy and Public Action*, Oxford: Oxford University with Open University, pp. 61-73.

Streeten, Paul (1993) "Markets and states: against minimalism," *World Development*, 21(8), pp. 1281-1298.

Slater, Don and Tonkiss, Fran (2001) 'States and markets,' in *Markets and Modern Social Theory*, Polity Press, pp. 117-148.

4] Capitalism and development debates (6hrs)

- Understanding capitalism: Marxist and non-Marxist perspectives
- Capitalism and development issues
- Some empirical critiques of capitalism and development

Readings:

Fine, Ben (1978) "On the origin of capitalist development," *New Left Review*, Vol. 109, pp. 88-95.

Chirot, Daniel (1985) "The rise of the west," *American Sociological Review*, 50(2), pp. 181-195.

Sklair, Leslie (1994) 'Capitalism and development in global perspective', in Sklair, L. (ed.), *Capitalism and Development*. London and New York: Routledge, pp. 165-185.

Stallings, Barbara (1995) 'The new international context of development', in *Global Change, Regional Response*. Cambridge: Cambridge University Press, pp. 349-372.

Washbrook, David (1990) 'South Asia, the world system, and world capitalism,' *The Journal of Asian Studies*, 49(3), pp. 479-508.

5] Globalization and (uneven) development debates (6 hrs)

- Globalization: different facets and multiple meanings
- The global market place, development and social change
- Debates over globalization, poverty and inequality

Readings:

Martin, D., Metzger, J. And Pierre, Philippe (2006) 'The sociology of globalization: theoretical and methodological reflections,' *International Sociology*, 21(4), pp. 499-521.

Kellner, Douglas (2002) 'Theorizing globalization,' *Sociological Theory*, 20(3), pp. 285-305.

de Sousa Santos, Boaventura (2006) "Globalizations," *Theory, Culture and Society*, Vol. 23(2-3), pp. 393-399.

McMichale, Philip (2004) "Introduction: development and globalization," *Development and Social Change: A Global Perspective*, Thousand Oaks: Pine Forge Press, pp. xxiii-xxxix.

Mills, Melinda (2009) "Globalization and inequality," *European Sociological Review*, Vol. 25, pp. 1-8.

Wade, Robert H. (2004) "Is globalization reducing poverty and inequality?" *World Development*, Vol. 32(4), pp. 567-589.

6] The unfettered market arguments: the logic and limits of neoliberalism (6 hrs)

- Keynesianism, liberalism, and neoliberalism
- Neoliberalism, economic restructuring and privatisation
- Locating the impacts (I) : poverty impacts of agricultural trade liberalization
- Locating the impacts (II) : Neoliberal development and structural social change in a Nepali village

Readings:

Saad-Filho, Alfredo and Deborah Johnston (2005): "Introduction" in Alfredo Saad-Filho and Deborah Johnston "Neoliberalism - A Critical Reader," London: Pluto Press, pp. 1-6.

Radice, Hugo (2008) 'The developmental state under global neoliberalism,' *Third World Quarterly*, Vol. 29(6), pp. 1153-1174.

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>).

Collier, Paul and Gunning, Jan Willem (1999) "The IMF's role in structural adjustment," *The Economic Journal*, 109, pp. F634-F651.

Hertel, Thomas W. (2006) "A survey of findings on the poverty impacts of agricultural trade liberalization, *e-JADE* (electronic Journal of Agricultural and Development Economics), Vol. 3(1), pp. 1-26 (Available online at www.fao.org/es/esa/eJADE).

Luintel, Youba R. (2010) "Surplus extraction from the periphery: The market, class and household strategies in Mahesh Khola," in *Capitalism and Underdevelopment in Rural Nepal: Market Relations, Inequality and Social Change in Mahesh Khola*, a PhD thesis submitted to Newcastle University, United Kingdom, pp. 180-222.

7] Rural development and rural political economy in an age of globalization [Week 13-14]

- Rethinking rural development and rural political economy
- Recent trends in agrarian political economy
- Dynamics of class, capitalism and agricultural labour in the Global South

Readings:

Ellis, Frank and Biggs, Stephen (2001) 'Evolving themes in rural development 1950s-2000s,' *Development Policy Review*, 19(4), pp. 437-448.

Buttel, Frederick H. (2001) 'Some reflections on late twentieth century agrarian political economy,' *Sociologia Ruralis*, 41(2), pp. 165-181.

Das, Raju (2001) "Class, capitalism and agrarian transition: a critical review of some recent arguments," *The Journal of Peasant Studies*, Vol. 29(1), pp.155–174.

Jha, Praveen (2004) "Continuity and change: some observations on the landscape of agricultural labourers in North Bihar, India," *Journal of Agrarian Change*, Vol. 4(4), pp. 509–531.

