Tribhuvan University
Faculty of Humanities and Social Sciences

Course of Study 2025
Master of Arts in Sociology

Tribhuvan University
SOCIOLOGY SUBJECT COMMITTEE
Kirtipur, Kathmandu

January 2025 (2081 Magh)

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OVERVIEW

Course Overview

The teaching of Master of Arts (MA) in Sociology at Tribhuvan University began since 1982 together with Anthropology. In 2015, the teaching of Sociology took its own independent route. Since then this is the first time that a new set of updated curriculum is being developed and offered to students. The MA in Sociology offers the students opportunity to learn from 19 academic papers, followed by an opportunity for a supervised thesis research. The course spans in four semesters and is normally completed in two years. While all the papers offered in the first and second semesters are compulsory, students may choose three elective papers in the third semester and two optional papers in fourth semester out of the many elective papers.

Learning Objectives

The MA in Sociology degree typically aims to provide students with a deeper understanding of social phenomena, critical thinking skills, and the ability to apply sociological theories and methods to real-world problems of Nepali society and beyond. Specifically, this course aims:

- To develop a comprehensive understanding of key sociological theories, concepts, and frameworks to analyze the complexities of social structures, institutions, and processes;
- To enhance critical thinking skills to evaluate social issues, policies, and interventions from diverse sociological perspectives in the typical context of the diversity and inequality of Nepali society and culture;
- To cultivate the ability to design and conduct qualitative and quantitative sociological research, including data collection, analysis, and interpretation;
- To train students to effectively communicate complex sociological ideas through writing, presentations, and public engagement; and
- To prepare students for professional roles by instilling ethical research practices, cultural sensitivity, and a commitment to social responsibility such that it enhances their competitiveness in the job markets and the public lives.

Admission

Applicants must hold a Bachelor's degree recognized by Tribhuvan University in any of the following disciplines:

- Sociology, Anthropology, Economics, Political Science, Geography, Development Studies, Social Work, History, Culture, Psychology, Home Science
- Any discipline from the faculty of education, management and law
- Any discipline from institute of medicine, engineering, forestry and agriculture.

This ensures that candidates from diverse educational backgrounds can pursue the program, provided they meet the requirements. All applicants must pass the Entrance Test conducted by TU.

Language

Language of instruction, classroom discussion will be either Nepali or English or both. Students' writing assignments and class tests will be either Nepali or English.
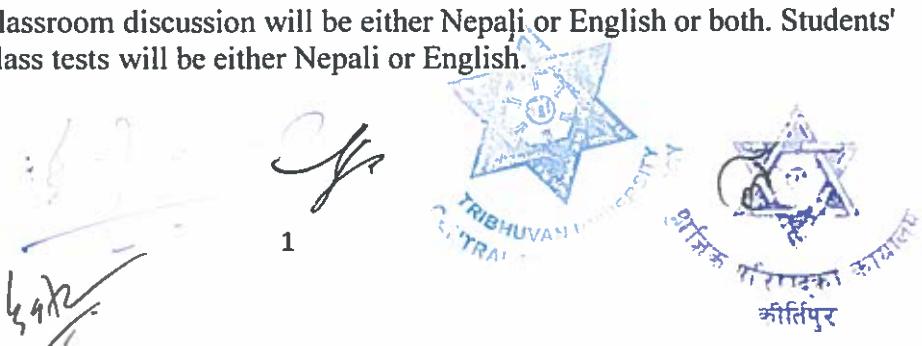
Pedagogy

The pedagogy we follow in Master's level programme follows critical and dialogic and student-centered learning approaches. Practicum, peer learning and field-based assignments will be emphasized. Students in all campuses and departments will have to follow the Compendiums prepared by the Central Department of Sociology on behalf of the Sociology Subject Committee. Each class will follow specific readings material compiled in the Compendiums. Students need to be regular in the classes and should participate in the classroom discussions based on the prescribed reading(s).

Assessment and Evaluation

Regular attendance, active participation in classroom discussions, timely submission of term papers and assignments, as well as involvement in field visits and research, will contribute to the ongoing assessment and evaluation process. Students will be internally assessed by their classroom teachers, accounting for 40 marks, while the final sit-in examination will carry a weight of 60 marks in each paper taught.

Grading System

The grading system will follow the standard practice of the semester-based grading system of the Faculty of Humanities and Social Sciences.

Overall Structure of the Syllabus

First semester	15 credit hours
Second semester	15 credit hours
Third semester	15 credit hours
Fourth semester	12 credit hours
Thesis	06 credit hours
Total	63 credit hours

First Semester

SN	Course Code	Title of the Paper	Credit hours	Remarks
1	So 501	Introduction to Sociology	3	Compulsory
2	So 502	Quantitative Research Methods	3	Compulsory
3	So 503	Theories of Social Change and Development	3	Compulsory
4	So 504	Structural-Functional Perspective	3	Compulsory
5	So 505	Studies on Caste and Class	3	Compulsory
		Total	15	

Second Semester

SN	Course Code	Title of the Paper	Credit hours	Remarks
1	So 551	Marxist Perspective	3	Compulsory
2	So 552	Research Design and Proposal Writing	3	Compulsory
3	So 553	Practices of Development in Asia	3	Compulsory
4	So 554	Sociology of Urban Life	3	Compulsory
5	So 555	Sociology of Environment and Climate Change	3	Compulsory
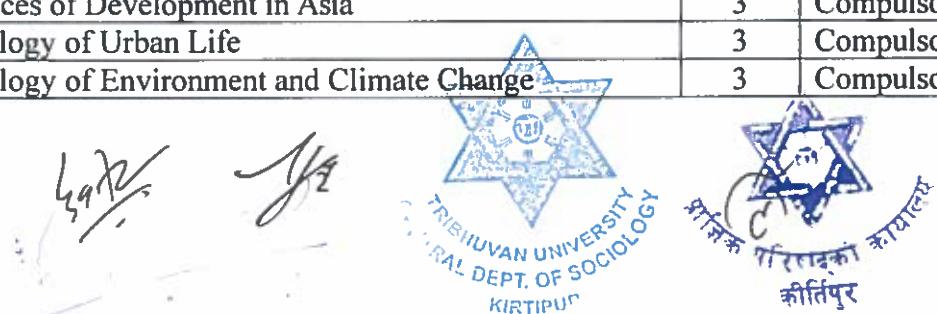
			Total	15	

Third Semester

SN	Course Code	Title of the Paper	Credit hours	Remarks
1	So 601	World-System Perspective	3	Compulsory
2	So 602	Qualitative Research Methods	3	Compulsory
3	So 603-1	Identity, Inequality and Intersectionality	3	Any three elective papers
4	So 604-2	Disaster Risk Reduction and Management	3	
5	So 605-3	Marriage, Family and Household in Transition	3	
6	So 606-4	Sociology of Gender	3	
7	So 607-5	Globalization, Migration and Social Change	3	
8	So 608-6	Development Displacement and Safeguard Management	3	
9	So 609-7	Indigenous Knowledge Systems		
		Total	15	

In this semester, proposal development will be a key (noncredit) requirement alongside the completion of coursework. The respective campuses or departments will provide necessary mentoring support to assist students in preparing their thesis proposals. These proposals will serve as the foundation for the field research that students will undertake during the Fourth Semester and beyond.

Fourth Semester

SN	Course Code	Title of the Paper	Credit hours	Remarks
1	So 651	Agency-Structure Perspectives	3	Compulsory
2	So 652	Basic Statistics in Sociological Research	3	Compulsory
3	So 653-1	Survey Research and Computer Data Analysis	3	Any two elective papers
4	So 654-2	South Asian Studies and Sociology	3	
5	So 656-3	Sociology of Tourism	3	
6	So 657-4	Media, Information and Communication Technology	3	
7	So 658-5	Sociology of Law and Criminal Studies	3	
8	So 659-6	Madhesh Studies	3	
9	So 660-7	Globalization, Democracy and Citizenship	3	
10	So 655	Thesis Research	6	Compulsory
		Total credit (12+6)	18	

3

COURSE DETAILS

Introduction to Sociology

Semester	:	First	Full marks	:	100 (60+40)
Subject code	:	So 501	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This foundational paper is designed to foster critical thinking, analytical skills, and a deep understanding of sociological perspectives. Students will engage with classical and contemporary theories, examining the historical and intellectual roots of Sociology while analyzing its core and subsidiary domains. This paper emphasizes the integration of theory and practice, encouraging students to explore diverse social phenomena such as migration, climate change, social hierarchies, and modernization. Through interactive colloquia, students reflect on their learning journey and its practical implications. Special attention is given to the development of Sociology in Nepal, linking global concepts to local contexts. This course aims to equip students with the tools to navigate and analyze complex social landscapes, preparing them for academic inquiry, policy analysis, or careers requiring sociological expertise.

Learning Objectives:

- Create an enhanced commitment among students for *learning*. *Learning* goes beyond reading books. Learning prioritizes student curiosity and commitment to analyze the nature and evolution of the society a student inhabits. This of course, implies that students are willing to actively engage in learning. The teacher, in turn, must shift to a new mode of teaching, and continually set up problems that elicit student engagement and student-led problem solving.
- Generate a sharp and distinctive outline of the sociological vantage points and emphasize the intellectual significance of such vantage points. Vantage points offer distinctive ways of comprehending and analyzing the student's world in general and the social world in particular. Meta-theories, for example, are distinctive vantage points for comprehending and analyzing social relations or society.
- Identify and analyze the core and subsidiary areas of Sociology. While the core areas constitute the mainframe of Sociology, the subsidiary areas invite a student to think how the mainframe could be utilized to comprehend and analyze a specific domain of life and society – such as rural or urban settings, agriculture or forestry, industries or services, religion and ritual, hydropower or irrigation, etc. The intertwining of the sociological mainframe and a specific problem area can produce immensely fruitful knowledge and/or strategy of practical application of that knowledge for solving real-world problems.
- Sketch the history of Sociology from the angle *not* of who said what and memorization but from angle of sociology of knowledge. That is, Sociology has to be learned and taught as a form of knowledge that mirrors the nature and dynamics, i.e., evolution, of society and as a form of knowledge that enables a student to comprehend and analyze his or her own life and society.

5
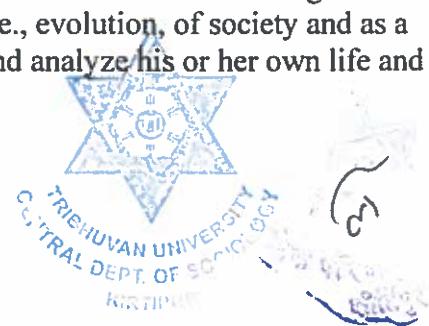
- Sketch the growth and development of Sociology in Nepal and link it to the nature of society in Nepal. At the closing of the course, hold a final colloquium and review (a) the agenda of a sociology of Nepal, and (b) the sociological task that each of the students sets up for himself or herself. The last, of course, can form an area of inquiry that a student could pursue as his or her thesis work.

-- Course Contents --

Unit I: Colloquium I: What Does the Future Hold for Students of Sociology?   (3 hrs)
- Why are the students pursuing Sociology at the Master's level? What do students expect from teachers? What are students prepared to do themselves?
- What do teachers expect from Master's level Sociology students?
- What does this course plan offer?
- Where have some students found jobs given the tight labor market for post graduates?
- What kind of a student is more likely to find a job?
- Sketch of what can be learned in next two years? How can the next two years best be utilized?
- What have teachers and researchers in Sociology in Nepal mostly written about?

Unit II: The Nature of Sociology   (6 hours)
- The *social* constitution of the individual (or the *social* self)
- Reductionism and non-reductionism: Biological, psychological, 'natural,' supernatural, etc. vs. sociological explanation of society and social change

Readings:

Coser, L. (2002). Charles Cooley: The 'looking-glass self' and the history and nature of human groups. *Master of Sociological Though: Ideas in Historical and Social Context* (2nd ed., pp. 305-307). Rawat Publications.

Berger, P. (2005). Invitation to Sociology: A Humanistic Perspective. In Ron Matson (Ed.), *The Spirit of Sociology* (pp. 5-11). Pearson Education, Indian Reprint.

Mills, C. W. (2005). The Sociological Imagination, In Ron Matson (ed.), *The Spirit of Sociology: A Reader* (pp. 11-20). Pearson Education, Indian Reprint.

Subedi, M., & Khatri, M. B. (2021). Interview with Chaitanya Mishra. *Dhaulagiri Journal of Sociology & Anthropology*, 16, 101-112.

Unit III: Social Construction of Knowledge
(Marx, Durkheim, Mannheim, Merton, Foucault & Frank)   (9 hrs)
- Historical, economic, political, religious, and intellectual change and struggles
- The rise of, and transitions in, Sociology

Readings:

Ritzer, G. (2011). Classical Sociological Theory, In *Sociological Theory* (5th ed., pp.1-30). McGraw-Hill Education Private Limited.

Coser, L. (2002). The Sociology of Knowledge (Karl Marx), In *Masters of Sociological Thought: Ideas in Historical and Social Context* (2nd ed., pp. 53-55). Rawat Publications

Coser, L. (2002). The Idea of Totality, In *Masters of Sociological Thought: Ideas in Historical and Social Context* (2nd ed., p. 72). Rawat Publications.

6
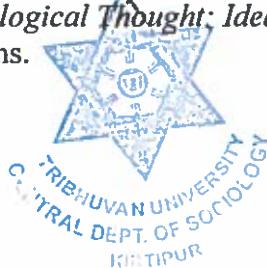
Coser, L. (2002). The Sociology of Knowledge (Durkheim), In *Masters of Sociological Thought: Ideas in Historical and Social Context* (2nd ed., pp.139-140). Rawat Publications.

Coser, L. (2002). The Sociology of Knowledge (Mannheim), In *Masters of Sociological Thought: Ideas in Historical and Social Context* (2nd ed., pp. 429-437). Rawat Publications.

