



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

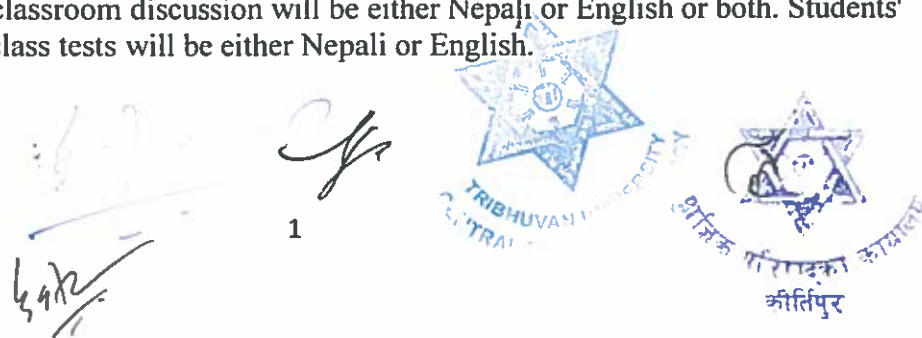
Applicants must hold a Bachelor's degree recognized by Tribhuvan University in any of the following disciplines:

- 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

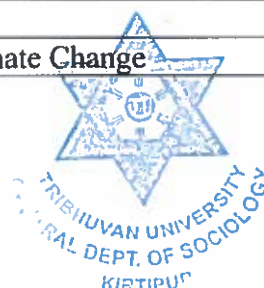
First semester	15 credit hours
Second semester	15 credit hours
Third semester	15 credit hours
Fourth semester	12 credit hours
Thesis	06 credit hours
Total	63 credit hours

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



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.

- 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 Thought: 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.

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- 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 Thought: 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., Upadhyay, 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, Northampton, 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:



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.



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

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- 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.

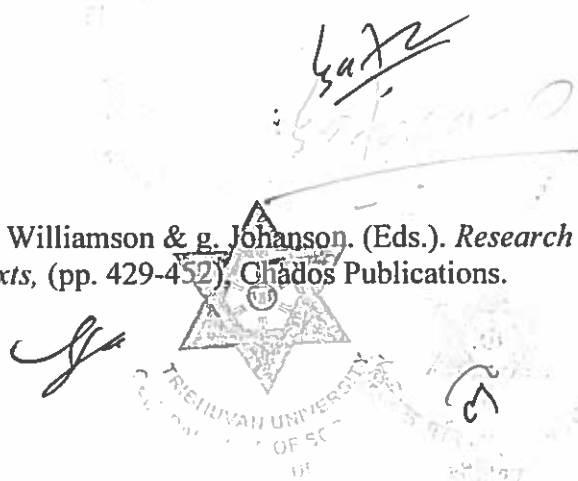
Unit V. Quantitative Data Analysis

(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.



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)



- 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.



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*, काठमाडौं: 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.). ताडतिङमा 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: २०४-२२१.
- 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.

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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



- 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

- Stratification

(8 hours)



- 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

- Social Stratification,
- Caste-class distinctions

(3 hrs)

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

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

(4 hrs)



- Marxist and Weberian perspectives

Readings:

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



- 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.

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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

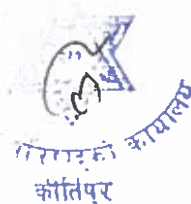
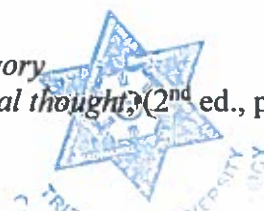
Marx, K. (1978). Society and economy in history. In R. C. Tucker (ed.), *The Marx-Engels: Reader* (pp. 136-63). W.W. Norton & Company.

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 sandarbhamasamajsastriya 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



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 sandarbhamasamajsastriya 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 itihās, 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.

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 California 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



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.

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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.

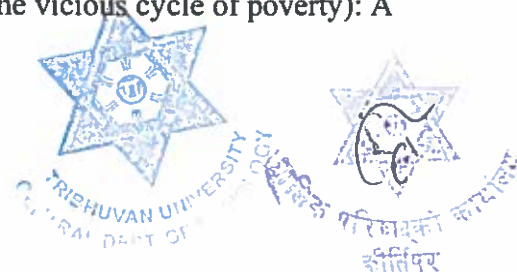
Allen, J., Jenkins, D., & Howard, M. (2020). Crises Collide: Capitalism, Care, and COVID-19. *Feminist Studies*, 46(3), 583–595.

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 life. 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.

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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 Gesellschaft; 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

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- 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>

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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*.
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<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=IwY2xjawHsEZxleHRuA2FlbQlXMQABHYQjv4Zx9wh4fj-PtVzuOPGGZ_FdlRDwvNmDxqEusDfWlp1Q3KlAea4pg_aem_vbX2jbq71GgpBzmCOhzGJA



रिणदको
कीर्तिपुर

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.

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.



कौशिक कामराज
कौशिक

- 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.
- Jungjohaana, 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., Adekan, I., Alangu, W., Carmona, R., Coen, D., Nelson, M. K., Reyes-García, 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

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मानविक विज्ञान
कायस्थ

- Nepal's climate change policy
- REDD+ strategy
- National adaptation plan (NAP)
- Global policy frameworks: UNFCCC, 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.

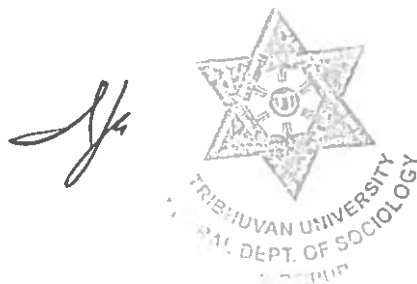
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World-System Perspective

(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



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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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.





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 2026 (2082 Poush)



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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 the 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 Resilience	3	
5	So 605-3	Family and Household in Transition	3	
6	So 606-4	Sociology of Gender	3	
7	So 607-5	Development Displacement and Safeguard Management	3	
8	So 608-6	Indigenous Knowledge Systems	3	
Total			15	

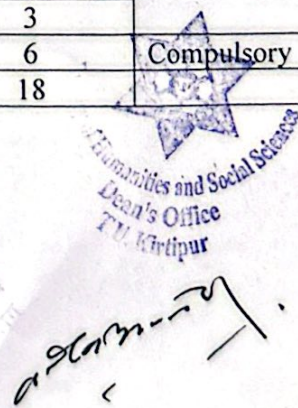
In this semester, proposal development will be a key (noncredit) requirement alongside the completion of coursework. The respective campuses or departments will provide necessary mentoring support to assist students in preparing their thesis proposals. These proposals will serve as the foundation for 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	Madhesh Studies	3	
8	So 659-6	Globalization, Democracy and Citizenship	3	
9	So 655	Thesis	6	Compulsory
Total credit (12+6)			18	



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COURSE DETAILS

THIRD SEMESTER

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World-System Perspective

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

Course Introduction

This course examines the modern world-system as a historically evolving capitalist world economy and explores how its structures shape global and local inequalities. Beginning with Wallerstein's foundational formulations, the course analyzes core mechanisms such as production, surplus extraction, polarization, the rise of the state-system, and contemporary crisis tendencies. It then engages major critiques and variants—including Skocpol, Frank, Gills, Petras, and Chase-Dunn—to illuminate debates on scale, time-depth, and historical continuity. The course brings these perspectives into dialogue with Nepal-focused scholarship to understand how global capitalism is lived, contested, and reworked in peripheral contexts. Students develop the capacity to link theory and empirical realities, critically interpret Nepal's position in the world-system, and formulate research pathways grounded in this perspective.

Learning Objectives

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

- Understand major concepts, debates, and critiques within world-system analysis and relate them to broader sociological theories of inequality.
- Analyze Nepal's historical and contemporary incorporation into the capitalist world-system using both global and Nepali scholarship.
- Apply theoretical insights to develop research ideas that connect macro-level world-system processes with concrete social realities.

-- Course Contents --

Unit I: The Historical and Social Context

(5 hrs.)

- Understanding world-systems analysis as a knowledge movement
- The rise, dynamics, and long-term contradictions of the capitalist world-system

Readings:

Wallerstein, I. (2013). World-system analysis as a knowledge movement. In C. Chase-Dunn & S. J. Babones (Eds.), *The handbook of world-systems analysis* (pp. 515–521). Routledge.

Wallerstein, I. (1974). The rise and future demise of the world capitalist system: Concepts for comparative analysis. *Comparative Studies in Society and History*, 16(4), 387–415.

Unit II: Key Themes

(8 hrs.)

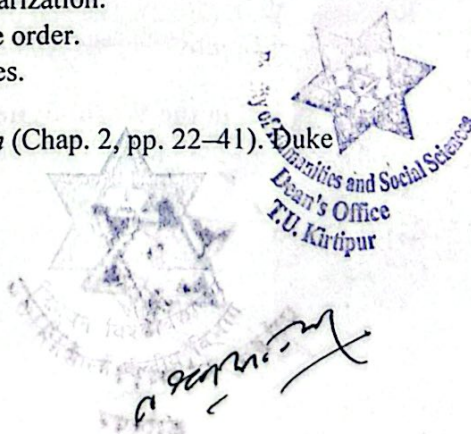
- Capitalist world-economy: production, surplus, and polarization.
- State-system formation: nations, colonies, and interstate order.
- Systemic crisis: bifurcation, chaos, and historical choices.

Readings:

Wallerstein, I. (2004). *World-systems analysis: An introduction* (Chap. 2, pp. 22–41). Duke University Press.



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Wallerstein, I. (2004). *World-systems analysis: An introduction* (Chap. 3, pp. 42–59). Duke University Press.

Wallerstein, I. (2004). *World-systems analysis: An introduction* (Chap. 5, pp. 77–90). Duke University Press.

Wallerstein, I. (2013). The structural crisis, or why capitalists may no longer find capitalism rewarding. In R. Collins, M. Mann, & I. Wallerstein (Eds.), *Does capitalism have a future?* (pp. 9–33). Oxford University Press.

Unit III: Variants/Critiques

(10 hrs.)

- 'Debates' on the scale and time-depth of capitalist world system
- World-systems and dependency theories

Readings:

Skocpol, T. (1977). Wallerstein's world capitalist system: A theoretical and historical critique. *American Journal of Sociology*, 82(5), 1075–1089.

Frank, A. G. (2000). Immanuel and me without hyphen. *Journal of World-Systems Research*, 6(2), 216–231.

Gills, B. (Year). The continuity thesis on world development. In S. C. Chew & R. A. Denemark (Eds.), *The development of underdevelopment* (pp. 226–245).

Chase-Dunn, C. (Year). World-systems: Similarities and differences. In S. C. Chew & R. A. Denemark (Eds.), *The development of underdevelopment* (pp. 246–258).

Petrás, J. (Year). Dependency and world-system theory: A critique and new directions. *Latin American Perspectives*, 8(3–4), 148–155.

Optional reading:

Frank, A. G. (Year). The five-thousand-year world system. *Humboldt Journal of Social Relations*, 18(2), 1–41.

Unit IV: Ruptures and New Trajectory

(10 hrs.)

- Militarized accumulation
- De-globalization
- Alternatives

Readings:

Robinson, W. I. (2022). Planetary crisis, Ukraine and the crisis of global capitalism. In *Can capitalism endure?* (Preface, Chap. 1, pp. 17–31; pp. 72–75).

Harvey, D. (2020). Accumulation by dispossession. In *The anti-capitalist chronicles* (Chap. 12, pp. 143–149). Pluto Press.