8] Livelihoods transition: Global shaping the local? (6 hrs)

- Understanding rural livelihoods
- Land, farming and rural poverty
- Livelihood diversification and the rural non-farm economy

Readings:

Scoones, Ian (1998) "Sustainable rural livelihoods: a framework for analysis," *IDS Working Paper 72*, Sussex: Institute of Development Studies.

Rigg, Jonathan (2006) "Land, farming, livelihoods, and poverty: rethinking the links in the Rural South," *World Development*, Vol. 34(1), pp. 180–202.

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

Daniel Start (2001) "The rise and fall of the rural non-farm economy: poverty impacts and policy options," *Development Policy Review*, Vol. 19(4), pp. 491-505.

So 765: Ethnicity, Identity and Federalism

Credit: 3

Teaching hours: 48

Objectives

This course is designed to give M. Phil. and prospective Ph.D. students a solid foundation towards gaining an understanding of the current sociological debates in Nepal with regard to caste/ethnicity, identity, nationalism and federalism. The course has three specific objectives that aim to: (i) make the students familiar with various concepts, theories and perspectives on caste/ethnicity, identity, nationalism and federalism; (ii) enable them to use such concepts and theories to look at the Nepali society; and (iii) enable them to analyze the contemporary debates on caste/ethnicity, identity, nationalism and federalism in Nepal.

Unit 1: Conceptual overview (9 hours)

- A. Ethnicity and caste: Definitional debates
- B. Sociology of Caste and Ethnicity
- C. Caste and ethnicity in Nepal

Readings

- Gupta, D. 2004. Gupta, Deepankar, ed. Caste in question: identity or hierarchy? Delhi: Sage Publication
- Barth, F. 1981. Features of Persons and Society in Swat. Collected Essay on Pathans (Chapter 2, Pp 16-54). London: Routledge and Kagen Paul
- Sun-Ki Chai, 1996. "A Theory of Ethnic Groups and boundaries" in *Nation and Nationalism*. PP 281-307.
- Malesevic, S. 2004. The Sociology of Ethnicity (chapter 1, 4 & 6). London: Sage Publication.
- Dumont, L. 1998. Chapter 1 & 3 of *Homo Hierarchicus* (pp 21-30 & 65-89). New Delhi: Oxford University Press
- Pradhan, R. 2002. "Ethnicity, Caste, and a Pluralist Society", in *State of Nepal*, Kanak Mani Dixit and Shastri Ramchandra (eds.). Lalitpur: Himal Books.

Unit 2: Culture, Identity and Nationalism (9 hours)

- A. Culture, Identity and Nationalism
- D. Politics of ethnicity and identity

Readings

- Friedman, Jonathan. 1994. Cultural identity and global process. London: Sage Publications. Pp.
- Stuart Hall, "The Question of Cultural Identity," in S. Hall, D. Held, and T. McGrew, eds., *Modernity and its Futures* (Cambridge, UK: Polity, 1992), p. 274-316.

- Appiah, Anthony, 1996. "Race, Culture, Identity: misunderstood connection" in Anthony Appiah and Amy Gutmann (ed.) *Color Conscious: the political morality of race*. Princeton: Princeton University Press. Pp.
- Fisher, William F. 2001. *Fluid Boundaries: Forming and Transforming Identity in Nepal*. New York: Colombia University Press. Pp.
- Whelpton, J., 1997. "Political Identity in Nepal: State, Nation and Community, in Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal, David, N. G., Pfaff-Czarneeka J., and John W. (eds). India: Harwood Academic Publishers.
- Hall, Thomas and James V. Fenelon, 2005. "Indigenous peoples and hegemonic change: threats to sovereignty or opportunities for resistance?" In Friedman, Jonathan Chase-Dunn, Christopher K. (eds.), *Hegemonic decline : present and past. Political Economy of the World-System Annuals*. Boulder: Paradigm Publishers. Pp.205-226.

Unit 3: Nation building in multi-ethnic country (9 hours)

- A. Nation Building in Multicultural society
- B. Caste, State and Ethnic Boundaries in Nepal
- C. State and Society in Nepal

Readings

- Sharma, P. R., 1997. " Nation-Building, Multi-ethnicity, and the Hindu State", in Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture. (Chapter 14, pp 471-4964). India: Harwood Academic Publisher.
- Pradhan, R. 2007. Negotiating Multiculturalism in Nepal: Law, Hegemony, Contestation and Paradox, an unpublished article presented at the conference on "Constitutionalism and Diversity" in Kathmandu, 22-24, August 2007.
- Levine, N. E. (1987). "Caste, State and Ethnic Boundaries in Nepal." *The Journal of Asian Studies* 46: 71-88.
- Gurung, H.B. 1997. "State and Society in Nepal". in *Nationalism and ethnicity in a Hindu kingdom : the politics of culture in contemporary Nepal*. Edited by D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton. Amsterdam, The Netherlands: Harwood.
- Sharma, P. R. 1986. Ethnicity and National Integration in Nepal: A Statement of the Problem. *Contribution to Nepalese Studies* 13:129-135.