Merton, R. K. (1968). The Sociology of Knowledge, In *Social Theory and Social Structure* (Part III, pp. 510-521). The Free Press.

Adams, B. N., & Sydie, R. A. (2002). Georg Wilhelm Friedrich Hegel (1770-1831), In *Sociological Theory* (pp. 27-28). Vistaar Publications.

Adams, B. N., & Sydie, R. A. (2002). Foucault's Central Theories and Methods, In *Sociological Theory* (pp. 576-580). Vistaar Publications.

Frank, A. G. (1998). Globalism, not Eurocentrism, In *ReOrient: Global Economy in the Asian Age* (pp. 8-34). Vistaar Publications.

Unit IV: The Core Frame of Sociology   (6 hours)

- Social Structure, social institutions and social relation
- Social diversity and hierarchy
- History and change

Readings:

Curry, T., Jiobu, R., & Schwirian, K. (2008). Social Interaction, In *Sociology: For the Twenty First Century* (5th ed., pp. 141-142). Pearson.

Schaefer, R. T. (2006). Social Institutions, In *Sociology: A Brief Introduction* (6th ed., pp. 115-122). McGraw-Hill Companies, Inc.

Curry, T., Jiobu, R., & Schwirian, K. (2008). The Sociological Viewpoint, In *Sociology: For the Twenty First Century* (5th ed., pp. 2-3). Pearson.

Schaefer, R. T. (2006). Culture and the Dominant Ideology, In *Sociology: A Brief Introduction* (6th ed., pp. 68-75). McGraw-Hill Companies, Inc.

Curry, T., Jiobu, R., & Schwirian, K. (2008). The Great Social Transformation and the Inequalities of Social Class, In *Sociology: For the Twenty First Century*, (5th ed., pp. 172-175). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). Sociological Analysis of Stratification and Class, In *Sociology: For the Twenty First Century* (5th ed., pp. 191-197). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). The Conflict Perspective, the Symbolic Interactive Perspective, and Racial and Ethnic Relations in the Twenty-First Century, In *Sociology: For the Twenty First Century* (5th ed., pp. 231-236). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). The Great Transformation and Racial and Ethnic Inequality, In *Sociology: For the Twenty First Century* (5th ed., pp. 208-210). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). The Great Transformation and Gender Inequality, In *Sociology: For the Twenty First Century* (5th ed., pp. 244-249). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). Sociological Analysis of Gender and Inequality, In *Sociology: For the Twenty First Century* (5th ed., pp. 259-262). Pearson.

Curry, T., Jiobu, R., & Schwirian, K. (2008). Types of Societies, In *Sociology: For the Twenty First Century* (5th ed., pp. 53-74). Pearson.

Unit V: Modern Sociological Emphases   (6 hours)

- Feminism
- Levels of society (micro and macro)

- Agency and structure
- Micro and macro perspectives and likely integration

Readings:

Turner, J. T. (2011). The Structure of Social Action (Talcott Parsons), In *the Structure of Sociological Theory* (4th ed., pp. 58- 62). Rawat Publications.

Ritzer, G. (2011). Contemporary Feminist Theory, In *Sociological Theory* (5th ed., pp. 443-470). McGraw-Hill Education Private Limited.

Ritzer, G. (2011). Micro-Macro Integration, In *Sociological Theory* (5th ed., pp. 493-496). McGraw-Hill Education Private Limited.

Ritzer, G. (2011). Agency-Structure Integration, In *Sociological Theory* (5th ed., pp. 521-547). McGraw-Hill Education Private Limited.

Ritzer, G. (2011). Micro-Macro Integration, In *Sociological Theory* (5th ed., pp. 496-515). McGraw-Hill Education Private Limited.

Unit VI: Some Substantive Domains in Sociology   **(12 hours)**

- Primary, secondary and tertiary social relations, including the family
- Migration and migration networks
- Belonging
- Modernizing city-space.
- Climate crisis

Readings:

Coser, L. (2002). The Organic View of Society (Charles Cooley), In *Master of Sociological Though: Ideas in Historical and Social Context* (2nd ed., pp. 307-10). Rawat Publications.

Giddens, A. (2006). Families and Intimate Relationships, In *Sociology* (5th ed., pp. 206-612). Polity.

Giddens, A. (2006). Theoretical Perspectives on the Family and Intimate Relationships, In *Sociology* (5th ed., pp. 238-247). Polity.

Bhattarai, S., Upadhya, B., & Sharma, S. (2014). *State of Migration in Nepal* (pp. 22-47). Center for the Study of Labor and Mobility.

Anghel, R. G. (2024). Migration Chains and Networks: Researching Migration as a Social Process, In *Research Handbook on Sociology of Migration* (pp. 60-73). Edward Elgar, Northhampton, Massachusetts.

Krauskopff, G. (2011). Fluid belonging: The weight of places in a valley of western Nepal, In Joanna Pfaff-Czarnecka and Gerard Toffin (Eds.), *The Politics of Belonging in the Himalayas* (pp. 25-44). Sage Publications.

Liechty, M. (2010). Kathmandu as translocality: Multiple places in a Nepali Space, In *out Here in Kathmandu: Modernity on the Global Periphery* (pp. 269-304). Martin Chautari.

Giddens, A. (2009). Climate Change, Risk and Danger, In *Politics of Climate Change* (pp. 17-34). Polity.

World Bank Group. (2022). *Nepal: Country Climate and Development Report.* World Bank Group.

Unit VII: Sociology in Nepal   **(3 hrs)**

- Disciplinary history
- The present state

Readings:

8

Luintel, Y. R. (2018). Why Sociology and Anthropology Department at Tribhuvan University Had to Split? An Inside Story of Political-Academic Muddling, In P. Kharel and G. KC (Eds.), *Practices of Sociology in Nepal* (pp. 35-61 only). Vajra Publications Inc. Pvt. Ltd.

Chaitanya Mishra (1990). Sociology in Nepal: Underdevelopment amidst growth, *Occasional Paper in Sociology and Anthropology*, 10, 12-39.

Unit VIII: Colloquium II (3 hrs)

In this colloquium, *each* student will prepare and present a brief (4-5 page) write up on the learning the student attained during the course. The discussion should also focus on how the students, the teaching format and the course plan could be reorganized to further enhance the learning and teaching potential in the future.

9

Quantitative Research Methods

Semester	:	First	Full marks	:	100 (60+40)
Subject code	:	So 502	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

Quantitative Sociology has long been integral to understanding social phenomena through empirical measurement and analysis. This paper aligns with this tradition, emphasizing the rigorous application of sociological inquiry to uncover patterns, relationships, and causal mechanisms in social life. Students will engage with foundational topics, including conceptualization, operationalization, and measurement, alongside advanced techniques such as survey design, sampling, and quantitative data analysis. With a focus on bridging theory and methodology, this course underscores the importance of precision and systematic inquiry in sociological research. Through critical exploration of major surveys such as the Nepal Living Standards Survey (NLSS) and the Nepal Demographic and Health Survey (NDHS), students will learn to analyze and interpret complex datasets, fostering skills essential for both academic and applied research. This foundation also prepares students to contribute meaningfully to evidence-based policy-making and sociological discourse.

Learning Objectives:

- Define and evaluate key concepts in quantitative research, including variables, measurements, validity, reliability, and causation.
- Apply quantitative research principles to formulate robust research designs, ensuring appropriate sampling and variable control techniques.
- Design effective survey instruments, conduct surveys, and prepare data for analysis in diverse social contexts.
- Utilize quantitative methods for data cleaning, analysis, and integration while considering real-world applications like national surveys in Nepal.

-- Course Contents --

Unit I: Introduction to Social Research   (6 hrs)

- Science, social science and research
- Alternatives to social research
- Social research: steps and initial research idea

Readings:

Neuman, W. L. (2014). Why do Research? In *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 1-24). Pearson.

Bryman, A. (2012). The nature and process of social research. In *Social Research Methods* (4th ed., pp. 1-16). Oxford University Press.

Neuman, W. L. (2014). How do Review the Literature and Conduct Ethical Studies. *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 125-164). Pearson.

Kumar, R. (2011). Research: a way of thinking. In *Research Methodology: A Step-by-step guide for beginner* (pp. 1-16). Sage Publications.

Kumar, R. (2011). The research process: a quick glance. In *Research Methodology: A Step-by-step guide for beginners* (pp. 17-28). Sage Publications.

Unit II: Concepts, Measurements and Relationships   (12 hrs)

- Concepts: types and difficulties in defining concept, what is a good concept?
- Conceptualization and operationalization
- Variable: qualitative and quantitative; independent and dependent; indicators
- Measurement: postulates and levels of measurement
- Validity: content, construct and criterion validity and validation
- Reliability: test and improvement of reliability.
- Relationship: Symmetrical, Asymmetrical, Causal, Correlational and Spurious
- Control: notion and significance; techniques for controlling for variable(s)

Readings:

Babbie, E. (2020). Conceptualization, Operationalization, and Measurement. In *The Practice of Social Research* (15th ed., pp. 123- 139). Cengage Learning.

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

Kumar, R. (2011). Identifying Variables. In *Research Methodology: A Step-by-step guide for beginners* (pp. 62-73). Sage Publications.

Babbie, E. (2020). *The Practice of Social Research* (15th ed., pp. 139- 154). Cengage Learning.

Bryman, A. (2012). The Nature of Quantitative Research, In *Social Research Methods* (4th Eds, pp. 160-180). Oxford University Press.

Kerlinger, F.N. (1965). Measurements. Foundations of Behavioral Research (pp. 411- 428). New York University.

Rosenberg, M. (1984). The meaning of relationships in social-survey analysis. In *Sociological research methods: An introduction* (pp. 65-81), Springer.

Cohen, L., Manion, L. & Morrison, K. (2018). The Search for Causation. *Research Methods in Education* (8th ed., pp. 87- 107). Routledge.

Kumar, R. (2011). Conceptualizing a Research Design, In *Research Methodology: A Step-by-step guide for beginners* (pp. 91-102). Sage Publications.

Black, T. R. (2002). Controlling Variables and Drawing Conclusions, In *Understanding Social Science Research* (pp. 219-230). Sage Publications.

Unit III: Sampling in Quantitative Research   (9 hrs)

- Populations and samples
- Why sampling?
- Sampling Frame and sample size
- Sampling in quantitative research
- Probability and non-probability sampling
- Types of probability and non-probability sampling
- Sampling error

11
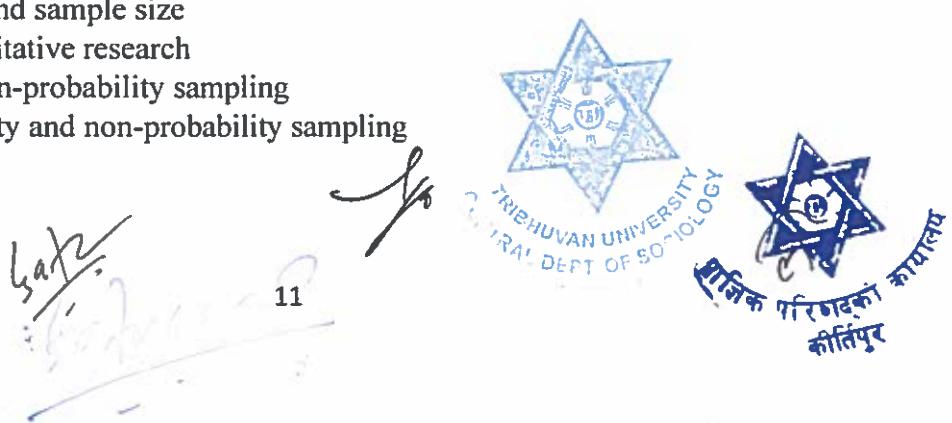
- Limits to generalization

Readings:

Bryman, A. (2012). Sampling. *Social Research Methods* (4th ed., pp. 186-206). Oxford University Press.

Williamson, K. (2018). Populations and Samples. In K. Williamson & G. Johanson. (Eds.). *Research Methods: Information, Systems, and Contexts* (pp. 359- 375). Chados Publications.

Gorard, S. (2003). Sampling: the basis of all research. In *Quantitative Methods in Social Science* (pp. 56-89). Continuum.

Stockemer, D. (2019). Conducting a Survey, In *Quantitative Methods for the Social Sciences*, (pp. 57-69). Springer.

Groves, R. M., & Lyberg, L. (2010). Total survey error: Past, present, and future. *Public Opinion Quarterly, 74*(5), 849-879.

Unit IV: Survey Research   **(15 hrs)**
- Reasons and components of survey
- Census and sample survey
- Designing survey research
- Survey sampling
- Preparing survey instruments: questionnaire and interview schedule
- Preparing survey data for analysis
- Analyzing survey data
- Getting to know Nepal's survey research

Readings:

de Vaus, D. (2014). The Scope of Survey Research. In *Surveys in Social Research* (6th Edition, pp. 1-7). Alley & Unwin.

Tanner, K. (2018). Survey Designs, In K. Williamson & G. Johanson. (Eds.). *Research Methods: Information, Systems, and Contexts* (pp. 159- 190). Chados Publications.

Neuman, W. L. (2014). Survey Research. In *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 315-366). Pearson.

Black, T. R. (2002). Planning Your Own Research, In *Understanding Social Science Research* (pp. 235-250). Sage Publications.

de Vaus, D. (2014). Constructing Questionnaires. In *Surveys in Social Research,* (6th eds, pp. 93-140), Alley & Unwin.

Suwal, B. R. (2020). Introduction. In *Applied Survey Sampling* (pp. 1-22). Heritage Publishers and Distributors.

Unit V. Quantitative Data Analysis   **(3 hrs)**
- Data preparation
- Data cleaning
- Data transformation and integration
- Types of analysis
- Triangulation

Readings:

Sheard, J. (2018). Quantitative Data Analysis, In K. Williamson & g. Johanson. (Eds.). *Research Methods: Information, Systems, and Contexts,* (pp. 429-452). Chados Publications.