Chase-Dunn, C. (2021). Twenty-first century de-globalization and the struggle for global justice in the world revolution of 20xx. In S. A. H. Hosseini & B. K. Gills (Eds.), *The Routledge handbook of transformative global studies* (pp. 29–41). Routledge.

Gills, B. K., & Chase-Dunn, C. (2021). In search of unity: A new politics of solidarity and action for confronting the crisis of global capitalism. In B. K. Gills & C. Chase-Dunn (Eds.), *The Routledge handbook of transformative global studies* (pp. 41–49). Routledge.

Robinson, W. I. (2022). The end of the beginning or the beginning of the end. In *Global civil war: Capitalism post-pandemic* (Concluding chapter, pp. 135–138). PM Press.

Unit V: Nepal in the World-System

(12 hrs.)

- Nepal's peripheral incorporation and the political economy of crisis



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- Structural roots of development and underdevelopment in Nepal
- Linking Nepal's social history to global historical processes
- Imperialism and Nepal's contemporary geopolitical future
- Class formation and livelihood transformations in a Limbu community
- Governance and structural dynamics of Nepal's labour migration system

Readings:

- Blaikie, P., Cameron, J., & Seddon, D. (2014). Growth and stagnation at the periphery. In *Nepal in crisis* (Chap. 2, pp. 24–58). Adroit Publishers.
- Mishra, C. (1987). Development and underdevelopment in Nepal: A preliminary sociological perspective. In *Essays on the sociology of Nepal* (pp. 47–80). Centre for Nepal and Asian Studies.
- Mishra, C. (2007). Nepal: Long-term and large-scale colloquium on linking the “Nepal texts” to the geo-scale: History and theory. In *Essays on the sociology of Nepal* (p. 18). Fineprints.
- Mishra, C. (2013, February 20). Samrajyabad ra Nepalko bhawisya. *Kantipur*, p. 7.
- Fitzpatrick, I. C. (2011). *Cardamom and class: A Limbu village and its extensions in East Nepal* (pp. 1–26, 183–228, 271–278). Vajra Publications.
- Sijapati, B., & Limbu, A. (2017). Governing labor migration in Nepal: An analysis of existing policies and institutional mechanisms. In *Governing labour migration in Nepal* (Chap. 1, pp. 1–24). Centre for the Study of Labour and Mobility.

Unit VI: Revisiting the Perspective and Its Variants

(3 hrs.)

This unit contains two activities: *First*, it gives students opportunity to summarize the dialogue between world-system perspectives and the Nepal-specific texts, highlighting how theoretical frameworks illuminate empirical contexts. The session reinforces the habit of linking macro-structural analysis with grounded realities. *Second*, this unit engages students in group-work to outline preliminary research plans that integrate elements of world-system analysis and its critiques. Insights from the previous unit's theoretical–empirical linkage will serve as foundational inputs for designing group research agendas.

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Qualitative Research Methods

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

Course Introduction

This course offers an in-depth exploration of qualitative research in the social sciences, emphasizing the philosophical, methodological, and practical foundations of meaning-making inquiry. Students will examine the evolution of qualitative paradigms, key research approaches, and the distinctions between qualitative and quantitative methodologies. The course provides a comprehensive framework for designing, conducting, and analyzing qualitative studies, with attention to fieldwork, ethical considerations, data generation, and interpretation. Through engagement with classic and contemporary readings, learners will develop critical skills in coding, categorizing, and writing qualitative research. Emphasis is placed on reflexivity, trustworthiness, and rigorous methodological practice, preparing students to undertake independent qualitative research that is both analytically robust and ethically grounded.

Learning Objectives

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

- Understand the philosophical and methodological foundations of qualitative research and its paradigmatic evolution.
- Develop skills in designing and conducting qualitative studies, including fieldwork, sampling, and data collection.
- Gain competence in analyzing, interpreting, and effectively writing qualitative research findings with rigor and ethical awareness.

-- Course Contents --

Unit I. Foundation of Qualitative Research

(8 Hrs.)

- Bases of 'meaning-making' research
- Methodological foundation of qualitative research
- Key qualitative research approaches
- State and evolution of qualitative research paradigms
- Qual-quan research compared

Readings:

- Lincoln, Yvonna S., Lynham, Susan A., and Guba, Egon G. (2018). Paradigmatic controversies, contradictions and emerging confluences, revisited, In Denzin, N.K. and Lincoln, Y.S. (Eds.). *The Sage Handbook of Qualitative Research*, 2nd edition, pp. 163-186 only, Sage.
- Vidich, A. J., & Lyman, S. M. (2000). Qualitative methods: Their history in sociology and anthropology. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of qualitative research* (2nd ed., pp. 23-42 only). Sage.

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- Hesse-Biber, Sharlene Nagy. (2017). An Invitation to Qualitative research, In *the Practice of Qualitative Research: Engaging Students in the Research Process*, 3rd ed. pp. 4-16 only, Sage.
- Snape, Dawn and Spencer, Liz. (2003). The Foundations of qualitative research, In Jane Ritchie and Jane Lewis (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (pp. 1-22), Sage.
- Bryman, Alan. (2012). The nature of qualitative research, In *Social Research Methods*, 4th ed., pp. 399-410, Oxford University Press.

Unit II. Designing Qualitative Research

(5 Hrs.)

- Research design for qualitative research
- Procedures for conducting a qualitative study
- Choice of approach and corresponding research protocols

Readings

- Lewis, Jane. (2003). Design issues, In Jane Ritchie and Jane Lewis (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (pp. 47-22), Sage.
- Creswell, J. W. (2007). Five qualitative approaches to inquiry, In *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, second ed., pp. 53-81.
- Creswell, J. W. (2007). Designing a qualitative study, In *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, second ed., pp. 35-47.

Unit III. Field Research: Knowing the Foundational Issues

(7 Hrs.)

- What is "field"?
- Research rigor in qualitative research
- Ensuring trustworthiness, and
- Ethics of qualitative research

Readings

- Burrell, Jenna. (2009). The Field Site as a Network: A Strategy for Locating Ethnographic Research. *Field Methods*, 21(2), 181–199.
- Morse, Janice. (2018). Reframing rigor in qualitative inquiry, fifth edition, pp. 1373-1384. In Norman K. Denzin and Yvonna S. Lincoln (Eds.). *The Sage Handbook of Qualitative Research*, Los Angeles: Sage.
- Lincoln, Yvonna S. and Guba, Egon G. (1985). Establishing trustworthiness, In *Naturalistic Inquiry* (pp. 289-327), Sage.
- 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, 1–19.
- American Sociological Association. (2018). Code of Ethics, https://www.asanet.org/wp-content/uploads/asa_code_of_ethics-june2018.pdf

Unit IV. Field Research Strategies

(12 Hrs.)

- Research relationships: formal gatekeeping and informal cooperation
- Sampling in qualitative research
- Taking fieldnotes and maintaining research diaries
- Data saturation and leaving the field



Readings:

- Burgess, Robert G. (2005). Early field experiences, pp. 22-27, Robert G. Burgess (Ed.), *Field Research: A Sourcebook and Field Manual*, London: Routledge/Taylor & Francis.
- Wanat, Carolyn L. (2008). Getting Past the Gatekeepers: Differences Between Access and Cooperation in Public School Research, *Field Methods*, 20(2), pp. 191-208.
- Honigmann, John J. (2005). Sampling in ethnographic fieldwork, pp. 121-139, Robert G. Burgess (Ed.), *Field Research: A Sourcebook and Field Manual*, London: Routledge/Taylor & Francis.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Fieldnotes in Ethnographic Research, *In Writing ethnographic fieldnotes* (2nd ed., pp. 1-16). University of Chicago Press.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). In the Field: Participating, Observing, and Jotting Notes, *In Writing ethnographic fieldnotes* (2nd ed., pp. 17-38). University of Chicago Press.
- Altrichter, Herbert and Holly, Mary Louise. (2005). Research diaries, In Bridget Somekh and Cathy Lewin (Eds.), *Research Methods in the Social Sciences* (pp. 24-30 only), London: Sage.
- Saunders, B., et al. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Quality & quantity*, 52(4), 1893-1904.
- Taylor, S. J. (1991). Leaving the field: Research, relationships, and responsibilities. In Alan Bryman and Robert G. Burgess (Eds.), *Qualitative Research* (pp. 274-281 only), London: Sage Publications.

Unit V. Qualitative Data Generation

(9 Hrs.)

- Interviews – unstructured, semi structured
- Key-informant interview
- Ethnography and participant observation
- Case study
- Focus group discussion (FGD)

Readings:

- Bernard, H. Russell. (2011). Interviewing I: Unstructured and semistructured, pp. 156-186, In *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, fifth ed., Plymouth: AltaMira Press.
- Rapley, T. (2004). Interviews. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp. 15-33). SAGE Publications.
- Atkinson, P., & Hammersley, M. (1994). Ethnography and participant observation. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of qualitative research* (pp. 248-261). Sage Publications.
- Tremblay, Marc-Adelard. (2005). The key informant technique: A non-ethnographic application, pp. 151-160, Robert G. Burgess (Ed.), *Field Research: A Sourcebook and Field Manual*, London: Routledge/Taylor & Francis.
- Schwandt, Thomas A. and Gates, Emily F. (2018). Case study methodology, fifth edition, pp. 600-620. In Norman K. Denzin and Yvonna S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research*, Los Angeles: Sage.
- Kamberelis, G., & Dimitriadis, G. (2014). Focus group research: Retrospect and prospect. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 315-339). Oxford University Press.



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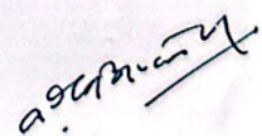
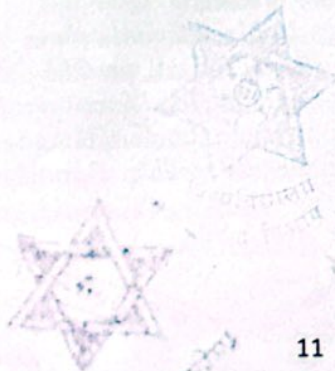
Unit VI. Data Analysis and Writing

(7 Hrs.)

- Coding and categorizing data
- Making sense of and interpretation of qualitative data
- Writing qualitative research

Readings:

- Saldaña, J. (2009). An introduction to codes and coding. In *The coding manual for qualitative researchers* (pp. 1–15). SAGE Publications.
- Coffey, A., & Atkinson, P. (1996). Concepts and coding. In *Making sense of qualitative data: Complementary research strategies* (pp. 26–52). SAGE Publications.
- Mason, J. (2018). Making sense of qualitative data. In *Qualitative researching* (3rd ed., pp. 187–210). SAGE Publications.
- Mason, J. (2018). Interpreting your data – Using creativity and imagination. In *Qualitative researching* (3rd ed., pp. 210–217). SAGE Publications.
- Gilgun, J. F. (2014). Writing up qualitative research. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 658–674). Oxford University Press.



Identity, Inequality and Intersectionality

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

Course Introduction

This course examines intersectionality as a framework for understanding how identities and inequalities are jointly shaped by interlocking social structures. It explores how caste, class, ethnicity, gender, region, disability, age, and migration intersect to influence lived experience, social boundaries, and power. Grounded in Black feminist thought and contemporary sociological debates—including Marxist and policy critiques—the course treats identity as fluid, historically situated, and socially constructed. Students engage with global theories alongside empirical studies from Nepal and South Asia to see how intersectionality operates across social and institutional contexts. Through conceptual, methodological, and reflexive components, including a structured practicum, the course develops students' ability to connect personal experience with broader structures and analyze inequality through a multi-dimensional lens.