K. B. Bhattachan's review:

Unit 4: Federalism: Meaning and Debates (9 hours)

- A. Federalism, multiculturalism and nationalism
- B. Concepts and Theories of Federalism
- C. Federalism and Democracy

Readings

- Will, K., 2005. "Federalism, Nationalism and Multiculturalism", in Theory of Federalism: A Reader. New York: Macmillan.
- Alexander, H., John, J., & James, M. 2005. " Federal Theory in the Federalist", in Theory of Federalism: A Reader. New York: Macmillan.
- Franz, L. N., 2005. " Federalism and Freedom: A Critique", in Theory of Federalism: A Reader. New York: Macmillan.
- State Restructuring Commission, 2012. Report of State Restructuring Commission submitted to the Constituent Assembly in Nepal. Pp.
- Dhungel, R., 2012. A Separate report on State Restructuring Submitted by the author against the report of the majority members to Constituent Assembly.
- Government of Nepal, 2015. Constitution of Nepal, 2015. Kathmandu: Government of Nepal
- Suhrke, A., 2014. Restructuring the State: Federalists Dynamics in Nepal. Bergen: Christian Michelson School

Unit 5: Caste, ethnicity, nation-building and federalization in Nepal (12 hours)

- A. Bases of Federalism in Nepal
- B. Implications of federalism
- C. Federalism: Possibility and Challenges

Readings

- Mishra, C., 2012. "Ethnic Upsurge in Nepal: Implications for Federalization", in Ethnicity and Federalism in Nepal, C. Mishra and Gurung O. (edts). Kathmandu: Central Department of Sociology and Anthropology in Nepal.
- Shrestha, B. K., 2012. Federalizing back to the Baise Chaubise days: An Anthropological Perspective on Ethnicity as the basis for state Restructuring in Nepal, C. Mishra and Gurung O. (edts). Kathmandu: Central Department of Sociology and Anthropology in Nepal.
- Hutt, M. 2004. "Being Nepali without Nepal: Reflections on a South Asian Diaspora, in Nationalism and Ethnicity in a Hindu Kingdom: The Politics of Culture in Contemporary Nepal, David, N. G., Pfaff-Czarneeka J., and John W. (edts). India: Harwood Academic Publishers
- Sharma, P., 2008. Unraveling the Mosaic: Spatial Aspect of Ethnicity in Nepal. Lalitpur: Himal Books
- Sharma, P. 2004. " Nepalko Pradeshik Bargikaran: Aadhar and Parinati ", in Nepalko Sandarbham Samajsastriya Chintan, Merry D and O. Pratiyush (edts). Lalitpur: Social Science Baha
- Bhattachan, K. B., 2012. "Indigenous People's Right to Self Determination in Nepal", in Ethnicity and Federalism in Nepal, C. Mishra and Gurung O. (edts). Kathmandu: Central Department of Sociology and Anthropology in Nepal.

So 766: Narratives of Democracy
(To be Developed)

Credit: 3
Teaching hours: 48

Objectives:

Second Semester (Part B)

So 771: Research Design

Credit: 6

Teaching hours: 98

Course Description

This course is designed to give Ph.D. students a solid foundation towards gaining an understanding of the importance and components of research design. Based on this knowledge students will design their research themselves.

Third Semester
So 781: Working with Reading List

Credit: 6
Teaching hours: 98

Course Description

The nature of this course is more practical. This course is designed to give Ph.D. students a clear understanding of importance and steps of working with relevant literatures particularly focusing on their research issue. This course will help the students locate their research problem specifically and arrange key ideas gained through literature review they made during this semester. This course, of course, will provide a solid foundation towards gaining an understanding of the importance of literatures in research and the process of reviewing them.

The structure of working with reading list will be as follows:

Activities	Credit	Supervision/Evaluation
Presentation on research issue		Supervisor
Preparing bibliography		Supervisor
Collecting and reviewing readings		Supervisor
Organizing reviews in an appropriate structure		Supervisor
Submitting a review of literature	3	Through expert
Preparing at least two journal articles	3	Through expert

In order to complete the work with reading list the PhD student will go through at least 100-200 relevant readings in his/her specific areas. He/she will prepare detail review as per the requirement of Dean's Office of Faculty of Humanities and Social Sciences.

Final Semester
So 791: Dissertation

Credit: 30

Working Duration: 1 ½ years (at least)

Course Description

Based on the knowledge gained from the previous three semester students will work on their dissertation in this final semester. The PhD candidate will prepare a dissertation under the guidance of his/her supervisor and expert in the standard format provided by the FOHSS and will submit for final examination. However, the candidate will have to produce two articles in peer reviewed journal before submitting the dissertation for final examination.