12

Olsen, W. (2004). Triangulation in social research: qualitative and quantitative methods can really be mixed. *Developments in sociology, 20*, 103-118.

Unit VI: Major Surveys in Nepal: Survey Instrument Design   (3 hrs)
- NLSS: Objectives and questionnaire-structure and themes
- NDHS: Objectives and questionnaire-structure and themes
- NLFS: Objectives and questionnaire-structure and themes
- Discuss any other relevant surveys; agriculture census, NRB, CVFS, and so on.

Readings:

NSO. (2024). *Nepal Living Standards Survey (NLSS)*. Nepal Statistics Office.

MoHP. (2022). *Nepal Demographic and Health Survey (NDHS)*. Ministry of Health and Population.

NSO. (2024). *Nepal Labour Force Survey (NLFS)*. Nepal Statistics Office.

Theories of Social Change and Development

Semester	:	First	Full marks	:	100 (60+40)
Subject code	:	So 503	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This course delves into the foundational theories and critical perspectives that illuminate the dynamics of social change and development. It explores the intersections of political, economic, cultural, and technological factors in shaping societal transformations, with a particular emphasis on contemporary global contexts and Nepali society. Through a detailed study of classical sociological theories, students will engage with concepts such as socio-cultural evolution, structural strain, and collective behavior. Critical debates on development, including modernization, dependency, and world-systems theories, will be examined alongside contemporary paradigms like neoliberalism, the human development approach, and post-development critiques. Special attention is given to the unique trajectories of Nepal's social change, addressing political reforms, social mobilization, consumer culture, and the influence of digital technology. This course equips students to analyze and apply theoretical frameworks to real-world challenges, fostering a nuanced understanding of social change as both a process and a catalyst for development. Interactive discussions, critical readings, and applied case studies ensure a robust and engaging learning experience.

Learning Objectives:

- Analyze and interpret major sociological theories of social change and their relevance to contemporary global and local contexts.
- Critically evaluate the role of political, economic, cultural and technological factors in shaping social development and transformation.
- Apply theoretical frameworks to understand and address social changes and challenges specific to Nepali society.

-- Course Contents --

Unit I: Key Concepts   (7 hrs)

- What is social change?
- Is it progress; social transformation; modernity?
- Structural social change?
- Social change and transformation in Nepal

Readings:

Sztompka, P. (1993). Vicissitudes of the idea of progress, In *the Sociology of Social Change* (pp. pp. 27-40 only. Oxford and Blackwell.
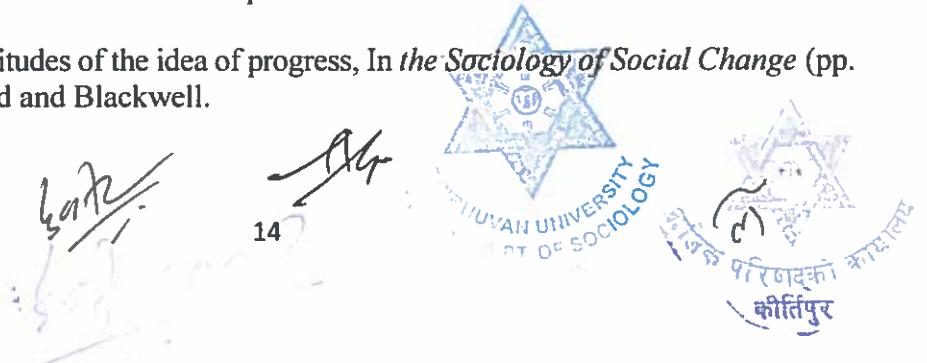
Castles, S. (2001). Studying social transformation, *International Political Science Review,* 22(1), 13-32.

Giddens, A. (1999). *The Consequences of Modernity* (pp. 1-17 only). Polity Press.

Elias, N. (1994). Appendix 1: Introduction to the 1968 Edition, In *The Civilizing Process: The History of Manners, Vol 1.* 1st English edition, pp. 221-228 only. Blackwell.

Sharma, J. (2021). Framing Nepal's social transformation. In *Political Economy of Social Change and Development in Nepal*, New Delhi: Bloomsbury India, pp. 13-22 only.

Unit II: Classical Sociological Interpretation   (5 hrs)

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

Readings:

Sztompka, P. (1993) Classical evolutionism, In *The Sociology of Social Change* (pp. 99-112). Blackwell.

Smith, A. D. (1973) Functionalism and social change, In *The Concept Social Change: A Critique of the Functionalist Theory of Social Change* (pp. 1-13). Routledge & Kegan Paul Ltd.

Noble, T. (2000). Theories of revolutionary change: Marx and contradiction, In *Social Theory and Social Change* (pp. 71-100). Macmillan Press Ltd.

Unit III: Levels of Sociological Analysis of Social Change   (6 hrs)

- Structural strain and collective behavior (Smelser)
- Status inconsistency, mobility and social change (Blau, Goffman, Merton)
- Emergence of the capitalist world-economy (Wallerstein)
- Macro level structural societal change (Moore)

Readings:

Strasser, H. and Randall, S. C. (1981). Neil J. Smelser's Theory of Collective Behavior, *An Introduction to Theories of Social Change* (pp. 220-245), Routledge and Kegan Paul.

Strasser, H. and Randall, S. C. (1981). Theories about social status and change of social relationship, *An Introduction to Theories of Social Change* (pp. 245-266). Routledge and Kegan Paul.

Wallerstein, I. (2011). Introduction: On the study of social change, In *The Modern World-System I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (pp. 1-13). University of California Press (originally published in 1974).

Strasser, H. and Randall, S. C. (1981). Barrington Moore's Theory of Societal Change, *An Introduction to Theories of Social Change* (pp. 199-220). Routledge and Kegan Paul.

Unit IV: Classical and Critical Theoretical Debates on Development   (11 hrs)

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

Dependency theory
- The structuralist approach to dependency (Cardoso)

15

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

The world-system theory

Readings:

Noble, T. (2000). Parsons and social system, In *Social Theory and Social Change* (pp.176-187). Macmillan Press Ltd.

Parsons, T. (1951). Types of social value-orientation, In *The Social System* (pp. 101-111), Amerind Publishing Company.

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

Guneratne, A. (1998). Modernization, the State, and the Construction of a Tharu Identity in Nepal. *The Journal of Asian Studies, 57*(3), 749–770 only.

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

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

Frank, A. G. (1966). The development of underdevelopment, *Monthly Review, 18*(4), 17-31.

Unit V: Contemporary Theoretical Debates on Development   (9 hrs)

Neoliberalism

- The theoretical and ideological underpinning of neoliberalism
- The Structural Adjustment Program (SAP) as the "Washington consensus"
- Main premises and critique

Human development approach

- Enlarging people's choices
- Four pillars of enlarging people's choices
- The capability approach and human development paradigm
- Main premises and critique

Post-development debates

- Development as the discourse of Western hegemony

Readings:

Williamson, J. (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.

Palley, T. I. (2005). From Keynesianism to Neoliberalism: Shifting Paradigms in Economics. In A. Saad-Filho & D. Johnston (Eds.), *Neoliberalism: A Critical Reader* (pp. 20–29). Pluto Press.

Shrestha, G. K. (2004). Financial Sector Reforms in Nepal, *Economic Review,* 16: 75-89.

Haq, M. u. (1995). Human development paradigm, In *Reflections on Human Development* (pp. 13-23). Oxford University Press.

Alkire, S. and Deneulin, S. (2009). The Human Development and Capability Approach, In S. Deneulin and L. Shahani (eds.), *An Introduction to the Human Development and Capability Approach: Freedom and Agency* (pp. 30-46 only). Earthscan.

Escobar, A. (1995). Conclusion: Imagining a Post development Era, In *Encountering Development: The Making and Unmaking of the Third World* (pp. 212-226). Princeton University Press.

16
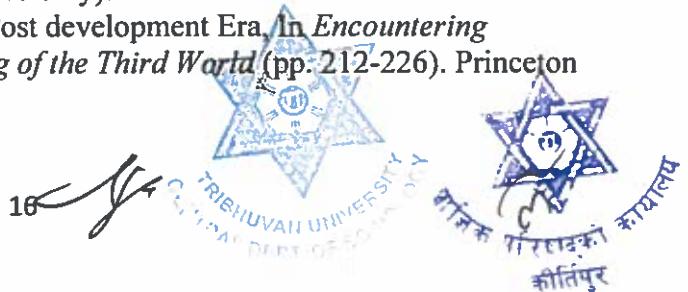
Unit VI: Assessing Nepal's Social Change and Transformation　　　　**(10 hrs)**

- Social change and transformation in Nepali society
- Political, economic and democratic transformation
- Translocational trade in the highland Nepal
- Internet and social change in countryside Nepal
- Political economy of historic reform and social change
- Social mobilization, organizing for change and Nepali women
- Consumerism and Nepal's urban middle class

Readings:

मिश्र, चैतन्य. (२०१०) बदलिँदो नेपाली परिवेश, *बदलिँदो नेपाली समाज,* काठमाडौँ: फाइन प्रिन्ट आइएनसी, पृष्ठ: क-ध.

Luintel, Y. R. (2020). Trajectories of social change in the development of Nepal's countryside: Some sociological reflections, *Unity Journal*, 1, 142-151.

Shah, S. (2018). Programme implementation in the Kamala Valley. *A Project of Memoreality: Transnational Development and Local Activism* (pp. 118-149). Himal Books for Social Science Baha.

Ratanapruck, P. (2025). From Routes to Roots. In *Market and Monastery: Capitalism in Manangi Trade Diaspora* (1st ed., pp. 87–99 only). Berghahn Books.

पन्थी, अर्जुन. (२०७३ बि.स.). ताङतिङमा इन्टरनेट आगमनको कथा, *समाज अध्ययन,* ११: २५-३८.

मैनाली, सुजित. (२०७८ बि.स.) किन सजिलै हट्यो (सती प्रथा)? *सती: इतिहास र मीमांसा,* किताब पब्लिशर्स, पृष्ठ: २०४-२२९.

Liechty, M. (2008) Consumer culture in Kathmandu, In *Suitably Modern: Making Middle-Class Culture in a New Consumer Society* (pp. 87-116). Kathmandu: Martin Chautari.

Structural-Functional Perspective

Semester	:	First	Full marks	:	100 (60+40)
Subject code	:	So 504	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This paper offers a comprehensive exploration of one of sociology's foundational theories, which views society as a cohesive system of interrelated parts. This approach seeks to understand how societal structures function to maintain stability and order while addressing the challenges of change and conflict. With contributions from pioneering thinkers like Durkheim, Parsons, and Merton, the course traces the evolution of structural-functionalism, examines its key arguments, and evaluates its relevance in modern sociological analysis. Students will critically engage with the theory's applications in areas such as stratification, deviance, and kinship, while also assessing its criticisms and limitations. Through diverse readings and a culminating colloquium focused on Nepal, participants will apply the perspective to local contexts, bridging theoretical insights with practical understanding.

Learning Objectives:

- Understand the foundational principles of structural-functionalism and its role in sociological theory.
- Critically analyze the key arguments, criticisms, and applications of structural-functionalism.
- Apply structural-functional perspectives to contemporary sociological issues and contexts, particularly in Nepal.

-- Course Contents --

Unit I: Overview   (6 hours)

- Understanding society as a system of interconnected parts
- Emergence of Structural Functionalism (Comte, Spencer, Durkheim, Radcliff-Brown, Malinowski, Weber)
- Relevance of Structural Functionalism in sociological analysis

Readings:

Ritzer, G. (1992). *Sociological Theory.* 3rd ed., pp. 209-210, McGraw-Hill.

Wallace, R. A., & Wolf, A. (2008). *Contemporary Sociological Theory: Expanding the Classical Tradition.* 6th ed., pp. 15-19. Prentice-Hall of India.

Turner, J. H. (2001). *The Structure of Sociological Theory.* 1st Indian ed., pp. 37-56. Rawat.

Archibong, E. P. (2016). Structural–Functionalism: Its Relevance to Medical Profession. *International Journal of Science Arts and Commerce, 1*(7), 9-15.

Unit II: Key arguments   (9 hours)

- Notion of function
- Growth, structure and differentiation

18

- Parts, whole and systemic relationships
- Consensus, stability and order vs. conflict, disorder and change
- Functional prerequisites or imperatives
- Value consensus

Readings:

Merton, R. K. (1968). *Social Theory and Social Structure*. 1st ed., pp. 73-79. The Free Press.

Coser, L. A. (1996). *Masters of Sociological Thought*. 2nd ed., pp. 91-93. Rawat.

Francis, A. M. (1994). *Modern Sociological Theory: An Introduction*. 1st ed., pp. 76-80. Oxford University Press.

Ritzer, G. (1992). *Sociological Theory*. 3rd ed., pp. 231-232. McGraw-Hill.

Ritzer, G. (1992). *Sociological Theory*. 3rd ed., pp. 237-249. McGraw-Hill.

Wallace, R. A., & Wolf, A. (2008). *Contemporary Sociological Theory: Expanding the Classical Tradition*. 6th ed., pp. 26-28, 35-40. Prentice-Hall of India.

Unit III: Variants   (12 hours)

- Durkheim: Social solidarity, division of labor, suicide
- Parsons: Society as system, pattern variables, social equilibrium
- Merton: Manifest and latent functions, dysfunctions, functional alternative, paradigm for functional analysis
- Luhmann: System, differentiation, autopoiesis, risk, trust, power

Readings:

Wallace, R. A., & Wolf, A. (2008). *Contemporary Sociological Theory: Expanding the Classical Tradition*. 6th ed., pp. 19-24. Prentice-Hall of India.

Adams, B. N., & Sydie, R.A. (2002). *Sociological Theory*. 1st ed., pp. 93-101. Vistaar.

Wallace, R. A., & Wolf, A. (2008). *Contemporary Sociological Theory: Expanding the Classical Tradition*. 6th ed., pp. 25-44. Prentice-Hall of India.

Parson, T. (1972). *The Social System*. 1st Indian ed., pp. 24-67. Amerind.