Learning Outcomes

After completing this course, students will be able to:

- Analyze how multiple axes of identity interact to produce intersecting forms of privilege and marginalization.
- Apply major theoretical frameworks of intersectionality to interpret social inequalities in global and Nepali contexts.
- Evaluate empirical studies using intersectional concepts, with attention to social location, boundary-making, and institutional power.
- Demonstrate reflexive sociological thinking by situating their own identities within broader structures of inequality.

-- Course Contents --

Unit I: The Notion and Assumptions

(6 hrs.)

- Black feminist thought
- Movement oriented Black feminism
- Critique of universalism, essentialism and fixed identity categories

Readings:

Luintel, Y. R. (2018). The notion and practice of intersectional approach in social science. *Myagdi Guru: A Journal of Interdisciplinary Studies*, 1, 1–5.

Collins, P. H. (2000). Black feminist epistemology. In *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed., pp. 251–271). Routledge.

Kendall, M. (2020). Solidarity is still for White women. In *Hood feminism: Notes from the women that a movement forgot* (pp. 1–14). Penguin Random House.

Butler, J. (1990). Subjects of sex/gender/desire. In *Gender trouble: Feminism and the subversion of identity* (pp. 1–17). Routledge.

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Unit II: Key Assertions of Intersectionality

(6 hrs.)

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

Readings:

- Crenshaw, K. W. (1989). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
- Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist Theory*, 9(1), 67–85.
- Anthias, F. (2013). Hierarchies of social location, class and intersectionality: Towards a trans locational frame. *International Sociology*, 28(1), 121–138.
- Nash, J. C. (2008). Re-thinking intersectionality. *Feminist Review*, 89, 1–15.

Unit III: Ethnicity, Identity and Intersectionality

(6 hrs.)

- Identity as a sociological concept
- Identity, social position, and social structure
- Ethnic boundaries; ethnicity and identity

Readings:

- Andersen, M. L., & Collins, P. H. (2024). Why race, class, and gender still matter. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (11th ed., pp. 1–15). Cengage Learning.
- Hall, S. (2011). Introduction: Who needs “identity”? In S. Hall & P. du Gay (Eds.), *Questions of cultural identity* (pp. 1–16). Sage Publications Ltd.
- Wimmer, A. (2008). The making and unmaking of ethnic boundaries: A multilevel process theory. *American Journal of Sociology*, 113(4), 970–1022.
- Chandra, K. (2012). Introduction. In *Constructivist theories of ethnic politics* (Chap. 1, pp. 1–49). Oxford University Press.

Unit IV: The Prism of Intersectionality and the Everyday Social Reality

(6 hrs.)

- Social location and translocation
- Gender, class, disaster, and intersectionality
- Migration and intersectionality
- Social wellbeing and intersectionality

Readings:

- Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex Roles*, 59(5–6), 301–311.
- Fordham, M. (1999). The intersection of gender and social class in disaster: Balancing resilience and vulnerability. *International Journal of Mass Emergencies and Disasters*, 17(1), 15–36.
- Mountz, A., & Mohan, S. S. (2022). Human migration in a new era of mobility: Intersectional and transnational approaches. *Global Social Challenges Journal*, 1(1), 59–70.
- Bixby, L. E. (2024). Intersectional inequalities: How socioeconomic well-being varies at the intersection of disability, gender, race-ethnicity, and age. *Research in Social Stratification and Mobility*, 91, 1–13.

Unit V: Methods of Intersectional Analysis

(6 hrs.)

- Intersectionality and sociological research



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- Complexities of intersectionality
- Level of analysis
- Tuning survey research with intersectionality

Readings:

- Choo, H. Y., & Ferree, M. M. (2010). Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions, and institutions in the study of inequalities. *Sociological Theory*, 28(2), 129–149.
- McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771–1800.
- Anthias, F. (2013). Intersectional what? Social divisions, intersectionality and levels of analysis. *Ethnicities*, 13(1), 3–19.
- Steinbugler, A. C., Press, J. E., & Dias, J. J. (2006). Gender, race, and affirmative action: Operationalizing intersectionality in survey research. *Gender & Society*, 20(6), 805–825.

Unit VI: Revisiting Intersectionality

(6 hrs.)

- Marxist critique of intersectionality and vice versa
- The Contentious Nature of Intersectionality
- Dialogical sensibility between "knowing and doing"
- Doing: Policy intervention from the prism of intersectionality

Readings:

- Bohrer, A. (2019). Marxist critiques of intersectionality. In *Marxism and intersectionality: Race, gender, class and sexuality under contemporary capitalism* (pp. 202–233). transcript Verlag.
- Nash, J. C. (2017). Intersectionality and its discontents. *American Quarterly*, 69(1), 117–128.
- Collins, P. H., & Bilge, S. (2020). Intersectionality revisited. In *Intersectionality* (2nd ed., pp. 188–205). Polity Press.
- Cole, E. R., & Duncan, L. E. (2023). Better policy interventions through intersectionality. *Social Issues and Policy Review*, 17, 62–75.

Unit VII: Small-Group Intersectional Dialogue

(3 hrs.)

(+ 3 Hrs. of background work at home)

This three-hour in-class practicum engages students in a structured process of identifying and analyzing their own social locations through an intersectional lens. This unit's learning objective is: students will be able to develop the ability to critically examine their own social locations through an intersectional lens—identifying how multiple identity categories interact to shape privilege and marginality—and apply key theoretical frameworks to interpret these lived intersections within broader structures of power and inequality. It includes a combination of three-step activities:

Home assignment (step 1): Working first individually, students map key identity categories—such as gender, caste, ethnicity, class, region, age, and ability—and select the intersections that shape their lived experiences most significantly. They may compare their intersectional locations to their parents and grandparents, if they like. They then produce brief analytical notes linking these intersections to course concepts, including social location, interlocking systems of power, fluid identity, and the matrix of domination.



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Small-group dialogue (in the class, step 2): Students next participate in small-group dialogues where they compare intersectional locations, identify patterns of privilege and disadvantage, and apply theoretical insights from Crenshaw, Collins, Hall, Anthias, and others. Each group collaboratively selects a shared intersection or theme, analyzes the social structures, power dynamics, and contradictions shaping it, and creates a concise mini-poster synthesizing their insights along with one relevant theoretical reading and one empirical example from Nepal.

Synthesization (in the class, step 3): The class concludes with group presentations and a plenary discussion in which the teacher synthesizes common themes, clarifies theoretical distinctions, and highlights how students have moved from personal experience to sociological analysis.

Unit VIII: Empirical Studies on Nepali Society

(8 hrs.)

- Identity and plasticity
- Caste/disability/marginalization
- State, justice, and intersectionality

Readings:

- Devkota, H. R., Clarke, A., Murray, E., Kett, M., & Groce, N. (2021). Disability, caste, and intersectionality: Does co-existence of disability and caste compound marginalization for women seeking maternal healthcare in Southern Nepal? *Disabilities, 1*, 218–229.
- Pradhan, R., Meinzen-Dick, R., & Theis, S. (2018). Local norms and practices of women's property rights over the life cycle. In *Property rights, intersectionality and women's empowerment in Nepal* (IFPRI Discussion Paper 01702, pp. 22–41). International Food Policy Research Institute.
- Fisher, J. F. (2012). Reification and plasticity in Nepalese ethnicity. In C. Mishra & O. Gurung (Eds.), *Ethnicity and federalization in Nepal* (pp. 116–123). Central Department of Sociology/Anthropology, Tribhuvan University.
- Levine, N. E. (1987). Caste, state, and ethnic boundaries in Nepal. *The Journal of Asian Studies*, 46(1), 71–88.
- Billingsley, K. (2018). Intersectionality as locality: Children and transitional justice in Nepal. *International Journal of Transitional Justice*, 12(1), 64–87.



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Disaster Risk Reduction and Resilience

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

Course Introduction

This course provides a critical, sociologically-informed perspective on why disasters happen and how they disproportionately affect vulnerable populations. We move beyond just the physical event to explore disasters as social phenomena, analyzing the unequal distribution of hazards and vulnerabilities shaped by social, political, and economic structures, including the idea of capitalism and catastrophe. You will gain crucial skills by studying the disaster management cycle and focusing on the crucial role of community resilience. By examining local governance and strategies in Nepal, we aim to equip the students not just with management techniques, but with the human-centered insights necessary to build more equitable, safe, and resilient societies.

Learning objectives

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

- To analyze the unique challenges and characteristics of Nepal as a multi-hazard country, including key hazards and disasters, and critically assess strategies for enhancing social, ecological, and community resilience within the country.
- To analyze and distinguish between the core concepts of hazards, disasters, and vulnerabilities and social resilience, applying various theoretical sociological perspectives to critically interpret disaster events.
- To evaluate the components of the disaster management cycle, and apply major international and national Disaster Risk Management (DRM) strategies, such as the Sendai Framework and Nepal's current strategic plan of action on disaster, focusing specifically on DRM governance in Nepal and enable students getting jobs in Nepal DRM sector.

-- Course Contents --

Unit I: Introduction: Disasters, Hazards and Vulnerabilities

(6 hrs.)

- Hazards, disasters and vulnerabilities
- Sociology of disaster

Readings:

Twigg, J. (2015). *Disaster risk reduction* (pp. 1–16). Overseas Development Institute.
Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). What is vulnerability? In *At risk: Natural hazards, people's vulnerability and disasters* (pp. 11–20). Routledge.
Adger, W. N. (2006). Vulnerability. *Global Environmental Change*, 16(3), 268–281.
Peek, L., Wachtendorf, T., & Meyer, M. A. (2021). Sociology of disasters. In B. Schaefer Caniglia et al. (Eds.), *Handbook of environmental sociology* (pp. 219–234). Springer.

Unit II: Nepal as a Multi-hazard Country

(9 hrs.)



- Key hazards and disasters in Nepal
- Disaster information management system
- Loss and damages

Readings:

Ministry of Home Affairs. (2017). Periodic review of disaster statistics. In *Nepal disaster report 2017: The road to Sendai* (pp. 7–21). Government of Nepal.

गृह मन्त्रालय. (२०७३). गोरखा भूकम्प-२०७२, अनुभव र सिकाई (pp. 119–163). नेपाल सरकार.

Ministry of Home Affairs. (2017). The 2015 earthquake and the lessons learned. In *Nepal disaster report 2017: The road to Sendai* (pp. 23–35). Government of Nepal.

Practical Action. (2018). *Nepal flood 2017: Wake up call for effective preparedness and response*. Practical Action.

Ministry of Irrigation. (2014). *Report on Jure landslide, Mankha VDC, Sindhupalchowk District*. Government of Nepal.

NDRRMA & ICIMOD. (2020). *Thame Valley glacial lake outburst flood 2024: Causes, impacts and future risks*. National Disaster Risk Reduction and Management Authority.

Unit III: Putting Disasters in Perspectives

(4 hrs.)

- Sociological perspective
- The idea of capitalism and catastrophe
- Weberian political sociology

Readings:

Tierney, K. (2019). Theoretical approaches and perspectives in the study of hazards and disasters. In *Disasters: A sociological approach* (pp. 32–56). Policy Press.

Foster, J. B. (2011). Capitalism and the accumulation of catastrophe. *Monthly Review*, 63(7).

Stallings, R. A. (2002). Weberian political sociology and sociological disaster studies. *Sociological Forum*, 17(2), 281–305.

Unit IV: Disaster Management Cycle

(8 hrs.)

- Prevention
- Mitigation
- Preparedness (including early warning system)
- Response and recovery

Readings:

Carter, W. N. (2008). Prevention. In *Disaster management: A disaster manager's handbook* (2nd ed., pp. 191–196). Asian Development Bank.

Carter, W. N. (2008). Mitigation. In *Disaster management: A disaster manager's handbook* (2nd ed., pp. 197–210). Asian Development Bank.

Carter, W. N. (2008). Preparedness. In *Disaster management: A disaster manager's handbook* (2nd ed., pp. 213–228). Asian Development Bank.

UNISDR. (2006). *Developing early warning systems: A key checklist* (Working draft). German Federal Foreign Office.

Carter, W. N. (2008). Response and recovery. In *Disaster management: A disaster manager's handbook* (2nd ed., pp. 231–250, 275–289). Asian Development Bank.

Unit V: Disaster Risk Management Governance in Nepal

(8 hrs.)

- Overall DRM paradigm



- Layers and structure of DRM governance: functions, duties and powers
- National Disaster Risk Reduction and Management Authority (NDRRMA)
- DRM Fund

Readings:

- Vij, S., Russell, C., Clark, J., Parajuli, B. P., & Shakya, P. (2020). Evolving disaster governance paradigms in Nepal. *International Journal of Disaster Risk Reduction*, 50, 1–8.
- Dhungana, G., Stoddard, H., & Bollettino, V. (2023). *Towards resilient communities: Scoping study report: Nepal*. Harvard Humanitarian Initiative.
- Ministry of Home Affairs. (2019). *Disaster risk reduction and management act, 2074*. Government of Nepal.
- Ministry of Home Affairs. (2019). *Disaster risk reduction and management rules, 2076*. Government of Nepal.
- नेपाल सरकार. (२०८१). *राष्ट्रिय विपद् जोखिम न्यूनीकरण तथा व्यवस्थापन नियमावली (पहिलो संशोधन)*, २०८१. नेपाल राजपत्र.

Unit VI: DRM Priorities and Strategies

(6 hrs.)

- Sendai Framework for Disaster Risk Reduction (DRR), 2015
- Hyogo Framework for Action, 2005 (and Yokohama Strategy & Plan of Action, 1994)
- Nepal current Disaster Risk Reduction and Management (DRRM) strategy
- GEDSI strategy on DRM

Required readings:

- United Nations. (2015). *Sendai framework for disaster risk reduction 2015–2030*. UNDRR.
- United Nations. (2005). *Hyogo framework for action 2005–2015*. UNDRR.
- (United Nations. (1994). *Yokohama strategy and plan of action for a safer world*. UN Disaster Reduction Conference.)
- Ministry of Home Affairs. (2018). *Disaster risk reduction national strategic plan of action 2018–2030*. Government of Nepal.
- NDRRMA. (2024). *Strategic action plan for gender equality, disability and social inclusion (GEDSI) in disaster risk reduction and management 2024*. Government of Nepal.

Unit VII: Disasters and Community Resilience

(7 hrs.)

- Social, ecological and community resilience
- Measuring and assessing resilience
- Disaster resilience in Nepal

Required readings:

- Adger, W. N. (2000). Social and ecological resilience: Are they related? *Progress in Human Geography*, 24, 347–364.
- Norris, F. H., Stevens, S. P., Pfefferbaum, B., Wyche, K. F., & Pfefferbaum, R. L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41, 127–150.
- Quinlan, A. E., Berbés-Blázquez, M., Haider, L. J., & Peterson, G. D. (2016). Measuring and assessing resilience. *Journal of Applied Ecology*, 53(3), 677–687.
- Aksha, S. K., & Emrich, C. T. (2020). Benchmarking community disaster resilience in Nepal. *International Journal of Environmental Research and Public Health*, 17(6), 1–22.
- Oven, K. J., Sigdel, S., Rana, S., Wisner, B., Datta, A., Jones, S., & Densmore, A. (2017). *Review of the nine minimum characteristics of a disaster resilient community in Nepal* (pp. 42–65). Nepal Risk Reduction Consortium & Durham University

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18



Family and Household in Transition

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

Course Introduction

This course examines the family and household as dynamic social institutions shaped by economic, cultural, demographic, and global forces. Integrating sociological, anthropological, and political-economic perspectives, the course traces changes in household structure, family forms, and intra-household relations across time and societies. Special attention is given to household economy, world-system influences, intergenerational relations, gender practices, and the "empty nest" thesis. Through comparative analysis and selected empirical studies—including the Nepalese context—students develop a critical understanding of how households and families mediate social reproduction, inequality, and life-course transitions in a changing world.

Learning Objectives

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

- Analyze households and families as historically and socially embedded institutions
- Compare household and family structures across cultures, economies, and time
- Critically assess intra-household relations, inequality, and life-course change

-- Course Contents --

Unit I: Introduction

(9 hrs.)

- Definition and differences between family and household
- Functions of family and household
- Development cycle of domestic group

Readings:

- Goode, W. J. (1962). The theoretical importance of the family. In *The family* (pp. 1–14). Prentice-Hall.
- Wilk, R. R., & Netting, R. M. (1984). Households: Changing forms and functions. In R. M. Netting, R. R. Wilk, & E. J. Arnould (Eds.), *Households: Comparative and historical studies of the domestic group* (pp. 1–28). University of California Press.
- Yanagisako, S. J. (1979). Family and household: The analysis of domestic groups. *Annual Review of Anthropology*, 8, 161–205.

Unit II: Structure of Household and Family and Its Change

(12 hrs.)

- Dynamics of the production and reproduction of domestic unit
- Changing structure and formations of household and family
- Cross cultural comparison of household and family
- Household and family in Nepal

Readings:

- Goode, W. J. (1963). World changes in family patterns. In *World revolution and family patterns* (pp. 1–26). Free Press.



- Cherlin, A. J. (1983). Changing family and household: Contemporary lessons from historical research. *Annual Review of Sociology*, 9, 51–66.
- Wall, R. (1997). Comparing household and family structures across Europe: Problems and perspectives. *Population: An English Selection*, 9, 101–122.
- Glick, P. C. (1984). American household structure in transition. *Family Planning Perspectives*, 16(5), 205–211.

Unit III: Household Economy and the International System (9 hrs.)

- The economic function of household
- The influence of world economy on economic function of household

Readings:

- Bossen, L. (1981). The household as economic agent. *Urban Anthropology*, 10(3), 287–303.
- Smith, J., & Wallerstein, I. (1992). Households as an institution of the world-economy. In J. Smith & I. Wallerstein (Eds.), *Creating and transforming households: The constraints of the world-economy* (pp. 3–24). Cambridge University Press.
- Feldman, S. (2007). Households, labor, and global capitalism: A close encounter with Joan Smith. *Review (Fernand Braudel Center)*, 30(4), 243–260.

Unit IV: The Empty Nest Thesis (6 hrs.)

- Effect of change on composition of household
- The empty nest and the position of elderly
- Composition of family and the idea of empty nest

Readings:

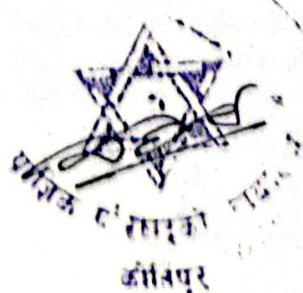
- Gratton, B., & Gutmann, M. P. (2010). Emptying the nest: Older men in the United States, 1880–2000. *Population and Development Review*, 36(2), 331–356.
- Schnaiberg, A., & Goldenberg, S. (1989). From empty nest to crowded nest: The dynamics of incompletely launched young adults. *Social Problems*, 36(3), 251–269.

Unit V: Intra-Household Relationship and Change (12 hrs.)

- Solidarity, cooperative conflict and life course transition in the family
- Changing gender practices within household

Readings:

- George, L. K., & Gold, D. T. (1991a). Intergenerational solidarity in families: Understanding ties that bind. In S. P. Pfeifer & M. B. Sussman (Eds.), *Families: Generational and intergenerational connections* (pp. 11–39). Haworth Press.
- George, L. K., & Gold, D. T. (1991b). Life course perspective on intergenerational and generational connection. In S. P. Pfeifer & M. B. Sussman (Eds.), *Families: Generational and intergenerational connections* (pp. 67–88). Haworth Press.
- Sen, A. K. (1989). Cooperation, inequality, and the family. *Population and Development Review*, 15, 61–76.
- Sullivan, O. (2004). Changing gender practices within the household: A theoretical perspective. *Gender & Society*, 18(2), 207–222.



Sociology of Gender

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

Course Introduction

Understanding gender is crucial in sociology because it is a social structure and a routine accomplishment in everyday interaction, deeply shaping social life beyond biological sex. Sociological analysis of gender reveals how power, inequality, and social roles are constructed and maintained, providing the framework for critical inquiry. This course explores the conceptual, theoretical, and applied dimensions of gender and feminism from a sociological perspective. The curriculum is structured to provide fundamental knowledge, starting with the social construction of gender and an overview of key feminist theories. We will engage in critical debates on patriarchy, sociological understandings of power and empowerment, and feminist critiques of development. The course concludes with an analysis of the legal and policy framework on gender equality, with a specific focus on Nepal. The goal is to equip students to analyze complex gender relations as sociologists and development practitioners.

Learning Objectives

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

- To acquire basic knowledge of the conceptual and theoretical dimensions of gender and feminism from a sociological viewpoint.
- To enable students to understand the necessary perspectives for analyzing gender relations and engaging with issues like patriarchy, power, and empowerment.
- To examine gendered and feminist critiques of development and analyze the current legal and policy framework on gender equality in Nepal

-- Course Contents --

Unit I: Social Construction of Gender

(6 hrs.)

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

Readings:

- Little, W., & McGivern, R. (2013). *The difference between sex and gender*. In *Introduction to sociology* (1st Canadian ed., Ch. 12). British Columbia: OpenStax College.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125–151.
- Lorber, J. (1994). "Night to his day": The social construction of gender. In *Paradoxes of gender* (pp. 13–36). Yale University Press.
- Marini, M. M. (1990). Sex and gender: What do we know? *Sociological Forum*, 5(1), 95–120.

Unit II: Feminist Theories

(8 hrs.)

- Liberal feminism (Simone de Beauvoir)
- Socialist feminism (Marja Mies)

- Third-wave feminism (Chandra Talpade Mohanty)
- Radical feminism (Kate Millett)
- Variants of feminist interpretations on women's subordination

Readings:

- de Beauvoir, S. (1949). The data on biology. In *The second sex* (pp. 33–64). Penguin Modern Classics.
- Mies, M. (1981). *The social origins of the sexual division of labour* (Occasional Paper No. 85). The Hague: Institute of Social Studies.
- Mohanty, C. T. (2002). "Under Western eyes" revisited: Feminist solidarity through anticapitalist struggles. *Signs: Journal of Women in Culture and Society*, 28(2), 499–535.
- Millett, K. (1969). Theory of sexual politics. In *Sexual politics* (Ch. 2). Granada Publishing.
- Luintel, Y. R. (2006). *Gendered analysis of women's subordination* (Draft manuscript). Kathmandu: Tribhuvan University.

Unit III: Patriarchy and Its Manifestations

(8 hrs.)

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

Readings:

- Lerner, G. (1986). Origins. In *The creation of patriarchy* (Ch. 1, pp. 15–35). Oxford University Press.
- Eisenstein, Z. (1999). Constructing a theory of capitalist patriarchy and socialist feminism. *Critical Sociology*, 25(2–3), 196–217.
- Beechey, V. (1979). On patriarchy. *Feminist Review*, 3, 66–82.
- Kandiyoti, D. (1988). Bargaining with patriarchy. *Gender & Society*, 2(3), 274–290.
- Agarwal, B. (1997). Bargaining and gender relations: Within and beyond the household. *Feminist Economics*, 3(1), 1–51.