Merton, R. K. (1968). *Social Theory and Social Structure*. 1st ed., pp. 79-108. The Free Press.

Turner, J. H. (2001). *The Structure of Sociological Theory*. 1st Indian ed., pp. 94-101. Rawat.

Wallace, R. A., & Wolf, A. (2008). *Contemporary Sociological Theory: Expanding the Classical Tradition*. 6th ed., pp. 61-64. Prentice-Hall of India.

Adams, B. N., & Sydie, R. A. (2002). *Sociological Theory*. 1st ed., pp. 369-383. Vistaar.

Unit IV: Criticism   (4 hours)

- Tautology and teleology
- Conservative and radical
- Negation of social change and conflict

Readings:

Bottomore, T. B. (1979). *Sociology as Social Criticism*. 1st Indian ed., pp. 11-28. S. Chand & Co.

Turner, J. H., & Maryanski, A. (1979). *Functionalism*. 1st ed., pp. 108-126. Benjamin-Cummings.

Smith, A. D. (1973). *The concept of social change: A critique of the functionalist theory of social change*. 1st ed., pp. 1-8. Routledge & Kegan Paul.

Unit V: Application   (8 hours)

- Stratification

- Deviance (social structure, anomie and strain theory)
- Religion
- Marriage and kinship

Readings:

Davis, K., & Moore, W. E. (1992). Some principles of stratification: The functionalist position. In D. Gupta (Ed.), *Social Stratification* (pp. 441-452). Oxford University Press.

Curry, T., Jiobu, R., & Schwirian, K. (2008). *Sociology for the Twenty-First Century.* 5th ed., pp. 119-120. Pearson.

Merton, R. K. (1968). *Social Theory and Social Structure.* 1st ed., pp. 185-211. The Free Press.

Curry, T., Jiobu, R., & Schwirian, K. (2008). *Sociology for the Twenty-First Century.* 5th ed., pp. 403-412. Pearson.

Nepali, G.S. (1965). *The Newars.* 1st ed., pp. 198-231, 262-285. United Asia.

Unit VI: Colloquium on Nepal   **(9 hours)**

Guideline to the Teachers: Introduce the nature of the colloquium and the role of each student therein. This unit should be led by students based on the following readings. Emphasize the importance of a critical as well as an appreciative gaze. Ask for written submission from each student.

Readings:

Bista, D. B. (1982). The process of Nepalization. In Bista, D.B., Lijima, S, Iishii, H., Nagano, Y. & Nishi, Y. (Eds.), *Anthropological and Linguistic Studies of the Gandaki Area in Nepal* (pp. 1-20), Tokyo University of Foreign Studies.

Luintel, Y. R. (1998). Modes of subsistence, and Process of social change, In *The Nomadic Raute: A Sociological Study* (pp. 27-41 and 96-101). Royal Nepal Academy (text in Nepali).

Nepali, G.S. (1965). *The Newars.* 1st ed., Table of Contents page, and 6-9 chapters, pp. 146-261). United Asia.

Sharma, P. R. (2004). *State and Society in Nepal: Historical Foundations and Contemporary Trends.* 1st ed., pp. 127-149. Himal Books.

Toffin, G. (2007). Introduction, In *Newar Society: City Village and Periphery*, 1st ed., pp. 1-21. Himal Books.

Action Plan:

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

Additional Readings:

Turner, J. H., & Maryanski, A. (1979). *Functionalism.* 1st ed. Benjamin-Cummings. 1-26. (for Unit I)

Cuff, E.C., Sharrock, W.W., & Francis, D.W. (1990). *Perspectives in Sociology.* 3rd ed. Unwin Hyman. 26-27, 64-66. (For Unit II)

Cuff, E. C., Sharrock, W. W., & Francis, D. W. (1990). *Perspectives in Sociology.* 3rd ed. Unwin Hyman. 28-40. (for Unit III)
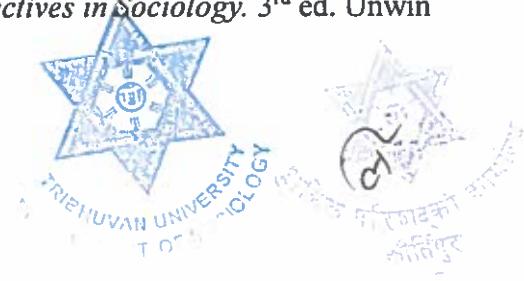
Potts, R., Vella, K, Dale, A., & Sipe, N. (2016). Exploring the usefulness of structural–functional approaches to analyze governance of planning systems. *Planning Theory. 15*(2), 162-189. (for Unit V)

Johnson, H. M. (1971). The Structural functional theory of Family and kinship. *Journal of Family Comparative Studies, 2*(2), 133-144. (for Unit V)

Tandukar, J. (2022). Guthi Tradition in the Newar Society: A Functional Approach (text in Nepali) in *Voice of Culture. 9,* 78-89. (for Unit VI)

Studies on Caste and Class

Semester	:	First	Full marks	:	100 (60+40)
Subject code	:	So 505	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This paper examines the structures of inequality in Nepali society through the lenses of caste and class. The course is divided into two main parts: one focused on the theoretical foundations and historical perspectives on caste, and the other exploring the theories and contemporary analyses of class. Both sections approach to examine these structures of inequality in Nepali society from social stratification perspective. By engaging with a rich array of sociological frameworks and Nepali-specific case studies, students will develop a nuanced understanding of social stratification, identity formation, and structural inequalities. The paper emphasizes critical thinking and comparative perspectives to contextualize local realities within broader sociological theories.

Learning Objectives:

- Develop foundational knowledge of the distinctions between caste and class and their intersections in social hierarchies, with a particular focus on Nepali society.
- Critically engage with key sociological theories on caste and class, including those by Dumont, Ambedkar, Marx, Weber, and Bourdieu, to interpret their relevance in historical and contemporary contexts.
- Explore how caste and class-based inequalities are constructed, mobilized, and reproduced in Nepal and globally, considering the roles of modernity, legal reforms, and social-political movements.
- Compare Nepali caste and class hierarchies with other contexts, utilizing structural, neo-Marxist, and neo-Weberian approaches to analyze the persistence and transformation of social inequalities.

-- Course Contents --

Unit I: Social Stratification (3 hrs)

- Social Stratification,
- Caste-class distinctions

Readings:

Gupta, D. (1991). Hierarchy and difference: An introduction. In D. Gupta (Ed.), *Social stratification* (pp. 1–21). Oxford University Press.

Naudet, J. (2023). Caste and Class. In S. S. Jodhka & J. Naudet (Eds.), *The Oxford handbook of caste* (pp. 107–121). Oxford University Press.

Part A
Unit II: Historical Perspectives on the Study of Caste (4 hrs)

- Dumont and the idea of purity and polution
- Ambedkar's idea of caste as a structure of graded inequality

- Marxist and Weberian perspectives

Readings:

Quigley, D. (1993). Dumont's theory of caste. In *The interpretation of caste (pp. 21-35)*. Clarendon Press.

Berreman, G. D. (2000). The Brahmanical view of caste. In D. Gupta (Ed.), *Social stratification* (pp. 84–92). Oxford University Press.

Singh, H. (2018). Three moments in the annihilation of caste: Ambedkar, Weber, and Marx. In S. Yengde & A. Teltumbde (Eds.), *The Radical in Ambedkar: Critical reflections* (pp. 100-108). Penguin.

Unit III: Inter-Caste Relations: Caste (Im) Mobility and Dalit Identity   (5 hrs)

- Modernity, legal reforms and persistence of caste
- Reproduction of caste-based inequalities
- From caste hierarchy to identity
- Caste identity and social-political mobilization

Readings:

Dirks, N. B. (2001). Introduction: the modernity of caste. *In castes of mind: Colonialism and the making of modern India* (pp. 3–17). Princeton University Press.

Gupta, D. (2004). Introduction: The certitudes of caste: When identity trumps hierarchy. *Contributions to Indian Sociology, 38*(1-2), v-xv.

Jodhka, S. S. (2016). Ascriptive hierarchies: Caste and its reproduction in contemporary India. *Current Sociology, 64*(2), 228-243.

Unit IV: Caste (Im) Mobility and Dalit Identity in Nepal   (7 hrs)

- Caste and social mobility
- Cross-cultural comparison of Dalit and non-Dalit inter-caste relations
- Varna system and class struggle
- Dalithood and empowerment

Readings:

Sarma, P. R. (2004). Caste, social mobility and sanskritization: A study of Nepal's old legal code, In *The State and Society in Nepal: Historical Foundations and Contemporary Trends* (pp. 127-149). Himal books.

Luintel, Y. R. (2018). Introduction, and Conclusion chapters, In *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal* (pp. 1-11 & 100-128). Academic Book Center.

Cameron, M. M. (2009). Considering Dalits and political identity in imagining a new Nepal: special issue on Dalits in Nepal. *Himalaya, 27*(1-2), 13-24.

Ahuti. (2010). *Varna System and Class Struggle in Nepal (pp. 15-30)*. Kathmandu: Samata Foundation.

Mishra, C. (2021). Afterward and conversation: Dalithood, empowering knowledge and governance. In T. R Pandey, T. R. Gautam, & M. Subedi (Eds.). (2021). *Empowering Dalits through Knowledge.* Vajra Publications Incorporated Pvt. Limited.

Unit V: Nepal's Caste Hierarchies: Persistence and Change   (7 hours)

- Caste hierarchy in Muluki Ain 1854
- Newar caste hierarchy
- Caste hierarchy in Tarai-Madhesh

23
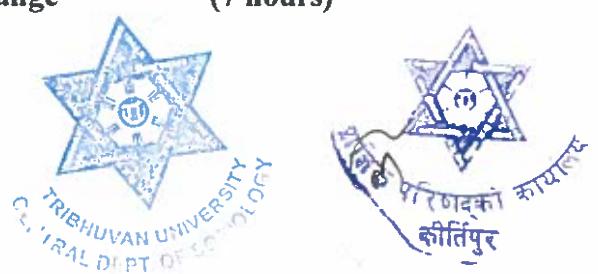
- Comparative perspectives

Readings:

Höfer, A. (2004). The substantiation of the hierarchy, In *The Caste Hierarchy and the State in Nepal: A Study of Muluki Ain 1854* (pp. 69-78). Himal Books.

Luintel, Y. R. (2018). Disposition of contemporary caste hierarchy, In *Caste and Society: Changing Dynamics of Inter-Caste Relations in Nepal* (pp. 68-99). Academic Book Center.

Nepali, G. S. (1965). Caste Organization [of the Newars], In *The Newars: An Ethno-Sociological Study of a Himalayan Community* (pp. 146-178), United Asia Publications.

Luintel, Y. R. (2013). Locating Pawai in the social hierarchy of Khasa: a preliminary note on Jumli caste structure, *Dhaulagiri Journal of Sociology and Anthropology*, 7, 31-50.

Mishra, S. (2014). Hierarchy of the Caste Groups in Laxmipur Bagewa VDC, In *Changing Caste Hierarchy and Intergroup Relations in Central Tarai Region of Nepal* [doctoral dissertation submitted to the Faculty of Humanities and Social Science, Tribhuvan University], pp. 70-84.

Part B

Unit VI: Foundational Narratives on the Class Analysis   (6 hrs)

- Marxist contributions: Modes of production, means of production and relations of production
- Weberian contributions: Status, party and class
- Comparison and critique

Readings:

Wright, Erik O. (1999). Foundations of Class Analysis: A Marxist Perspective, Paper presented at the panel of "the Foundations of class analysis", the annual meeting of the American Sociological Association, Chicago, August 1999. https://www.ssc.wisc.edu/soc/faculty/pages/wright/Foundations.pdf, Accessed on 7 January 2025.

Jones, B. (1975). Max Weber and the Concept of Social Class, *The Sociological Review*, 23(4), 729-754 only.

Gubbay, J. (1997). A Marxist Critique of Weberian Class Analysis. *Sociology*, 31(1), 73–87.

Suggested reading:

Bendix, R. (1974). Inequality and Social Structure: A Comparison of Marx and Weber. *American Sociological Review*, 39(2), 149–161.

Unit VII: Contemporary Class Analysis in Sociology   (4.5 hrs)

- Neo-Marxist class analysis
- Neo-Weberian class analysis
- The subjective prism of Pierre Bourdieu

Readings:

Wright, E. O. (2005). Foundations of a Neo-Marxist class analysis, In E. O. Wright (ed.). *Approaches to Class Analysis* (pp. 4-30), Cambridge University Press.

Breen, R. (2005) Foundations of a Neo-Weberian class analysis, In E. O. Wright (ed.). *Approaches to Class Analysis* (pp. 31-50), Cambridge University Press.

Bourdieu, P. (1996). Conclusion: Classes and classifications, In *Distinction: A Social Critique of the Judgement of Taste* (pp. 466-484). Harvard University Press.

Unit VIII: The Structural and Neo-Marxist Variants   (4.5 hrs)

- John Roemer: class and exploitation,
- Nicos Poulantzas: power, class and capitalism
- Erik O. Wright on class analysis

Readings:

Petersen, T. (1984). Class and Exploitation: Description and Ethics. Notes on John Roemer's "A General Theory of Exploitation and Class" [Review]. *Acta Sociologica, 27*(4), 323–337.

Poulantzas, N. (1975). Introduction: Social Classes and Their Extended Reproduction, *In Classes in Contemporary Capitalism* (pp. 12-35), NLB (originally published in French in 1974).

Wright, E. O. (1989). The Comparative Project on Class Structure and Class Consciousness: An Overview. *Acta Sociologica, 32*(1), 3–22.

Suggested reading:

Berberoglu, B. (2007). The Centrality of Class in Contemporary Capitalist Society. *International Review of Modern Sociology, 33*(1), 49–67.