Additional reading:

- Bhasin, K. (1993). *What is patriarchy?* New Delhi: Kali for Women.

Unit IV: Debate on Power and Empowerment

(8 hrs.)

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

Readings:

- Gečienė, I. (2002). The notion of power in the theories of Bourdieu, Foucault, and Baudrillard. *Sociologija*, 2, 116–124.
- Allen, A. (2014). Feminist perspectives on power. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2014 ed.). Retrieved from <http://plato.stanford.edu/archives/sum2014/entries/feminist-power/>
- Calvès, A.-E. (2009). Empowerment: The history of a key concept in contemporary development discourse. *Revue Tiers Monde*, 4(200), 735–749.
- Batliwala, S. (2007). Taking the power out of empowerment: An experiential account. *Development in Practice*, 17(4), 557–565.

Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30, 435–455.

Unit V: Gendered and Feminist Critiques of Development (10 hrs.)

- Debating development from gender and feminist perspectives
- Gendered critique of human development, and microcredit
- Literacy and social change
- History of gender mainstreaming in Nepal

Readings:

- Aguinaga, M., Lang, M., Mokrani, D., & Santillana, A. (2013). Development critiques and alternatives: A feminist perspective. In M. Lang & D. Mokrani (Eds.), *Beyond development: Alternative visions from Latin America* (pp. 41–60). Transnational Institute/Rosa Luxemburg Foundation.
- Folbre, N. (2014). *Who cares? A feminist critique of the care economy*. New York: Rosa Luxemburg Stiftung.
- Luintel, Y. R. (2018). Gender and human development. In *Gender and development: Some essays* (pp. 29–40). Kathmandu: Academic Book Center.
- Luintel, Y. R. (2018). Microcredit, women's well-being, and gender. In *Gender and development: Some essays* (pp. 75–98). Kathmandu: Academic Book Center.
- Ahearn, L. M. (2004). Literacy, power, and agency: Love letters and development in Nepal. *Language and Education*, 18(4), 305–316.
- Bhadra, C. (2001). Gender and development: Global debate on Nepal's development agenda. *Contributions to Nepalese Studies*, 28(1), 95–107.

Unit VI: Legal and Policy Framework on Gender Equality in Nepal (8 hrs.)

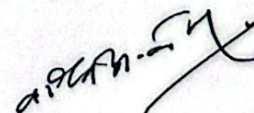
- Nepal's current gender equality policy
- GESI-sensitive development approach
- Eliminating forms of violence on women
- Women's empowerment: Where we are?

Readings:

- Ministry of Women, Children and Senior Citizen (MoWCSC). (2078 BS). *National gender equality policy, 2077*. Kathmandu: Government of Nepal.
- Ministry of Federal Affairs and General Administration (MoFAGA). (2021). *Gender equality and social inclusion (GESI) strategy, 2021–2023*. Kathmandu: Government of Nepal.
- Nepal Law Commission. (2009). *Domestic violence (Offence and Punishment) Act, 2066 (2009)*. Kathmandu: Author.
- Office of the Prime Minister and Council of Ministers (OPM & CoM). (2012). *Ending gender-based violence and gender empowerment: National strategy and action plan*. Kathmandu: Government of Nepal.
- Ministry of Health and Population, New ERA, & ICF. (2023). Women's empowerment. In *Nepal demographic and health survey 2022* (pp. 393–401). Government of Nepal.



23



Development Displacement and Safeguard Management

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

Course Introduction

This course examines development-induced displacement, resettlement, and social impact mitigation within the broader context of sustainable and inclusive development. Students will explore the social, economic, political, and cultural dimensions of development interventions, including the differential impacts on vulnerable and Indigenous communities. Key themes include forced migration, land acquisition, livelihood restoration, and the principles of Free, Prior, and Informed Consent (FPIC). The course integrates theoretical perspectives—such as modernization, dependency, and sustainability—with practical frameworks for assessing and managing social impacts. Through case studies from Nepal and global contexts, students will engage critically with development policies, governance, and ethical considerations, gaining the knowledge and skills to plan, implement, and monitor socially responsible development projects.

Learning Objectives

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

- Analyze the social, economic, and environmental impacts of development projects on diverse communities.
- Apply Social Impact Assessment (SIA) frameworks and mitigation strategies, including Free, Prior and Informed Consent (FPIC) and resettlement planning.
- Evaluate ethical, legal, and governance considerations in development-induced displacement and community rehabilitation in the context of Nepal.

-- Course Contents --

Unit I: Foundational Knowledge

(9 hrs.)

- Development & Impacts: Economic, political, socio-cultural, and human rights dimensions; development-induced displacement
- Resettlement Principles: Involuntary resettlement, eminent domain, FPIC, PAP/SPAP, CoI, RoW
- Safeguard Principle: Avoid, minimize, and mitigate impacts
- Inclusive Development: Equitable distribution of benefits to all, including marginalized and vulnerable groups.

Readings:

Todaro, M. P., & Smith, S. C. (2020). *Economic development* (pp 1-8). Pearson.

Jackson, T. (2011). *Eminent domain: A comparative perspective* (pp 1-7). Cambridge University Press.

Colchester, M., & Ferrari, M. F. (2007). *Making FPIC—Free, Prior and Informed Consent—work: Challenges and prospects for Indigenous Peoples* (pp 1-37). Forest Peoples Programme.



- Oliver-Smith, A. (2009). *Development & dispossession: The crisis of forced displacement and resettlement* (pp 1-21). School for Advanced Research Press.
- Gupta, J. (2016). *Sustainable development goals and inclusive development* (pp 433-448). Amsterdam University. <https://www.amsterdamuniversity.nl>.

Unit II: Theoretical Understanding of Development and Displacement (8 hrs.)

- Development perspectives: Economic, political, social, cultural, human rights, and human welfare dimensions
- Development theories: Modernization, dependency, world-systems, and globalization
- Development approaches: State-led, INGO/NGO-led, people-centric, and user-group approaches
- Sustainability: Theory and practice of sustainable development
- Forced migration: Social and policy perspectives

Readings:

- Oliver-Smith, A. (2009). *Development & dispossession: The crisis of forced displacement and resettlement* (pp. 3-24). School for Advanced Research Press.
- de Wet, C. J. (2006). Introducing the issues, In Chris de Wet (Ed.), *Development-induced displacement: Problems, policies, and people* (pp 1-12). Berghahn Books.
- Koenig, D. (2005). Enhancing local development in development-induced displacement and resettlement projects, In C. J. de Wet (Ed.), *Development-induced displacement: Problems, policies and people* (pp. 105-140). Berghahn Books.
- International Finance Corporation (IFC). (2012). *Performance standard 7: Indigenous people* (pp. 40-46). IFC.
- Patricia, H. (Ed.). (2021). Introducing the study of forced migration. In *Introducing forced migration* (pp. 1-23). Routledge.

Unit III: Development Impacts and Public Concerns (8 hrs.)

- Development impacts: Types and nature of development and their effects.
- Differential impacts: Varying effects of development on social groups.
- Multi-dimensional impacts: Historical, socio-cultural, economic, and environmental consequences.
- The idea of FPIC
- Resource conflicts: Tensions between host and guest communities

Readings:

- Vanclay, F. (2003). International principles for social impact assessment. *Impact Assessment and Project Appraisal*, 21(1), 5-12.
- Cernea, M. M., & McDowell, C. (Eds.). (2000). *Risks and reconstruction: Experiences of resettlers and refugees* (pp. 1-45). World Bank Publications.
- Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World* (pp. 3-20). Princeton University Press.
- Sherpa, P. (2024, September 29-30). *Free, prior and informed consent in practice: Indigenous peoples' experiences in hydropower development in Nepal* [Unpublished conference paper]. International Conference on Indigenous-Led Research and Education, Centre for Indigenous Peoples Research and Development (CIPRED).



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Additional reading:

Kim, I., Lee, H., and Somin, I. (2017). *Eminent domain: A comparative perspective*. Cambridge University Press (Chapters 2 and 4).

Unit IV: Social Safeguard Practices, Principles and Laws (9 hrs.)

- Mitigation Principles: Avoid, minimize, and mitigate impacts
- Social Impact Assessment (SIA): Scoping, baseline studies, socio-economic assessment, and cultural resource evaluation
- Land acquisition: Involuntary acquisition, process in Nepal, challenges, and required documentation
- Resettlement & rehabilitation: Livelihood restoration, replacement cost, grievance mechanisms, and conflict resolution
- Vulnerable groups: Issues affecting Indigenous peoples and marginalized communities

Readings

PLRIP. (2014). *Environmental and social management framework* (pp. 1-49). DoLI, DUDBC.

National Planning Commission (NPC). (2014). *Land acquisition, resettlement and rehabilitation policy for infrastructure development project*. Government of Nepal.

World Bank. (2017). *Environmental and social framework*. World Bank Group. (ESS 1, 2, 4, 5, 7, 8 and 9 only).

Asian Development Bank (ADB). (2024). *Environmental and social framework*. Asian Development Bank. (ESS 1, 2, 4, 5, 7, 8 and 9 only).

Government of Nepal. (1977). *Land acquisition act (new amendment, 2034)*. GoN.

www.lawcommission.gov.np

NFDIN. (2002). *National Foundation for Development of Indigenous Nationalities (NFDIN) Act*. National Foundation for Development of Indigenous Nationalities.

Unit V: Resettlement Framework and Plan (12 hrs.)

- Resettlement framework: Assess positive and negative impacts and their severity on different groups
- Inclusive planning: Frameworks for Indigenous peoples, vulnerable communities, gender, and social inclusion
- Implementation tools: Entitlement matrix, resettlement budget, livelihood restoration, GRM process, supervision, and monitoring
- Grievance redress: Structure and process for handling complaints
- Ethics: Key ethical considerations in resettlement and development projects

Readings:

Vanclay, F., & Esteves, A. M. (Eds.). (2011). *New directions in social impact assessment: Conceptual and methodological advances* (pp. 1-15). Edward Elgar Publishing.

World Bank. (2017). *Environmental and social framework* (pp. 53-64). World Bank Group.

Asian Development Bank. (2024). *Environmental and social framework* (pp. 21-30). Manila: Asian Development Bank.

Banks, S., & Scheyvens, R. (2014) Ethical issues in development research, In *Development Fieldwork: A Practical Guide* (1st ed., pp. 160-187). Routledge.

Government of Nepal. (1977). *Land acquisition act (new amendment, 2024)*. GoN: Kathmandu.

National Planning Commission. (2014). *Land acquisition, resettlement and rehabilitation policies for infrastructure development*. NPC.

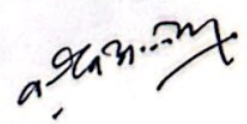


International Finance Corporation (IFC). (2012). *Performance standard 7: Indigenous people*. In *Performance standard in environmental and social sustainability*, pp. 40-46.

Unit VI: Practicum – Reflection and Applied Analysis

(3 hrs.)

This practicum engages students in hands-on, reflective learning to apply theoretical knowledge to real-world scenarios of development-induced displacement and social safeguards in Nepal. Students will work individually or in small groups to analyze selected case studies of infrastructure or development projects, focusing on impacts on vulnerable communities, resettlement challenges, and the application of FPIC and social safeguard principles. Activities include mapping affected stakeholders, evaluating social and environmental risks, and proposing mitigation strategies. Students are expected to maintain a reflection journal linking course concepts with practical observations, discuss ethical dilemmas encountered, and prepare a brief group presentation summarizing lessons learned and actionable recommendations. The instructor will facilitate discussion and provide feedback to integrate theory with practice.



Indigenous Knowledge Systems

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

Course Introduction

This course explores Indigenous Knowledge Systems (IKS) from sociological, epistemological, and practical perspectives. It examines the concepts, characteristics, and worldviews of Indigenous communities, emphasizing relationality, spirituality, oral traditions, and place-based knowledge. Students will engage with theoretical debates contrasting Western science and Indigenous epistemologies, critically analyzing knowledge production, epistemic injustice, and decolonial approaches. The course also addresses Indigenous research methodologies, customary governance, sustainable livelihoods, and legal pluralism. Through case studies and contemporary debates, students will understand the role of IKS in community resilience, climate adaptation, sustainable development, and grassroots innovation. The course prepares students to engage ethically and respectfully with Indigenous communities, recognizing their rights, knowledge sovereignty, and contributions to sociological research and policy.

Learning Objectives

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

- Critically analyze Indigenous knowledge systems and their sociological, cultural, and epistemological foundations.
- Apply Indigenous research methodologies and participatory approaches in community-based research.

-- Course Contents --

Unit I: Conceptual Foundations of Indigenous Knowledge Systems (6 hrs.)

- Concepts and characteristics of IKS
- Indigenous worldviews: relationality, cosmologies, spirituality, oral traditions, memory, and place-based knowledge
- Sociological approaches to knowledge systems and social construction of knowledge
- Epistemic injustice and knowledge sovereignty

Readings:

- Battiste, M. (2005). Indigenous knowledge: Foundations for first nations. In M. Battiste & J. Y. Henderson (Eds.), *Protecting Indigenous knowledge and heritage* (pp. 1–14). Purich.
- Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed., Chapter 1, pp. 19–41). Zed Books.
- Saif Al-Ghafri, A., Labbaf Khaneiki, M., Al Saqri, N. A., & Al-Kindi, K. M. (2023). Falaj Indigenous knowledge in Oman and Iran. *AlterNative: An International Journal of Indigenous Peoples*, 19(2), 484–494.



Olaniyan, B. S., & Govender, N. (2023). Responding to climate change: Indigenous knowledge lessons from Nigerian root and tuber farmers. *AlterNative: An International Journal of Indigenous Peoples*, 19(2), 314–323.

Unit II: Theoretical Foundations and Epistemological Debates (6 hrs.)

- Comparative paradigms: Western science and Indigenous epistemologies
- Sociology of knowledge: classical, Marxist, postcolonial, and decolonial traditions
- Critiques of positivism and knowledge universalism

Readings:

Chilisa, B. (2017). Decolonising transdisciplinary research approaches: An African perspective for enhancing knowledge integration in sustainability science. *Sustainability Science*, 12(5), 813–827.

Gonzales, T., & Husain, M. (2016). Indigenous Autonomy, Community-Based Research, and Development aid: Sumaq kawsay in three epistemic scenarios. *AlterNative: An International Journal of Indigenous Peoples*, 12(3), 266–281.

Hutchinson, P. J., McIlduff, C. D., Legare, M., Keewatin, M., Hagel, M., Chapados, M., & Acharibasam, J. B. (2023). Indigenous knowledge mobilization: reflection on context, content, and relationship. *AlterNative: An International Journal of Indigenous Peoples*, 19(4), 902–913.

Khattari, M. B., & Pandey, R. (2023). Indigenous institutions as adaptive measures to environmental dynamics: An ethnographic study of Loba Community of Upper Mustang, Nepal. *International Journal of Anthropology and Ethnology*, 7(4), 1–24.

Unit III: Indigenous Research Methodologies (8 hrs.)

- Indigenous research paradigms: relational accountability, storytelling, land-based methods
- Cultural protocols, ceremony, and community-driven research
- Sociological critique of extractivist research traditions
- Participatory, emancipatory, and community-based methodologies

Readings:

Smith, L. T. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed., pp. 120–141, Chapter 7). Zed Books.

Drawson, A. S., Toombs, E., & Mushquash, C. J. (2017). Indigenous research methods: A systematic review. *The International Indigenous Policy Journal*, 8(2), 1–16.

Menzies, C. R. (2001). Reflections on research with, for, and among Indigenous peoples. *Canadian Journal of Native Education*, 25(1), 19–36.

Sayrafi, I. (2023). Toward an Indigenous development sociology methodology: Social reality and change in the Palestinian context. *AlterNative: An International Journal of Indigenous Peoples*, 19(3), 564–573.

Sivak, L., Westhead, S., Gee, G., Wright, M., Rosen, A., Atkinson, S., Richards, E., Richards, J., Dare, H., Brown, N., Zuckermann, G., Walsh, M., Howard, N. J., & Brown, A. (2023). Developing the Indigenous language and wellbeing Survey: Approaches to integrating qualitative findings into a survey instrument. *AlterNative: An International Journal of Indigenous Peoples*, 19(3), 656–668.

Unit IV: Indigenous Knowledge and Customary Governance (8 hrs.)

- Traditional ecological knowledge
- Customary governance: land, forests, water, and agriculture
- Environmental sociology and Indigenous approaches to sustainability
- Climate resilience, biodiversity conservation, and legal pluralism

Readings:

- Das, A., Gujre, N., Devi, R. J., Rangan, L., & Mitra, S. (2023). Traditional ecological knowledge towards natural resource management: perspective and challenges in North East India. In *Sustainable agriculture and the environment* (pp. 275-294). Academic Press.
- Sherpa, P. (2025). Indigenous knowledge, language and sustainability: Insights from the Baram and Kumal communities in Gorkha, Nepal. *Nepal Sociological Journal*, 1, 19-34.
- Tiakiwai, S.-J., Kilgour, J. T., & Whetu, A. (2017). Indigenous perspectives of ecosystem-based management and co-governance in the Pacific Northwest: Lessons for Aotearoa. *AlterNative: An International Journal of Indigenous Peoples*, 13(2), 69-79.
- Das, S., & Gogoi, C. (2025). From tribal chieftainship to autonomous council: Understanding the intersectionality of governance in West Karbi Anglong, Assam, India. *AlterNative: An International Journal of Indigenous Peoples*, 21(4), 791-798.
- Mcgregor, D. (2014). Traditional knowledge and water governance: The ethic of responsibility. *AlterNative: An International Journal of Indigenous Peoples*, 10(5), 493-507.

Unit V: Indigenous Knowledge and Development (8 hrs.)

- Indigenous economies, livelihoods, and sustainability
- Sociology of development and critiques of modernity
- Decolonial development alternatives: *buen vivir*, *eco-swaraj*
- Role of IKS in grassroots innovation and local governance

Readings:

- Bhusal, S. (2025). Indigenous economies and sustainability in Nepal: Eco-cultural integration. *International Journal of Development and Sustainability*, 14(2), 137-149.
- Chaudhary, B. R., Acciaoli, G., Chaudhary, P., Chaudhary, S., & Erskine, W. (2025). Women's roles in enhancing food security through postharvest management among Tharu Indigenous communities. *Dhaulagiri Journal of Sociology and Anthropology*, 19(1), 27-41.
- Sharma, B., & Kumari, R. (2021). Contribution of Indigenous knowledge in achievement of sustainable development goals: A literature review. *Asian Research Journal of Arts & Social Sciences*, 15(4), 109-121.
- Dare Kolawole, O. (2022). Is local knowledge peripheral? The future of Indigenous knowledge in research and development. *AlterNative: An International Journal of Indigenous Peoples*, 18(1), 132-140.
- Hari, C. A. (2020). The relevance of Indigenous knowledge systems in local governance toward environmental management for sustainable development: A case of Bulawayo City Council, Zimbabwe. *Quest Journal of Management and Social Sciences*, 2(1), 81-92.

Unit VI: Indigenous Rights and Legal Pluralism (6 hrs.)

- Legal pluralism and recognition of Indigenous knowledge system (IKS) in law
- International Legal Frameworks and Indigenous Rights

- Biopiracy, intellectual property, and Indigenous data sovereignty

Readings:

- Ramraj, V. V., Dorji, N., Parmar, P., & Schonthal, B. (2022). Legal pluralism and globalization from the Himalayas to Southeast Asia. *Legal Pluralism and Critical Social Analysis*, 54(1), 7–12.
- Sherpa, P. (2024). Role of customary governance in resource management of a legal pluralist Indigenous community. *SMC Journal of Sociology*, 1(1), 101–119.
- Bruce, H., & Gilio-Whitaker, D. (2025). Implementing the UN Declaration on the Rights of Indigenous Peoples, nation by nation and state by state. *Fourth World Journal*, 13(1), 83–102.
- Kapepiso, F. S., & Higgs, R. (2020). Tracing the curation of Indigenous knowledge in a biopiracy case. *AlterNative: An International Journal of Indigenous Peoples*, 16(1), 38–44.

Unit VII: Contemporary Debates and Future Directions

(6 hrs.)

- Appropriation and commercialization of Indigenous knowledge
- Resurgence, resistance, and Indigenous futurisms
- Role of Indigenous scholars and sociologists in transformative praxis
- Knowledge resilience and climate change

Readings:

- Weir, J. K., Morgain, R., Moon, K., et al. (2024). *Centering Indigenous peoples in knowledge exchange research-practice by resetting assumptions, relationships and institutions*. *Sustainability Science*, 19(2), 629–645.
- Napoleon, V., Johnson, R., Overstall, R., & McKenzie, D. (Eds.). (2024). *Indigenous Intellectual Property: An Interrupted Intergenerational Conversation*. University of Toronto Press.
- Kukutai, T., & Taylor, J. (2016). *Indigenous data sovereignty: Toward an agenda*. Australian National University Press.
- Meighan, P. J. (2021). Decolonizing the digital landscape: the role of technology in Indigenous language revitalization. *AlterNative: An International Journal of Indigenous Peoples*, 17(3), 397–405.

FOURTH SEMESTER

YS



Agency-Structure Perspectives

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

Course Introduction

This course provides a comprehensive exploration of sociological theory, focusing on the enduring debates between individual agency and social structure. Students will examine classical and contemporary perspectives, tracing intellectual roots from symbolic interactionism, phenomenology, and ethnomethodology to structuralist and integrative frameworks advanced by Durkheim, Parsons, Marx, Bourdieu, and Giddens. The course emphasizes the dynamic interplay between micro-level interactions and macro-level structures, fostering critical understanding of how social order, power, and individual action are mutually constitutive. Through in-depth readings, discussions, and reflective exercises, students will contextualize theoretical perspectives within both global sociological debates and Nepali social realities, preparing them to link theory with research practice and develop nuanced, evidence-based sociological analyses.

Learning Objectives

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

- Critically analyze key sociological theories emphasizing agency, structure, and their integration.
- Apply theoretical perspectives to interpret both global and Nepalese social phenomena.
- Develop scholarly connections between sociological theory and students' own research interests.

-- Course Contents --

Unit I: The Longstanding Debate in Philosophy and Sociology (3 hrs.)

- The primacy of the individual versus society
- Linking micro-level interactions with macro-level structures
- Integrating agency and social structure

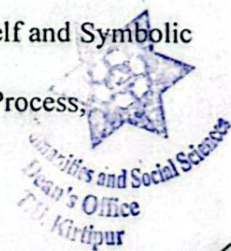
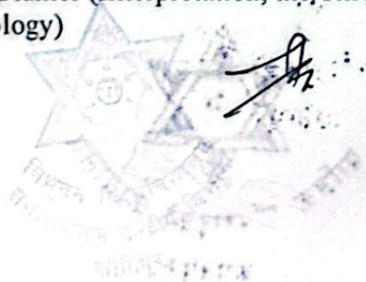
Readings:

Ritzer, G. (2010). *Sociological theory* (8th ed., pp. 499–504, 520–523). McGraw-Hill.