Unit IV: The Status and Dynamics of Middle and Working Classes in Nepal   (7 hrs)

- Marx and Weber on middle class
- Middle class in Nepal: Growth and Mobility
- The rural affluent classes in the 19th century Nepal
- The agricultural laborers in the 20th century Nepal

Readings:

Walton, P. (1971). Ideology and the Middle Class in Marx and Weber. *Sociology, 5*(3), 389–394.

Luintel, Y. R. (2020). The Growth and Consolidation of the Middle Class in Post-1990 Nepal: An Analytical Framework, Tribhuvan University, Kathmandu.

Tiwari, S. Shidiq, A. R. and Balcázar, C. F. (2016). Mobility and Pathways to the Middle Class in Nepal, Policy Research Working Paper 7824, World Bank Group, pp. 2-20 only.

Regmi, M. C. (1978). The Village Moneylender, In *Thatched Huts and Stucco Palaces: Peasants and Landlords in 19th-century Nepal* (pp. 123-135), Vikas Publishing House.

Seddon, D., Blaikie, P. and Cameron, J. (Eds.) (1979). Agricultural Laborers, In *Peasants and Workers in Nepal* (pp. 105-126), Aris & Phillips Ltd.

Marxist Perspective

Semester	:	Second	Full marks	:	100 (60+40)
Subject code	:	So 551	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:
This paper provides an in-depth exploration of Karl Marx's foundational ideas and their impact on sociological thought. It delves into historical materialism, class struggle, capitalism, and critiques of Marxist theory. Students will analyze the interplay of power, ideology, and hegemony through the lenses of influential thinkers like Gramsci, Lenin, and Mao. The course bridges theoretical understanding with practical applications by examining contemporary issues such as labor migration, ecological crises, and digital capitalism. With a special focus on Nepal, it investigates the unique evolution of capitalism, rural livelihoods, and social change. By connecting global perspectives with localized contexts, this course equips students to critically engage with the complexities of modern sociological debates.

Learning Objectives:
- Understand the historical and intellectual context of Karl Marx's contributions to sociology.
- Analyze the core concepts of Marxist theory, including historical materialism, class struggle, and capitalism.
- Evaluate critiques and variations of Marxism, focusing on post-colonial, structural, and critical theories.
- Apply Marxist perspectives to contemporary global and local issues, including inequality, labor migration, and environmental challenges.

-- Course Contents --

Unit I: The historical context in rise of Karl Marx (3 hours)
Readings:
Coser, L. A. (2002). The intellectual context. *Masters of Sociological Thought: Ideas in Historical and Social Context*, (2nd ed., 68-87.) Rawat Publications.

Unit II: Key themes (12 hours)
Readings:
*Historical and dialectical materialism, history, mode of production and revolution*
Marx, K. (1978). Society and economy in history. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 136-63). W.W. Norton & Company.
Marx, K. (1978). Theses of Feuerbach. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 522-24). W.W. Norton & Company.
Engels, F. (1978). Letters on historical materialism. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 760- 765). W.W. Norton & Company.

Historical specificity and capitalism as a specific historical category
Coser, L. A. (2002). Karl Marx: The work. *Masters of sociological thought*, (2nd ed., pp. 43-47). Rawat Publications.
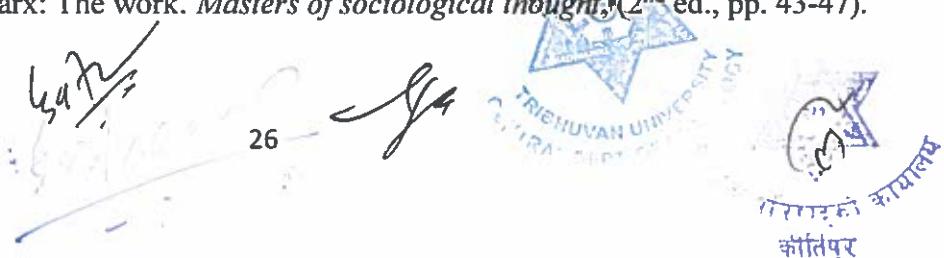
Marx, K. (1978). Marx on the history of his opinions. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 3-6). W.W. Norton & Company.

Marx, K. (1978). The critique of capitalism: Production. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 222-226). W.W. Norton & Company.

Key features of capitalist economy, polity and society

Marx, K. (1978). Commodities and money. The critique of capitalism: Production. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 302-312). W.W. Norton & Company.

Marx, K. (1978). The fetishism of commodities and the secrete thereof. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 319-329). W.W. Norton & Company.

Mishra, C. (2004). Punjibad. In M. Deshan & P. Onta (Eds.), *Nepalko sandarbhama samajsastriya chintan* (pp. 125-140). Social Science Baha.

Class and class struggle

Marx, K., & Engels, F. (1978). Manifesto of the Communist party. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 469-493). W.W. Norton & Company.

Unit III: Variants and Critiques (10 hours)

- Gramsci: Power, hegemony and ideology
- Structural Marxism
- Critical theory: capitalism and question of emancipation,
- Lenin: State, revolution and change
- Mao: New democracy and the role of peasantry in revolutions
- Critique of Marxism, post-colonialism and the continued relevance of Marxist analysis

Readings:

Bates, T. R. (1975). Gramsci and the Theory of Hegemony. *Journal of the History of Ideas, 36*(2), 351-366.

Ritzer, G. (1992). Structural Marxism. In *Sociological theory* (3rd ed., pp. 293–304). McGraw-Hill.

Turner, J. (2001). The critical theorizing of Jurgen Habermas. *The Structure of Sociological Theory* (pp. 184-212). Rawat Publications.

Wallace, R. A., & Wolf, A. (2009). *Contemporary sociological theory: Expanding the classical tradition* (pp. 99–101). Prentice Hall.

Adams, B. N., & Sydie, R. A. (2001). *Sociological theory* (pp. 146–157). Sage Publications.

Mao, Z. (1977). *Selected works of Mao Tse-Tung* (vol. 5, pp. 411–424). Franklin Book Company.

Bohrer, A. J. (2019). Intersectional critiques of Marxism, *In Marxism and intersectionality: Race, gender, class and sexuality under contemporary capitalism* (pp. 59–81).Transcript Verlag.

Unit IV: Application (6 hours)

- Underdevelopment in the 'Third World' countries
- Labor migration and exploitation
- Ecological crisis and the exploitation of the nature
- Digital capitalism and commodification of media

27

Readings:

Frank, A. G. (2013). The development of underdevelopment. In *Sociological Worlds* (pp. 135-141). Routledge (originally published in 1966).

Mishra, C. (2000). *Bibahako artha rajaniti*. In S. Shrestha (Ed.), *Mulyankan*.

History Task Force of the Centro de Estudios Puertorriqueños. (1979). *Labor migration under capitalism: The Puerto Rican experience* (pp. 33–57). Monthly Review Press.

Clark, B., & Foster, J. B. (2010). Marx's Ecology in the 21st Century. *World review of political economy*, 142-156.

Wittel, A. (2016). Digital Marx: Toward a political economy of distributed media. In *Marx in the age of digital capitalism* (pp. 68-104). Brill.

Unit V: Commodification, inequality and exploitation in capitalism (5 hours)

- Privatization, commodification and dispossession
- Inequality in health and education
- Precarity of the labor class and deterioration of human wellbeing

Readings:

Harvey, D. (2017). The 'new' imperialism: accumulation by dispossession. In *Karl Marx* (pp. 213-237). Routledge.

Rikowski, G. (2019). Privatization: Education and commodity forms. In *Keywords in Radical Philosophy and Education* (pp. 355-374). Brill.

Das, R. J. (2023). Capital, capitalism and health. *Critical Sociology*, *49*(3), 395-414.

Jonna, R. J., & Foster, J. B. (2016). Marx's theory of working-class precariousness. *Monthly Review*, *67*(11).

Unit V: Capitalism, Class Inequality and Social Change in Nepal (12 hours)

- Features of capitalism in Nepal
- Neoliberalism, market and class composition
- Market as a dominant force shaping rural livelihoods and social differentiation
- Debates on Marxism, Leninism, Maoism and their practical implication,
- Capitalist development and disposition of rural households in countryside Nepal

Readings:

Mishra, C. (2004). Punjibad. In M. Deshan & P. Onta (Eds.), *Nepalko sandarbhama samajsastriya chintan,* (pp. 140-154). Social Science Baha.

Fitzpatrick, I. C. (2011). *Cardamom and Class: A Limbu Village and its Extension in East Nepal* (pp. xxiii–26, 271–277).

Bhattarai, B. (2009). Ajako Marxbad. In M. Y. Bhattarai (Ed.), *Rato Jhilko*, 1(1), 1–12.

Mishra, C. (2009). Kun itihas, kun Marxbad, kun kranti. In M. Y. Bhattarai (Ed.), *Rato Jhilko*, 1(1), 19–34.

Luintel, Y. R. (2010). Capitalism and Underdevelopment in Rural Nepal: Market Relations, Inequality and Social Change in 'Mahesh Khola' (PhD thesis submitted to Newcastle University, The United Kingdom), Chapters 1 and 2 (pp. 2-22, 23-62).

Sugden, F. (2009). Neo-liberalism, markets and class structures on the Nepali lowlands: The political economy of agrarian change. *Geoforum*, *40*(4), 634-644.

Blaikie, P., Cameron, J., & Seddon, D. (2002). Understanding 20 Years of Change in West-Central Nepal: Continuity and Change in Lives and Ideas, *World Development*, 30(7), pp. 1255-1270.

28

Research Design and Proposal Writing

Semester	:	Second	Full marks	:	100 (60+40)
Subject code	:	So 552	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This paper is designed to equip students with the foundational skills required to conceptualize, design, and plan social research projects. By focusing on the critical steps of identifying research gaps, reviewing literature, selecting appropriate methodologies, and constructing research proposals, the course bridges the gap between theoretical knowledge and practical application in sociological research. Students will explore diverse research methodologies, including qualitative, quantitative, and mixed-method approaches, while gaining hands-on experience in crafting research proposals and engaging in academic writing. The course also emphasizes ethical considerations, decolonizing research practices, and the integration of theoretical frameworks, enabling students to develop comprehensive and impactful research projects.

Learning Objectives:

- Develop a clear understanding of the role and significance of social research in addressing societal problems.
- Gain proficiency in conducting literature reviews and identifying knowledge gaps in existing research.
- Learn to formulate research questions and corresponding methodologies suitable for sociological research of specific kind.
- Develop skills and know-hows on the essentials of academic writing, including citation, referencing, and research report structuring.

-- Course Contents --

Unit I: Conceptualizing Research (6 hrs.)

- Research in everyday life
- Social research and social problem

Readings:

Sarah Neal, S. (2015). Researching the Everyday: An Interview with Amanda Wise. *Sociology*, 49(5), 988–1000.

Felder, M. (2020). Strong, Weak and Invisible Ties: A Relational Perspective on Urban Coexistence. *Sociology*, 54(4), 675–692.

Kramer, S., Fynn, A. & Laher, S. (2019). Research as practice: Contextualizing applied research in the South African context. In Sumaya Laher, Angelo Fynn, Sherianne Kramer (Eds.). *Transforming Research Methods in the Social Sciences: Case Studies from South Africa* (pp. 1-15). Wits University Press.

Guhlich, A. (2017). The research process. In *Migration and Social Pathways: Biographies of Highly Educated People Moving East-West-East in Europe* (pp. 137-174). Verlag Barbara Budrich.

Gold, D. (1979). Social Research and Social Problems: Toward a Structural Explanation of a Fuzzy Association. *The Pacific Sociological Review*, 22(3), 275-283.

Unit II: Searching and Doing Literature Review (6 hrs.)

- Reviewing literature
- Making sense of reality

Readings:

Neuman, W. L. (2014). How to Review the Literature Review and Conduct Ethical Studies, In *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 125-164). Pearson.

Nora, T. D. (2015). Making Sense of Reality: Culture and Perception in Everyday Life (Book review by Dafne Muntanyola-Saura). *Sociology*, 49(5), 1001–1007.

Moore, L. J. (2015). A Day at the Beach: Rising Sea Levels, Horseshoe Crabs, and Traffic Jams. *Sociology*, 49(5), 886–902.

Unit III: Identifying Knowledge Gap and Formulating Research Problem (12 hrs.)

- Identifying knowledge gap
- Research problem and research questions
- Making research sociological
- Theory construction
- The significance of method

Readings:

Back, L. (2015). Why Everyday Life Matters: Class, Community and Making Life Livable Goldsmiths. *Sociology*, 49 (5), 820–836.

Hoffmann, J. P. (2017). Developing Research Questions. In *Principles of Data Management and Presentation* (pp. 19-40). University of Caligornia Press.

Mishra, C. (2009). Making Research Sociological. *Dhaulagiri Journal of Sociology and Anthropology*, 3, 1-18.

Mannon, S. E. & Camfield, E. K. (2019). Sociology Students as Storytellers. *Teaching Sociology*, 47(3), 177-190.

Markovsky, B. (2008). Graduate Training in Sociological Theory and Theory Construction. *Sociological Perspectives,* 51(2), 423-445.

Szmatka, J. & Michael J. L. (1996). The Significance of Method. *Sociological Perspectives*, 39(3), 393-415.

Lovekamp, W. E., Soboroff, S. D. & Gillespie, M. D. (2017). Engaging Students in Survey Research Projects across Research Methods and Statistics Courses. *Teaching Sociology*, 45(1), 65-72.

Unit IV: Designing Research: Field, Methods of Data Collection and Analysis (12 hrs.)

- Designing Research: Exploration, Description and Explanation
- Research methodology and methods
- Choosing appropriate method: Qualitative, Quantitative and Mixed-Method
- Formulating and testing hypothesis
- Importance of statistics in Sociology
- Decolonizing research

30

Readings:

Neuman, W. L. (2014). Strategies of Research Design, In *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 165-200). Pearson.

Neuman, W. L. (2014). Purpose of research, In *Social Research Methods: Qualitative and Quantitative Approaches* (pp. 27-41). Pearson.