Adams, B. N., & Sydie, R. A. (2002). *Sociological theory* (1st ed., pp. 90–114). Vistaar.

Unit II: Sociological Stances that Prioritize Agency (12 hrs.)

- Intellectual roots of Symbolic Interactionism
- George Herbert Mead (The Self, Self-Interaction, The Development of Self and Symbolic Meaning)
- Herbert Blumer (Interpretation, the Three Basic Premises, Structure and Process, Methodology)



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- Erving Goffman (Dramaturgy, Everyday Life, and the Interaction Order)
- Alfred Schutz (Phenomenology, Common Stock of Knowledge & Typification)
- Harold Garfinkel (Ethnomethodology, Social Order, Accounting, Indexicality, Reflexivity, and Breaching Experiments)

Readings:

- Wallace, R. A., & Wolf, A. (2008). *Contemporary sociological theory: Expanding the classical tradition* (6th ed., pp. 197–247, 261–284). Prentice-Hall of India.
- Coleman, J. (1987). Micro foundations and macro social behavior. In J. C. Alexander, B. Giesen, R. Munch, & N. J. Smelser (Eds.), *The micro-macro link* (pp. 153–173). University of California Press.

Unit III: Sociological Stances That Prioritize Structure

(9 hrs.)

- Emile Durkheim
- Peter Blau
- Talcott Parsons
- Historical social theory

Readings:

- Adams, B. N., & Sydie, R. A. (2002). *Sociological theory* (1st ed., pp. 90–114). Vistaar.
- Wallace, R. A., & Wolf, A. (2008). *Contemporary sociological theory* (6th ed., pp. 338–362). Prentice-Hall of India.
- Adams, B. N., & Sydie, R. A. (2002). *Sociological theory* (1st ed., pp. 345–359). Vistaar.
- Ritzer, G. (2010). *Sociological theory* (8th ed., pp. 250–252). McGraw-Hill.
- Smith, D. (2005). Historical social theory. In A. Harrington (Ed.), *Modern social theory: An introduction* (pp. 133–153). Oxford University Press.

Unit IV: Sociological Stances That prioritize 'Integration'

(15 hrs.)

- Karl Marx
- Jürgen Habermas
- Pierre Bourdieu
- Anthony Giddens

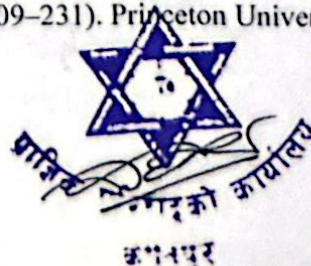
Readings:

- Coser, L. A. (2002). *Masters of sociological thought* (2nd ed., pp. 43–50, 55–57, 72). Rawat.
- Ritzer, G. (1992). *Sociological theory* (3rd ed., pp. 44–54). McGraw-Hill.
- Wallace, R. A., & Wolf, A. (2008). *Contemporary sociological theory* (6th ed., pp. 180–183). Prentice-Hall.
- Turner, J. H. (2001). *The structure of sociological theory* (1st Indian ed., pp. 205–208). Rawat.
- Ritzer, G. (1992). *Sociological theory* (3rd ed., pp. 582–588). McGraw-Hill.
- Bourdieu, P. (1990). *The logic of practice* (cha. 3, pp. 52–65). Stanford University Press.
- Ritzer, G. (2010). *Sociological theory* (8th ed., pp. 526–537). McGraw-Hill.
- Giddens, A. (1984). *The constitution of society* (cha. 1, pp. 1–40). University of California Press.
- Ritzer, G. (2010). *Sociological theory* (8th ed., pp. 521–526). McGraw-Hill.
- Wallace, R. A., & Wolf, A. (2008). *Contemporary sociological theory* (6th ed., pp. 186–190). Prentice-Hall.

Unit V: Colloquium on Nepal

(9 hrs.)

- Liechty, M. (2003). *Suitably modern* (pp. 61–86; 209–231). Princeton University Press.



- Mishra, C. (2012). Maoists at the crossroads: Postponing new democracy or sensing the limits of agency? Kyoto University.
- Ghimire, S. (2010). Macro development and micro social processes. *Occasional Papers in Sociology and Anthropology*, 11, 221–243.
- Nakarmi, S. S. (2024). Changing practices among the Newars. *Contemporary Social Sciences*, 33(3), 84–96.
- Skinner, D., & Holland, D. (2009). Schools and the cultural production of the educated person. In P. Bhatta (Ed.), *Education in Nepal* (pp. 295–332).

For this exercise, students will develop a term paper that deliberately incorporates and links the course's theoretical perspectives (agency and structure) to their own research interests. This assignment is specifically designed to help students develop a set of tentative ideas, establish initial connections between the structural and individual dynamics explored in the preceding units, and lay the critical groundwork necessary for the successful preparation of their final term paper.

Additional Readings:

For Unit 2

- Ashley, D., & Orenstein, D. (2005). *Sociological theory: Classical statements* (6th ed., pp. 387–425). Pearson.
- Haralambos, M., Holborn, M., Chapman, S., & Moore, S. (2013). *Sociology: Themes and perspectives* (8th ed., pp. 978–985). Collins.

For Unit 3

- Berk, B. B. (2006). Macro–micro relationships in Durkheim's suicide analysis. *Sociological Theory*, 24(1), 58–80.

For Unit 4

- Jabbar, H. (2016). Between structure and agency. *American Journal of Education*, 122(3), 399–431.
- Rigby, J. R., Woulfin, S., & Marz, V. (2016). Understanding structure & agency in policy implementation. *American Journal of Education*, 122(3), 295–302.

JS



Signature

Basic Statistics in Sociological Research

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

Course Description

This course offers a comprehensive introduction to statistical reasoning and data analysis in sociology, equipping students with the skills to measure, analyze, and interpret social phenomena rigorously. Beginning with the fundamentals of concepts, variables, and measurement scales, the course progresses through the analysis of nominal, ordinal, interval, and ratio data. Students will learn univariate, bivariate, and multivariate techniques, including correlation, regression, and ANOVA, while developing the ability to formulate and test hypotheses. Emphasis is placed on the practical application of statistical methods, ensuring results are both valid and reliable. Ethical considerations in social research, including informed consent, confidentiality, and responsible data management, are integrated throughout, preparing students to conduct rigorous and ethically sound sociological research.

Learning Objectives

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

- Understand the principles of sociological measurement, data types, and study designs.
- Apply appropriate statistical techniques for univariate, bivariate, and multivariate analyses.
- Interpret statistical results, including correlation, regression, and comparative tests, in sociological contexts.
- Evaluate the validity, reliability, and ethical dimensions of sociological research.

-- Course Contents --

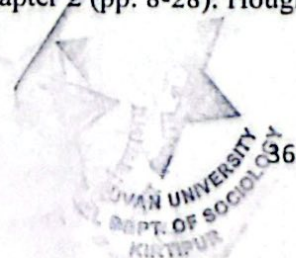
Unit I: Concept and Its Measurement

(6 hrs.)

- Concept, variables and data
- Social variables, measurement scales and relationship
- Data analysis: univariate, bivariate and multivariate
- Types of study: Cross-sectional and longitudinal: panel, cohort and trend
- Grouping data: quantitative and qualitative variables
- Organizing data: rate, ratio, proportion, percentage

Readings:

Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical Reasoning in Sociology*. Second edition. Chapter 2 (pp. 8-28). Houghton Mifflin Company.



- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical Reasoning in Sociology*. Second edition. Chapter 3 (pp. 29-57). Houghton Mifflin Company.
- Levin, J. & Fox, J. A. (2012). *Elementary Statistics in Social Research*. Tenth Edition. Chapter 2 (pp. 45-56). Pearson.

Unit II: Nominal-scale Data: Analysis and Application

(11 hrs.)

- Logic of data analysis
- Univariate and bivariate analysis
- Cross-tabulation, chi-square test, contingency coefficient, phi-coefficient
- Hypothesis formulation and its test: level of significance and measures of strength of relationship/association
- Interpretation and application

Readings:

- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 3, pp. 29-78). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 4, pp. 79-111). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 9, pp. 239-266). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 14, pp. 394-403). Houghton Mifflin Company.
- Levin, J., & Fox, J. A. (2012). *Elementary statistics in social research* (10th ed., Chapter 2, pp. 68-85). Pearson.

Unit III: Ordinal-scale Data: Analysis and Application

(11 hrs.)

- Nature of data: ranks and scales
- Univariate analysis: One-way table (frequency and percentage)
- Bivariate analysis: Two-way table (frequency and percentage); cross-tabulation
- Bivariate analysis: Ranks-Correlation-Spearman rho, Scales-Gamma test
- Hypothesis: formulation, types and test
- Interpretation and application

Readings:

- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 10, pp. 267-294). Houghton Mifflin Company.
- Levin, J., & Fox, J. A. (2012). *Elementary statistics in social research* (10th ed., Chapter 22, pp. 401-427). Pearson.

Unit IV: Interval and Ratio-scale Data: Analysis and Application

(8 hrs.)

- Averages, variation, and relationship: correlational and causal
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, variance, standard deviation
- Bi/Multivariate analysis: correlation, scatter diagram, correlation coefficient, regression: linear and binary logistic, regression coefficients
- Interpretation and application

Readings:

- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 5, pp. 112–151). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 6, pp. 152–179). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 14, pp. 403–442). Houghton Mifflin Company.
- Levin, J., & Fox, J. A. (2012). *Elementary statistics in social research* (10th ed., Chapter 3, pp. 87–111). Pearson.

Unit V: Comparison of Means: Analysis and Application

(9 hrs.)

- Comparisons of proportions and means: z-test, t-test, and F-test
- T-tests: one sample, independent sample and paired sample
- F-tests: one way and two-way ANOVA (logic and application)
- Hypothesis formulation and test: parametric and non-parametric tests
- Interpretation and application

Readings:

- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 14, pp. 403–442). Houghton Mifflin Company.
- Levin, J., & Fox, J. A. (2012). *Elementary statistics in social research* (10th ed., Chapter 7, pp. 233–250). Pearson.

Unit VI: Test of Validity and Reliability

(3 hrs.)

- Factor Analysis (EFA and CFA): Application and interpretation
- Cronbach Alpha: Application and interpretation
- Data ethics: institutional review board, informed consent, confidentiality, behavioral and social science experiments

Readings:

- Garson, G. D. (2013). *Validity and reliability* (Statistical Associates Blue Book Series, pp. 8–47). G. David Garson, School of Public & International Affairs, North Carolina State University.
- Moore, D. S. (2010). *The basic practice of statistics* (5th ed., Chapter 9, pp. 249–260). W. H. Freeman and Company.



Survey Research and Computer Data Analysis

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

Course Introduction

This course provides a foundational grounding in quantitative reasoning for sociological research. It introduces students to the core concepts of variables, measurement, and data structures, with emphasis on organizing, analyzing, and interpreting social data. Through a fully computer-based, hands-on approach, students learn to work with nominal, ordinal, interval, and ratio data using SPSS. The course progressively develops competence in univariate, bivariate, and multivariate techniques, including cross-tabulation, correlation, regression, and tests of significance. Students also gain practical understanding of the logic of hypotheses, statistical relationships, and the criteria of validity and reliability. By linking statistical tools to real sociological questions, the course equips students with analytical skills essential for empirical research and evidence-based argumentation.