Creswell, J. W. (2014). The Selection of Research Approach, In *Research Design: Qualitative, Quantitative. and Mixed Methods Approaches* (pp. 1-24), 4th Edition, Sage.

Grix, J. (2002). Introducing Students to the Generic Terminology of Social Research. *Politics*, 22(3), 175–186.

Lamont, M. & Swidler, A. (2014). Methodological Pluralism and the Possibilities and Limits of Interviewing. *Qualitative Sociology*. 37, 153–171.

Frechette, J., Bitzas, V., Aubry, M., Kilpatrick, K., & Lavoie-Tremblay, M. (2020). Capturing Lived Experience: Methodological Considerations for Interpretive Phenomenological Inquiry. *International Journal of Qualitative Methods*, 19, 1–12.

Biegert, T. (2017). Welfare Benefits and Unemployment in Affluent Democracies: The Moderating Role of the Institutional Insider/Outsider Divide. *American Sociological Review*, 82(5), 1037-1064.

Western, B. (2018). Comment: Bayes, Model Uncertainty, and Learning from Data. *Sociological Methodology*, 48, 39-43.

Ray, J. (1974). Should Sociology Require Statistics? *The Pacific Sociological Review*, 17(3), 370-376.

Babones, S. (2016). Interpretive Quantitative Methods for the Social Sciences. *Sociology*, 50(3), 453-469.

Baur, N. (2021). Decolonizing Social Science Methodology. Positionality in the German-Language Debate. *Historical Social Research/Historische Sozialforschung*, 46(2), 205-243.

## Unit V: Writing Research Proposal   (6 hrs.)

[Writing a Research/Thesis Proposal: Select a topic/issue/theme/concept; review literature, find research gap, formulate research problem, develop research questions, objectives, hypotheses, select a field, identify study population, define sample/case/participant, select sample/case/participant, identify appropriate data collection method, develop data collect tools/techniques (questionnaire/checklist), identify appropriate data analysis methods-process, prepare a list of references based on the literature from where ideas were borrowed during proposal writing process.

Format of research/thesis proposal]

Readings:

Kumar, R. (2011). Writing a research proposal, In *Research Methodology: A Step-by-Step Guide for Beginners* (pp. 185-206). Sage Publications.

Terrell, S. R. (2016). *Writing a Proposal for Your Dissertation*. Selected chapters. The Guilford Press.

[Introduction; conceptualization/review of literature; research gap; research problem/questions/objectives/hypothesis; research design-field, study population and sample/case/participants; data collection methods and tools/techniques; method of data analysis; references.]

Ollion, E. & Abbott, A. (2016). French Connections. *European Journal of Sociology*, 57(2), 331-372.

31

Unit VI: Academic Writing   (6 hrs.)

- Structure of a thesis and research report
- Process and components of thesis and report writing
- Citation and referencing
- Use of Artificial Intelligence (AI) and academic writing
- Software: zotero, endnote, etc.

Readings:

Kumar, R. (2011). Writing a research report, In *Research Methodology: A Step-by-Step Guide for Beginners* (pp. 311-322). Sage Publications.

American Psychological Association [ASA]. (2020). *Publication Manual of the American Psychological Association*. 7th edition. https://apastyle.apa.org/products/publication-manual-7th-edition (retrieved on 12 January 2025).

Liverpool Hope University. (nd) APA Style – A short guide to the 7th Edition. Prepared by Prof. Galina Paramei and Mr. Robert Cunningham in consultation with Assoc. Prof. Rosanna Cousins.

Khalifa, M. & Albadawy, M.(2024).Using artificial intelligence in academic writing and research: An essential productivity tool. Computer methods and Programs in Biomedicine Update, Vol.5(2024), 100145.

Practices of Development in Asia

Semester	:	Second	Full marks	:	100 (60+40)
Subject code	:	So 553	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:

This course critically examines the theories, practices, and issues surrounding development in the Asian context, with a special focus on Nepal. It explores the evolution of development studies, the post-colonial legacy of the discipline, and contemporary debates on poverty, inequality, empowerment, and globalization. Through detailed analysis of Asian development models such as the East Asian Miracle, the Kerala Model, and Grameen Bank model, followed by Chinese growth model, students will learn to evaluate diverse approaches to sustainable development. Special attention is given to the Nepali diaspora, migration, disaster impacts, and human security to provide localized insights into global development frameworks.

Learning Objectives:

- Analyze key development theories and their implications in Asian and Nepali contexts.
- Evaluate post-colonial legacies, migration, and disaster management strategies in shaping development outcomes.
- Apply critical perspectives to assess and contribute to sustainable development initiatives and human security frameworks.

-- Course Contents --

Unit I: Key Concepts   (8 hrs)

- What is development? Quality of life? Growth? Freedom and functioning?
- Development studies as postcolonial discourse
- Development Studies in the 21st century

Readings:

Soubbotina, T. P. (2004). What is development? In *Beyond Economic Growth: An Introduction to Sustainable Development* (pp. 7-11). 2nd edition. World Bank.

Sen, A. (1999). Introduction: Development as freedom, In *Development as Freedom* (pp. 3-12). Alfred A. Knopf.

Kothari, U. (2019). From colonial administration to development studies: a post-colonial critique of the history of development studies, In Uma Kothari. (ed.). *A Radical History of Development Studies: Individuals, Institutions and Ideologies* (pp. 47-64). Zed Books.

Cameron, J. (2019). Journeying in radical development studies: a reflection on thirty years of researching propoor development, In Uma Kothari (ed.). *A Radical History of Development Studies: Individuals, Institutions and Ideologies* (pp. 138-153). Zed Books.

Schuurman, F. J. (2000). Paradigms lost, paradigms regained? Development Studies in the Twenty-First Century. *Third World Quarterly, 21*(1), 7-19.

Unit II: Post-Colonial Legacy and the Development Discourse   (6 hrs)
- The invention of development
- The "Third World" as an object of intervention
- The postwar global order and the formation of 'Development'

Readings:

Escobar, A. (1988). Power and Visibility: Development and the Invention and Management of the Third World. *Cultural Anthropology*, *3*(4), 428–439 only.

Wikipedia. (2025). Aftermath of World War II, *https://en.wikipedia.org/wiki/Aftermath_of_World_War_II*, retrieved on 3 January 2025.

Escobar, A. (1999). The invention of development, *Current History*, 98(631), pp. 382-386.

UN Department of Economic and Social Affairs. (2020). *Executive Summary of the World Social Report 2020: Inequality in a Rapidly Changing World* (pp. 2-15). United Nations.

Unit III: Contemporary development issues   (8 hrs)
- Poverty, inequality and exclusion
- Empowerment and development
- Pandemic, care and capitalism
- Globalization and development

Readings:

Shildrick, T. and Rucell, J. (2015). Sociological Perspectives on Poverty, a report prepared by Joseph Rowntree Foundation and University of Leeds, pp. 6-35 only. https://www.academia.edu/30001887/Sociological_Perspectives_on_Poverty?email_work_card=thumbnail, retrieved on 10 January 2025.

Verma, V. (2011). Conceptualising Social Exclusion: New Rhetoric or Transformative Politics? *Economic and Political Weekly*, *46*(50), 89–97.

राष्ट्रिय समावेशी आयोग. (२०७९). *विद्यमान सरकारी सेवामा आरक्षणको प्रभाव अध्ययन प्रतिवेदन २०७९.* ललितपुर: राष्ट्रिय समावेशी आयोग, पृष्ठ १२८-१३९.

Porter, E. (2013). Rethinking women's empowerment. *Journal of Peacebuilding & Development*, *8*(1), 1–12 only.

Allen, J., Jenkins, D., & Howard, M. (2020). Crises Collide: Capitalism, Care, and COVID-19. *Feminist Studies*, *46*(3), 583–595.

McMichael, P. (2004). On development and globalization, In *Development and Change: A Global Perspective* (pp. xxiii- xxxiv). Thousand Oaks: Sage Publications, Inc.

Unit IV: Review of Asian development "models"   (12 hrs)
- The East Asian model
  (From "Asian tigers" and the East Asian "miracle"; Neoliberal critique of the miracle: What lessons can be learned?)
- The Kerala model
  (Aspects of social equality in Kerala; Mass science education and local planning: Does Kerala show an alternative model of sustainable development?)
- The Grameen Bank model
  (Micro-credit and micro-finance; Method of the "Grameen Bank action" (From 16 decisions, 10 indicators, and credit delivery to breaking the vicious cycle of poverty): A critical look at micro-credit financing)
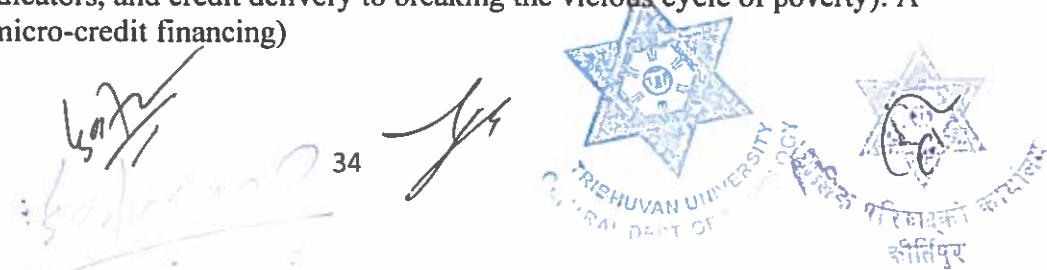
- Chinese growth model
  (China's take off and its economic transformation; Implications of Chinese success)
- Is the Asia rising?

Readings:

World Bank. (1993). Growth, equity, and economic change, In *The East Asian Miracle: Economic Growth and Public Policy* (pp. 27-59). Oxford University Press.

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

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

Isaac, T., Franke, R. and Parameswaran, M. (1997). From anti-feudalism to sustainable development: The Kerala peoples science movement, *Bulletin of Concerned Asian Scholars,* 29(3), 34-44.

Anthony, D. (2005). Cooperation in microcredit borrowing groups: Identity, sanctions, and reciprocity in the production of collective goods, *American Sociological Review,* 70(3), 496-515.

Mahmud, S. (2003). Actually how empowering is microcredit? *Development and Change,* 34(4), 577-605.

Huang, Y. (2012). How did China take off? *The Journal of Economic Perspectives,* 26(4), 147-170.

Frank, A. G. (1998). Holistic Methodology and Objectives, and Globalism, not Eurocentrism, In *ReOrient: Global Economy in the Asian Age* (pp. 1-37). University of California Press.

Unit V: Nepali People on the Move: Migration, Diaspora and Development   (6 hrs)

- Nepali diaspora and the migrants
- Migration, violence and social suffering
- Development implications of the overseas labour migration

Readings:

Donini, A. (2019). Social Suffering and Structural Violence: Nepali Workers in Qatar, In Christophe Gironde, Gilles Carbonnier (Eds.). *Addressing the Past and Future of Work and Social Protection* (pp. 178-198). Brill.

Nelson, A. (2025). The Mobility of Regional Labor Hierarchies: Nepali Employment and Entrepreneurialism in the "South Asian" Gas Stations of North Texas. In B. Linder & T. Bedi (Eds.). *South Asia on the Move: Mobilities, Mobilizations, Maneuvers* (pp. 129–150). Amsterdam University Press.

Adhikari, A. P. (20202). A Review of Nepali Diaspora and their Role in Nepal's Development and Lessons for Developing Countries, Himalayan Research Papers Archive, UNM Digital Repository, Nepal Study Center, University of New Mexico, 2-22 only, https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1089&context=nsc_research, (retrieved on 9 January 2025).

Speck, S. (2017). "They Moved to City Areas, Abroad": Views of the Elderly on the Implications of Outmigration for the Middle Hills of Western Nepal. *Mountain Research and Development,* 37(4), 425–435.

Unit VI: Assessing Nepal's Development Outcomes   (8 hrs)

- Nepal's progress on human development and SDGs
- Nepal's LDC graduation
- Issues of social justice & social protection
- Geopolitical disputes over BRI and MCC

Readings:

UNDP. (2020). State of Human Development, In *Nepal Human Development Report 2020* (pp. 15-29), National Planning Commission and the UNDP.

NPC. (2024). *Nepal LDC Graduation: Smooth Transition Strategy* (pp. 1-7), National Planning Commission.

Niti Foundation. (2021). Marginalization, vulnerability and social justice: Critical considerations for social protection, In *Resilient Social Protection for an Inclusive Development* (pp. 32-54). Himal Books for Social Science Baha.

Grocke, M. U., & McKay, K. H. (2018). After the Road Came: Insights into the Nexus of Food Security and Malnutrition in Northwestern Nepal. *Mountain Research and Development*, *38*(4), 288–296.

Thapa, S. (2024). Millennium Challenge Corporation and Belt and Road Initiative: Reshaping South Asian Politics. *Open Journal of Political Science*, 14, 551-566.

Sociology of Urban Life

Semester	:	Second	Full marks	:	100 (60+40)
Subject code	:	So 554	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:
This paper examines the social dynamics, challenges, and transformations associated with urbanization and urban live. It explores the evolution of urban societies, the interplay between rural and urban areas, and the social networks, isolation, and interactions shaping city life. Students will engage with classical and contemporary sociological perspectives, including the Chicago School and New Urban Sociology, to analyze urban phenomena such as poverty, segregation, disaster vulnerability, and resilience. Additionally, the course provides critical insights into the diversity of cities in the Global South and urbanization policies and practices in Nepal, offering a nuanced understanding of urbanization as a global and local process.

Learning Objectives:
- Analyze urbanization and urbanism through classical and contemporary sociological perspectives.
- Critically evaluate urban challenges like poverty, segregation, and disaster vulnerability in diverse global and local contexts.
- Explore urbanization trends in Nepal and develop insights into sustainable urban development and resilience.

-- Course Contents --

Unit I: Conceptual Understanding (3hrs)
- Conceptual understanding urban societies
- Origin and development and typologies of urban societies,
- Defining features of 'urbanization', 'urbanism' and 'urban life'

Readings:
Gottdiener, M., Hutchison, R., & Ryan, M. T. (2023). The Origins of Urban Life, In *The New Urban Sociology* (5th ed., pp. 29-62). Routledge.

Wirth, L. (1938). Urbanism as a way of life. *American Journal of Sociology*, 44(1), 1–24.

Unit II: Rural-Urban Linkage (4 hrs)
- Rural-urban relationships: Are they distinct and opposing entities?
- Interconnectedness and interdependence between urban and rural areas
- Rise of urban areas and social dynamics

Readings:
Davoudi, S., & Stead, D. (2002). Urban-rural relationships: An introduction and brief history. *Built environment*, *28*(4), 269-277.

Gupta, D. (2015). The importance of being 'Rurban': tracking changes in a traditional setting. *Economic and Political Weekly*, 37-43.

37

Mishra, C. (2023, December 23). *Village-city: Dimensions of relationships and possibilities.* Presentation, Kathmandu, Nepal.

Ocejo, R. E., Kosta, E. B., & Mann, A. (2020). Centering small cities for urban sociology in the 21st century. *City & Community, 19*(1), 3-15.

Unit III: Urban Social Network, Interaction and Isolation   (5 hrs)

- Urban social interaction and relationships
- Social production of urban isolation
- Importance of informal urban social network
- Urban spaces and social interaction

Readings:

Whyte, W. F. (2012). *Street corner society: The social structure of an Italian slum* (pp. 255–276). University of Chicago Press. (Originally published in 1943)

Anderson, E. (2004). The cosmopolitan canopy. *The Annals of the American Academy of Political and Social Science, 595*(1), 14-31.

Klinenberg, E. (2001). Dying alone: The social production of urban isolation. *Ethnography, 2*(4), 501–531.

Unit IV: Sociological Perspectives on Urban Life   (11 hrs)

- Foundational ideas to understand life urban societies (Gemeinschaft and Gesellchaft; Mechanical solidarity and Organic solidarity; Metropolis and mental life)
- The Chicago School (city as an organism: complex ecosystems, social disorganization and urban ethnography)
- New Urban Sociology (capitalism, power relations, and social inequalities, Commodification of urban space and social life)
- Postmodern and postcolonial critique (urban fragmentation, identity and exclusion)

Readings:

Gottdiener, M., Hutchison, R., & Ryan, M. T. (2023). In *The new urban sociology* (5th ed.,) (pp. 63-112). Routledge.

Burgess, E. W. (1925). The growth of the city: An introduction to a research project. In R. E. Park, E. W. Burgess, & R. D. McKenzie, The city (212-220). University of Chicago Press.

Molotch, H. (1976). The city as a growth machine: Toward a political economy of place. *American Journal of Sociology, 82*(2), 309–332.

Harvey, D. (1978). The urban process under capitalism: A framework for analysis. *International Journal of Urban and Regional Research, 2*(1), 101-131.

Sassen, S. (2004). The global city: Introducing a concept. *The Brown Journal of World Affairs, 11*(2), 27–40.

Parnell, S., & Robinson, J. (2012). (Re) theorizing cities from the Global South: Looking beyond neoliberalism. *Urban geography, 33*(4), 593-617.

Wu, C. (2016). Moving from Urban Sociology to the Sociology of the City. *The American Sociologist, 47*, 102-114.

Unit V: Urban Poverty, Slum and Segregation   (9 hours)

- Nature and causes of urban poverty
- Spatial inequality, segregation, and gentrification

38

- Slum dwellers and urban informality
- Agency and resistance

Readings:

Massey, D. S., Thornton Dill, B., & McLanahan, S. S. (1997). Review of *when work disappears: The world of the new urban poor* by William Julius Wilson. *Contemporary Sociology, 26*(4), 416–422.

Small, M. L., & Newman, K. (2001). Urban poverty after the truly disadvantaged: The rediscovery of the family, the neighborhood, and culture. *Annual Review of sociology, 27*(1), 23-45.

Hamnett, C. (1991). The blind men and the elephant: the explanation of gentrification. *Transactions of the institute of British Geographers*, 173-189.

Weinstein, L. (2014). *The durable slum: Dharavi and the right to stay put in globalizing Mumbai* (Vol. 23, pp. 25–54). University of Minnesota Press.

Toffin, G. (2010). Urban fringes: Squatter and slum settlements in the Kathmandu Valley (Nepal). *Contributions to Nepalese studies, 37*(2), 151-168.

Unit VI: Informality, Vulnerability, Disasters and Resilience   (6 hrs)

- Diversity and heterogeneity of cities
- From large metropolises to smaller cities
- Urban risk and social vulnerabilities
- Sustainable urban development

Readings:

Roy, A. (2009). Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization. *Planning theory, 8*(1), 76-87.

Madden, D. J. (2021). Disaster urbanization: The city between crisis and calamity. *Sociologica, 15*(1), 91-108.

Pelling, M. (2012). *The vulnerability of cities: natural disasters and social resilience (46-76)*. Routledge.

Poudel, D. P., Blackburn, S., Manandhar, R., Adhikari, B., Ensor, J., Shrestha, A., & Timsina, N. P. (2023). The urban political ecology of 'haphazard urbanisation' and disaster risk creation in the Kathmandu valley, Nepal. *International journal of disaster risk reduction, 96*.

Unit VII: Urbanizing Nepal: Policies and Practices   (10 hrs)

- Politication of demarcation
- Political geographies of urbanization
- Kathmandu: rapid urban growth, informality and challenges

Readings:

Bhattarai, K., Adhikari, A. P., & Gautam, S. P. (2023). State of urbanization in Nepal: The official definition and reality. *Environmental Challenges*, 13, 1-18 only.

Agergaard, J., Subedi, B. P., & Brøgger, D. (2022). Political geographies of urban demarcation: Learning from Nepal's state-restructuring process. *Political Geography*, 96, 1-11 only.

Nelson, A. (2017). Betrayed by the Neoliberal State, Neglected by the "Jangali" Company: The Anxiety of Autonomy in an Elite Housing Colony in Kathmandu, Nepal. *City & Society, 29*(1), 35-58.

Rademacher, A. (2020). Reigning the river: Urban ecologies and political transformation in Kathmandu (pp. 17–42). Duke University Press.

KVDA (2016), Vision 2035 and Beyond: 20 Years' Strategic Development Master Plan (2015-2035) for Kathmandu Valley (pp. i-viii). Kathmandu Valley Development Authority.

Government of Nepal. (2015). National Urban Development Strategy (NUDS) 2015 (pp. 26-30).

Government of Nepal. (2023). *Degree of urbanization in Nepal* (pp. 9–39). Kathmandu: National Statistics Office.

Government of Nepal. (2017). *Local Governance Act, 2017*. Government of Nepal. pp. 3–26.

Ministry of Urban Development. (2081). *The National Urban Policy 2081 (pp. 1-24)*. Government of Nepal.

Dixit, A., & Shaw, R. (2023). Smart Cities in Nepal: The concept, evolution and emerging patterns. *Urban Governance*, 3(3), 211-218.

Additional Readings Resources (News Articles):

अधिकारी, ज. (२०७९, मंसिर १८). कसरी बनाउने स्वस्थ शहर? *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133370

सापकोटा, उ. (२०७९, मंसिर १९). काठमाडौंलाई नपछ्याऔं। *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133377

निङ्लेखु, स. (२०७९, मंसिर १६). 'कमिला' बस्ने शहर। *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133344

रेग्मी, व. (२०७९, मंसिर १६). शहरको अर्थतन्त्र। *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133352

आचार्य, स. (२०७९, मंसिर १५). हामी शहरका संरक्षक। *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133329

कुमार, र. (२०७९, मंसिर १४). कसको शहर? *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133312

प्रधान, प., & बगाले, म. (२०७९, मंसिर १२). कसरी बनाउने समावेशी शहर? *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/133268

शर्मा, पी. (२०७७, बैशाख ६). कोरोना संकट र सहर। *हिमाल खबरपत्रिका.* https://www.himalkhabar.com/news/983

भट्टराई, ब. (२०८१, असोज २६). शहरको ग्रामीणीकरण रोकौं, गाउँको शहरीकरण गरौं। *Online Khabar.* https://www.onlinekhabar.com/2024/10/482275

अधिकारी, अ. प., भट्टराई, क., & गौतम, श. (२०८०, माघ ४). नेपालमा शहरीकरण: आधिकारिक स्थिति र वास्तविकता। *उकालो.* https://www.ukaalo.com/opinion/20240118-urban-semi-urban-rural-development-prosperity-nepal/14131

विक, सम्झना. (२०७९, पुस १५). 'मेयरसाब, फेरि यौन व्यवसायमा नफर्काउनुहोस्'. हिमाल खबर. https://www.himalkhabar.com/news/133738

विश्वकर्मा, धनु. (२०८१, असार २३). 'बालेन सिटी' ले जन्माएका नयाँ यौनकर्मी. हिमाल खबर. https://www.himalkhabar.com/news/142202?fbclid=IwY2xjawHsEZxleHRuA2FlbQIxMQABHYQjv4Zx9wh4fj-PtVzuOPGGZ_FdlRDwvNmDxqEusDfWIp1Qt3KlAea4pg_aem_vbX2jbq71GgpBzmCOhzGJA

Sociology of the Environment and Climate Change

Semester	:	Second	Full marks	:	100 (60+40)
Subject code	:	So 555	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Course Introduction:
This course explores the dynamic interplay between society, environment, and the global climate crisis. By examining sociological theories, historical trends, and contemporary challenges, the course provides insights into how social structures, inequalities, and cultural practices shape environmental outcomes and climate change impacts. Through an interdisciplinary approach, it highlights the sociological lens on environmental justice, policy frameworks, and sustainability initiatives, with a focus on both global and local contexts, including Nepal. Students will gain a deeper understanding of human-environment interactions and their implications for a resilient future.

Learning Objectives:
- Analyze the relationship between society and environment through foundational sociological theories and concepts.
- Critically evaluate environmental justice and inequality, considering class, race, caste, gender, and global-local dynamics.
- Assess policy and adaptation strategies for addressing climate change, emphasizing sustainability and social resilience.

-- Course Contents --

Unit I: Introduction   (6 hrs)
- Environmental Sociology as a field of social inquiry
- Emergence and scope of Environmental Sociology
- Relationship between society and environment
- Understanding climate change sociologically
- Climate change as a social problem

Readings:
Hannigan, J. (2006). Environmental sociology as a field of inquiry, In *Environmental Sociology* (2nd ed., pp. 1-15). Routledge.

Dunlap, R. E. (1997). The evolution of environmental sociology: a brief history and assessment of the American experience, In M. Redclift & G. Woodgate (Eds.), *The International Handbook of Environmental Sociology* (pp. 21-39). Edward Elgar Publishing Limited.

Macnaughten, P. & Urry, J. (1998). Rethinking Nature and Society, In *Contested Nature* (pp. 1-32). Sage Publications.

Falzon, D., Roberts, J. T. & Brulle, R. J. (2021). Sociology and Climate Change: A Review and Research Agenda. In B. S. Caniglia., A. Jorgenson., S. A. Malin., L. Peek., D. N. Pellow., & X. Huang (Eds.), *Handbook of Environmental Sociology* (pp. 189-218). Springer Nature.

41
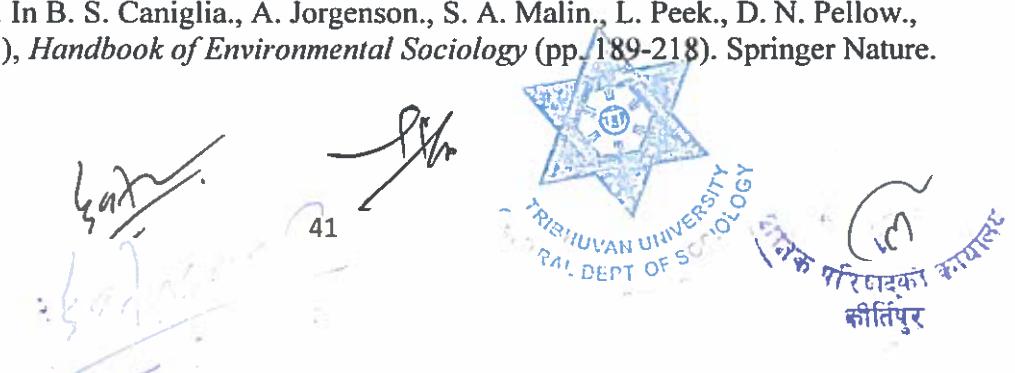
Unit II: Sociological Theories on Environment (8 hrs)
- Classical Theorists (Marx, Weber and Durkheim) on environment-society relation
- Treadmill of production
- Ecological modernization theory
- Ecofeminism
- Political ecology
- Green Marxist theory

Readings:

Buttel, F. H. (2004). The Treadmill of Production: An Appreciation, Assessment, and Agenda for Research. In *Organization and Environment, 17(3)*, 323-336.

Mol, A. P. (1997). Ecological modernization: industrial transformations and environmental reform. In M. Redclift & G. Woodgate (Eds), *The International Handbook of Environmental Sociology* (pp. 138-149). Edward Elgar Publishing, Inc.

Rocheleau, D., Thomas-Slayter, B. & Wangari, E. (2013). *Feminist Political Ecology: Global Issues and Local Experiences* (pp. 3-24). Routledge.

Nygren, A. & Rikkon, J. S. (2008). Political Ecology Revisited: Integration of Politics and Ecology Does Matter. *Society and Natural Resources*, 21(9), pp. 767-782.

Foster, J. B. (2020). Why Green Revolution? In L. King & D. M. Auriffeille (Eds.), *Environmental Sociology: From Analysis to Action* (4th Edition, pp. 35-48). Rowman & Littlefield.

Unit III: Sociological Approaches on Climate Change (5 hrs)
- Realism vs Constructivism
- Neo-modernization theory (Ecological modernization) and climate change
- Political economy (capitalism and climate change)

Readings:

Antonio, R. J & Clark, B. (2011). The Climate Change Divide in Social Theory. In Riley E. Dunlap & Robert J. Brulle (Eds.), *Climate Change and Society: Sociological Perspectives* (pp. 333-368). Oxford University Press.

Curran, G. (2009). Ecological modernization and climate change in Australia. *Environmental Politics, 18(2)*: 201-217

Baer, H. A. (2020). Climate Change and Capitalism. In S. A. H. Hosseini, J. Goodman, S. C. Motta & B. K. Gills (Eds.), *The Routledge Handbook of Transformative Global Studies* (pp. 312-329). Routledge.

Whyte, K. P. (2020). *Indigenous realism and climate change,* In M. Gabriel & K. Illingworth (Eds.), *Climate Realism* (pp. 69–81). Routledge.

Unit IV: Social Inequality, Environmental (In) Justice and Movements (8 hrs)
- Understanding environmental (in)justice
- Class, race, caste/ethnicity, gender and environmental (in)justice
- Dynamics of environmental movement
- Cases of environmental movement

Readings:

Maung, R. & Pellow, D.N. (2021). Environmental Justice, In B. S. Caniglia, A. Jorgenson, S. A. Malin, L. Peek, D. N. Pellow & X. Huang (Eds.), *Handbook of Environmental Sociology* (pp. 36-52). Springer.

Rootes, C. (2004). Environmental Movements, In D. A. Snow, R. A. Soule & H. Kriesi (Eds.), *The Blackwell Companion to Social Movements* (pp. 608-640), Blackwell Publishing Ltd.

Chaudhary, S. (2025). From Red to Green to Grey Hill: Reflections on Four-Decade-Long Journey of Community Forestry and Environmental Justice in Nepal, In J.K. London, J. Adhikari & T. Robertson (Eds.), *Environmental Justice in Nepal: Origins, Struggles and Prospects* (pp. 94-104). Routledge.

Ishizaka, S. (2014). Reevaluating Chipko (forest protection) Movement, In T. A. Neyazi, A. Tanabe & S. Ishizaka (Eds.), *Democratic Transformation and Vernacular Arena in India* (pp. 123-138). Routledge.

Jungjohaan, A. (2013). The German Green Party: From a Broad Social Movement to a Volkspartei, In M. Achilles & D. Alzey (Eds.), *Environmental Sustainability in Transatlantic Perspective: A Multidisciplinary Approach* (pp. 69-90). Palgrave Macmillan.

Unit V: Society, Climate Change and Sustainability   (9 hrs)

- Anthropogenic causes of climate change and its social consequences
- Climate change induced disasters and vulnerability
- Climate change adaptation and mitigation
- Climate change and social resilience
- Diverse knowledge systems and climate change

Readings:

Rosa, E. A., Rudel, T. K., York, R., Jorgenson, A. K. & Dietz, T. (2015). The Human (Anthropogenic) Driving Forces of Global Climate Change, In Riley E. Dunlap & Robert J. Brulle (Eds.), *Climate Change and Society: Sociological Perspectives* (pp. 32-60). Oxford University Press.

Ribot, J. (2010). Vulnerability does not fall from the sky: toward multiscale, pro-poor climate policy, In R. Mearns & A. Norton (Eds.), *Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World* (pp. 47-74). The World Bank.

Adgeer, W. N., Brown, K. & Waters, J. (2011). Resilience. In J. S. Dryzek, R. B. Norgaard & D. Schlosberg (Eds.), *The Oxford Handbook of Climate Change and Society* (pp. 696–710). Oxford University Press.

Carmin, J., Tierney, K., Chu, E., Hunter, L.M., Roberts, J. T. & Shi, L. (2015). Adaptation to Climate Change, In Riley E. Dunlap & Robert J. Brulle (Eds.), *Climate Change and Society: Sociological Perspectives* (pp. 164-198). Oxford University Press.

Whyte, K. (2017). What do Indigenous knowledges do for Indigenous peoples? In M. K. Nelson & D. Shilling (Eds.), *Keepers of the Green World: Traditional Ecological Knowledge and Sustainability* (Forthcoming). SSRN-Elsevier.

Orlove, B., Sherpa, P., Dawson, N., Adelekan, I., Alangui, W., Carmona, R., Coen, D., Nelson, M. K., Reyes-Garcı´a, V., Rubis, J., Sanago, G. & Wilson, A. (2023). Placing diverse knowledge systems at the core of transformative climate research. *Ambio, 52*, 1431–1447.

Maumgartner, R. (2016). Coping with floods and global warming: The case of Rolwaling Valley. In K. B. Bhattachan, P. Sherpa, & P. D. Sherpa (Eds.), *Climate Change and Indigenous Peoples: Policies and practices in Nepal* (pp. 123–148). Nepal Federation of Indigenous Nationalities & Centre for Indigenous Peoples' Research and Development.

Unit VI: Environment and Climate Change in Nepal: Policy and Practices   (12 hrs)

- National's forestry and environment policies

- Nepal's climate change policy
- REDD+ strategy
- National adaptation plan (NAP)
- Global policy frameworks: UNFCC, Paris Agreement and Nairobi Work Program

Readings:

वन तथा वातावरण मन्त्रालय ।)२०७५(। *राष्ट्रिय वन नीति, २०७५,* नेपाल सरकार ।

वन तथा वातावरण मन्त्रालय ।)२०७६(। *राष्ट्रिय वातावरण नीति, २०७६,* नेपाल सरकार ।

Ministry of Forest and Environment. (2019). National Climate Change Policy, 2076, Government of Nepal.

Ministry of Forests and Environment. (2018). Nepal National REDD+ Strategy (2018-2022), Government of Nepal.

Ministry of Forests and Environment. (2021). National Adaptation Plan (NAP) 2021-2050, Government of Nepal.

Paris Agreement to the United Nations Framework Convention on Climate Change, Dec. 12, 2015.

Sherpa, P. (2024). Role of customary governance in resource management of a legal pluralist Indigenous community. *SMC Journal of Sociology, 1*(1), 101–119.

Pandey, R. (2019). Climate Change Impact and Adaptation Response in Trans-Himalaya, Upper-Mustang, Nepal. *Conference Proceedings 2016: The Annual Kathmandu Conference on Nepal and the Himalaya* (pp. 145-179). Kathmandu: Social Science Baha.

Joshi, K.K. (2025). Environmental Justice: For whom, from whom? In J.K. London, J. Adhikari & T. Robertson (Eds.), *Environmental Justice in Nepal: Origins, Struggles and Prospects* (pp. 161-169). Routledge Talyor & Francis Group.

World-System Perspective

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 601	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Qualitative Research Methods

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 602	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Identity, Inequality and Intersectionality

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 603-1	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours
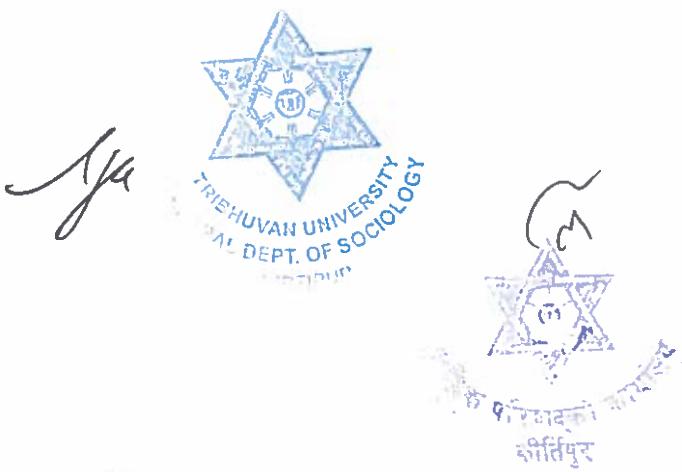
Disaster Risk Reduction and Management

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 604-2	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Marriage, Family and Household in Transition

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 605-3	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Sociology of Gender

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 606-4	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Globalization, Migration and Social Change

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 607-5	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Development, Displacement and Safeguard Management

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 608-6	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Indigenous Knowledge Systems

(to be developed)

Semester	:	Third	Full marks	:	100 (60+40)
Subject code	:	So 609-7	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Agency-Structure Perspectives

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 651	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours

Basic Statistics in Sociological Research

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 652	Pass marks	:	50 (30+20)
Category	:	Compulsory	Teaching hours	:	48 hours
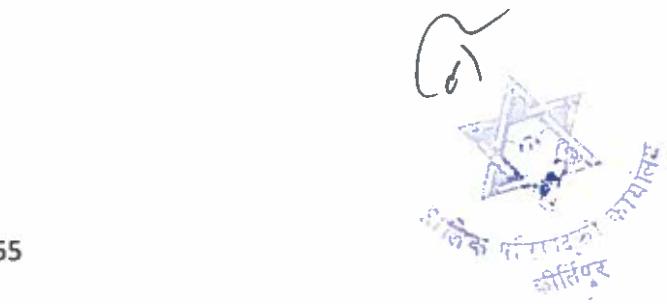
Survey Research and Computer Data Analysis

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 653-1	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours
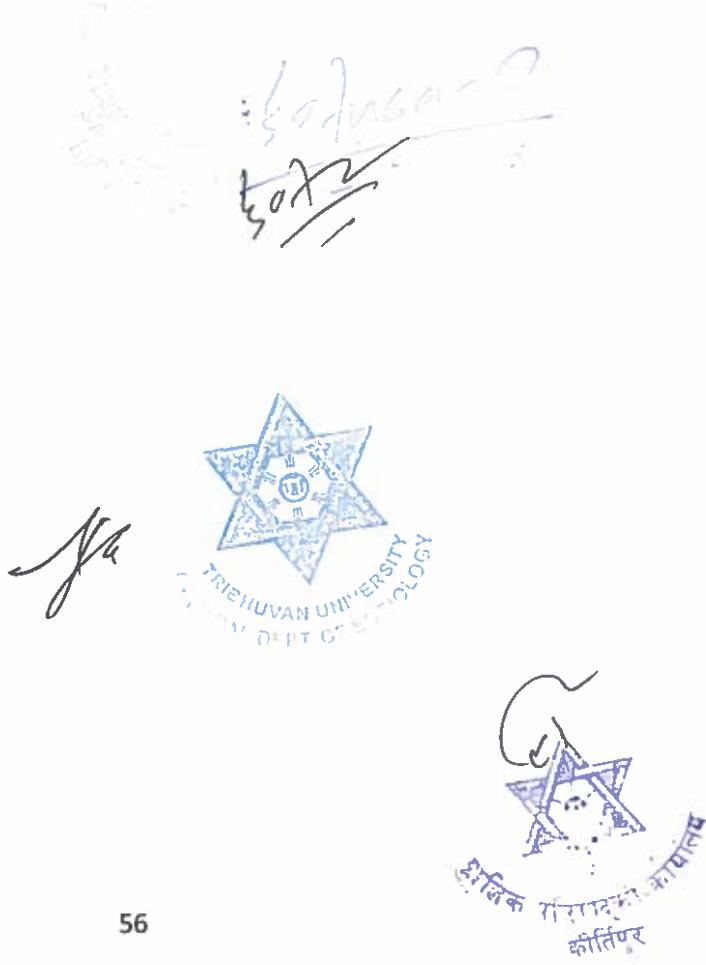
South Asian Studies and Sociology

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 654-2	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Sociology of Tourism

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 656-3	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Media, Information and Communication Technology

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 657-4	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Sociology of Law and Criminal Studies

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 658-5	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Madhesh Studies

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 659-6	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours

Globalization, Democracy and Citizenship

(to be developed)

Semester	:	Fourth	Full marks	:	100 (60+40)
Subject code	:	So 660-7	Pass marks	:	50 (30+20)
Category	:	Elective	Teaching hours	:	48 hours
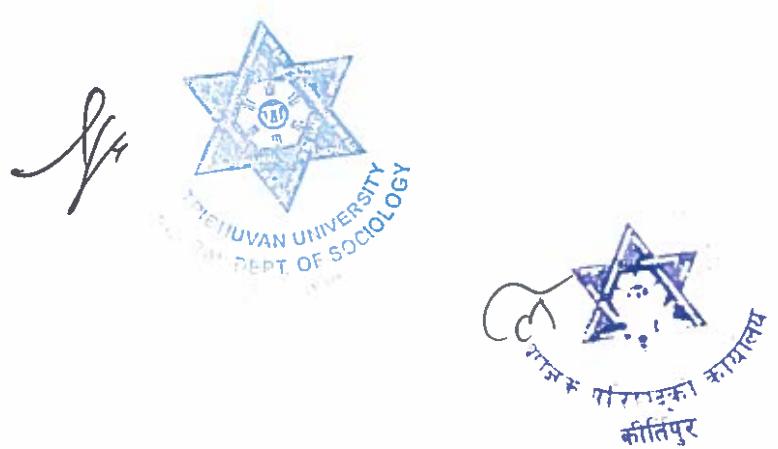
Thesis Research

(Practical)

Semester	:	Fourth	Full marks	:	200
Subject code	:	So 655	Credit hours	:	6
Category	:	Compulsory	Nature of work	:	Practical

Thesis research is a crucial and compulsory element of the MA in Sociology program. Thesis research for an MA in Sociology emphasizes independent inquiry into social phenomena. It requires students to apply sociological theories and methodologies to analyze issues, contribute original knowledge, and demonstrate academic rigor. The process involves proposal writing, fieldwork, data analysis, and critical reflection, fostering analytical and research skills.

Building on the methodological and academic writing skills and knowledge acquired in the "Research Design and Proposal Writing" paper, and other papers on methodology and theory, during the previous and ongoing semesters, students are expected to craft a focused, original and well-developed **research proposal** in the third semester. Campuses or departments will offer mentoring support throughout this process. By the end of the Third Semester, students must submit and successfully defend their thesis proposal.

Students will carry out and complete their research (including data collection, fieldwork, and thesis writing) before or after the final exams in the Fourth Semester.