[This course is computer-based. Students will be divided into groups according to computer lab availability. Hence, the total teaching hours may increase if more groups are required.]

Learning Objectives

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

- Understand and apply key statistical concepts, measurement levels, and data structures used in sociological research.
- Perform and interpret univariate, bivariate, and multivariate analyses using SPSS across nominal, ordinal, interval, and ratio data.
- Evaluate the quality of evidence by testing hypotheses and assessing validity, reliability, and the strength and direction of social relationships.

-- Course Contents --

Unit I: Introduction

(6 hrs.)

- Concept, variables and data
- Social variables, measurement and relationships
- Cross-sectional and longitudinal survey/data
- Longitudinal study: panel, cohort and trend studies
- Organizing data

Readings:

Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 2, pp. 8-28). Houghton Mifflin Company.

- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 3, pp. 29–57). Houghton Mifflin Company.
- Moore, D. S. (2010). *The basic practice of statistics* (5th ed., Chapter 8, pp. 201–222). W. H. Freeman and Company.

Unit II: Analysis of Nominal-scale Data

(9 hrs.)

- Univariate data analysis: one-way tables (frequency, percentage) and basic graphs/charts
- Bivariate data analysis: two-way tables (frequency, percentage, cross-tabulation), chi-square test, contingency and phi coefficients, and basic graphs/charts
- Hypotheses: null and alternative, hypothesis testing, and levels of significance
- Relationships/associations: degree (strength) and direction
- Interpretation and application of statistical findings

Readings:

- Cunningham, J. B., & Aldrich, J. O. (2012). *Using SPSS: An interactive hands-on approach* (Chaps. 8, 9, 22, 23). SAGE South Asia Edition.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 3, pp. 29–78). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 4, pp. 79–111). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 9, pp. 239–266). Houghton Mifflin Company.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd ed., Chapter 14, pp. 394–403). Houghton Mifflin Company.

Unit III: Analysis of Ordinal-scale Data

(9 hrs.)

- Univariate data analysis: one-way tables (frequency, percentage) and basic graphs/charts
- Bivariate data analysis: two-way tables (frequency, percentage, cross-tabulation), chi-square test, Gamma, and Spearman's rank-order correlation
- Formulating and testing hypotheses
- Interpretation and application of statistical results

Readings:

- Cunningham, J. B. & Aldrich, J. O. (2012). *Using SPSS: An interactive hands-on approach* (Chapter 8, 9, 19, 22, and 23). SAGE South Asia Edition.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd edition, Chapter 10, pp. 267-294). Houghton Mifflin Company.

Unit IV: Analysis of Interval and Ratio Data

(9 hrs.)

- Univariate data analysis: descriptive statistics; measures of central tendency (mean, median, mode) and dispersion (range, variance, standard deviation)
- Bivariate/multivariate data analysis: correlation and Karl Pearson's correlation coefficient; scatter diagrams; simple and multiple regression (linear and binary logistic)

Readings:

- Cunningham, J. B. & Aldrich, J. O. (2012). *Using SPSS: An interactive hands-on approach*. (Chapters 19, 20, and 21). SAGE South Asia Edition.
- Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology*. (2nd edition, Chapter 5, pp. 112-151). Houghton Mifflin Company.



Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology*. (2nd edition, Chapter 14, pp. 403-442). Houghton Mifflin Company.

Unit V: Analysis of Categorical and Continuous Data

(9 hrs.)

- Bivariate/multivariate analysis: comparison of means; tests of differences in means and proportions
- Formulating and testing hypotheses
- t-test: logic and applications (one-sample, independent-samples, paired-samples)
- F-test/ANOVA: logic of variance analysis (one-way and two-way ANOVA)
- Interpretation and application of results

Readings:

Cunningham, J. B. & Aldrich, J. O. (2012). *Using SPSS: An interactive hands-on approach*. (Chapters 12, 13, 14, 15, and 16). SAGE South Asia Edition.

Muller, J. H., Schuessler, K. F., & Costner, H. L. (1970). *Statistical reasoning in sociology* (2nd edition, Chapter 14, pp. 403-442). Houghton Mifflin Company.

Unit VI: Test of Validity and Reliability

(6 hrs.)

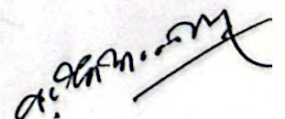
- Test of validity: factor analysis (exploratory and confirmatory)
- Test of reliability: Cronbach's alpha – value, interpretation, and application

Readings:

Garson, G. D. (2013). *Validity and reliability* (pp. 8–47). Statistical Associates Publishers.

Cunningham, J. B. & Aldrich, J. O. (2012). *Using SPSS: An interactive hands-on approach*. SAGE South Asia Edition

Note: Since this course is completely based on practical (hands-on practice), the actual teaching hours of this course may exceed due to the number of computers available in the department/campus and teaching faculty.



South Asian Studies and Sociology

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

Course Introduction

This course introduces South Asia as a historically produced, socially contested, and analytically meaningful region within sociology. Moving beyond nation-centric and disciplinary boundaries, it examines how caste, class, gender, ethnicity, religion, and development have been shaped through interconnected regional histories, state formations, and global processes. Drawing on sociological and anthropological traditions from these countries and beyond, the course foregrounds South Asia as an intellectual and epistemic space rather than a mere geographical category. Through comparative and reflexive engagement with empirical studies, students are encouraged to develop a regional sociological imagination that captures both shared structures and internal diversities across South Asian societies.

Learning Objectives

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

- Conceptualize South Asia as a social, cultural, political, and epistemic construct using core sociological categories
- Critically compare sociological traditions, practices, and debates across South Asian societies
- Apply regional and transnational perspectives to analyze inequality, identity, and development challenges in South Asia

-- Course Contents --

Unit I: South Asian Sociology.

(3 hrs.)

- Re-centering South Asia as an intellectual and epistemic space
- Questioning disciplinary boundaries and highlighting interconnected histories

Readings:

Kumar, R., Pathak, D. N., & Perera, S. (2018). Introduction: Towards a regional framework in disciplinary history and practices. In R. Kumar, D. N. Pathak, & S. Perera (Eds.), *Sociology and social anthropology in South Asia: History and practices* (pp. 1–22). Orient Black Swan.

Sarkar, S. (2022). Why South Asian social anthropology: Epistemological concerns. In *Contours of South Asian social anthropology: Connecting India and Nepal* (pp. 13–23). Routledge.

Unit II: Practices of sociology in South Asia

(6 hrs.)

- Historical evolution, institutionalization, and contemporary practices of sociology in Nepal
- India's diverse sociological traditions and their genealogies
- "Hybrid sociology" in Bangladesh



- A reflexive critique of the blurred boundaries between sociology and anthropology in Sri Lanka

Readings:

- KC, G., & Kharel, P. (2021). Introduction. In P. Kharel & G. KC (Eds.), *Practices of sociology in Nepal* (pp. 3–33). Vajra Books.
- Patel, S. (2011). Introduction: Ruminating on sociological traditions in India. In S. Patel (Ed.), *Doing sociology in India: Genealogies, locations and practices* (pp. xiii–xxxiii). Oxford University Press.
- Kais, S. M. (2018). Hybridizing sociology: A challenge for contemporary sociology in Bangladesh. In R. Kumar, D. N. Pathak, & S. Perera (Eds.), *Sociology and social anthropology in South Asia: History and practices* (pp. 168–190). Orient Black Swan.
- Perera, S. (2018). Deciphering anthropology, reckoning with sociology: A critical self-assessment of the practice of 'sociology' in/on Sri Lanka. In R. Kumar, D. N. Pathak, & S. Perera (Eds.), *Sociology and social anthropology in South Asia: History and practices* (pp. 116–134). Orient Black Swan.

Unit III: Caste: From Hierarchy to Identity

(6 hrs.)

- Subtle, everyday practices of caste that sustain hierarchy
- State as a central actor in producing and enforcing social stratification
- Affirmative action policies, elite capture, poor targeting and the Dalit
- Caste blinding of corporate hiring practices in India

Readings:

- Gupta, D. (1984). Contentious hierarchies and discreet caste. *Economic and Political Weekly*, 19(46), 1955–1958.
- Hofer, A. (2004). The caste hierarchy and the state in Nepal: A study of the Muluki Ain of 1854 (pp. 69–93). Himal Books.
- Sunam, R., & Shrestha, K. K. (2024). Failing the most excluded: A critical analysis of Nepal's affirmative action policy. In D. N. Gellner & K. P. Adhikari (Eds.), *Nepal's Dalits in transition* (pp. 267–288). Vajra Publications.
- Jodhka, S. (2018). 'Caste blinding' and corporate hiring. In *Caste in contemporary India* (pp. 119–139). Routledge.

Unit IV: Class in South Asia

(7 hrs.)

- The rise of the Indian software industry has produced a "new" middle class
- *Reproduction of Pakistan's ruling elites*
- State power, class relations, and capitalist development in Bangladesh
- Middle class's negotiation of modernity, status, and belonging on the global periphery in Nepal

Readings:

- Upadhyay, C. (2011). Software and the 'new' middle class in the 'new India'. In A. Baviskar & R. Ray (Eds.), *Elite and everyman: The cultural politics of Indian middle classes* (pp. 167–188). Routledge.
- Armytage, R. (2019). An evolving class structures? Pakistan's ruling elites and the implications for Pakistan's political economy. In M. McCartney & S. A. Zaidi (Eds.), *New perspectives on Pakistan's political economy: State, class and social change* (pp. 153–172). Cambridge University Press.

Mondal, L. K. (2014). Social formation in Bangladesh: An essay on the political economy of state, class and capitalism. *Journal of Asiatic Society of Bangladesh (Hum)*, 59(2), 343–365.

Leichty, M. (2010). Class as cultural practice: Middle-class experience in Nepal. In M. Leichty, *Out here in Kathmandu: Modernity on the global periphery* (pp. 3–24). Martin Chautari.

Unit V: Ethnicity, nation and state in South Asia

(7 hrs.)

- *Madhes Andolan* as the struggle for political recognition and identity assertion
- Formation of Tamang identity at the intersection of historical marginalization, labor exploitation, and unequal power relations
- Construction and governance of India's North East as a frontier region
- Return migration among displaced Kashmiri Pandits
- Shifting dynamics of Sri Lanka's ethnic conflict

Readings:

Sijapati, B. (2013). In pursuit of recognition: Regionalism, Madhesi identity and the Madhes Andolan. In M. Lawoti & S. Hangen (Eds.), *Nationalism and ethnic conflict: Identities and mobilization after 1990* (pp. 145–164). Routledge.

Campbell, B. (1997). The heavy loads of Tamang identity. In D. N. Gellner, J. Paff-Czarnecka, & J. Whelpton (Eds.), *Nationalism and ethnicity in a Hindu kingdom: The politics of culture in contemporary Nepal* (pp. 205–231). Harwood Academic Publishers.

Baruah, S. (2020). *In the name of the nation: India and its North East* (pp. 1–24). Stanford University Press.

Datta, A. (2017). Uncertain journeys: Return migration, home, and uncertainty for a displaced Kashmiri community. *Modern Asian Studies*, 51(4), 1099–1116.

Uyangoda, J. (2007). *Ethnic conflict in Sri Lanka: Changing dynamics (Policy Studies 32)* (pp. 10–24). East-West Center.

Unit VI: Gender, nation and state in South Asia

(7 hrs.)

- Gendered ideologies, patriarchal norms and the construction of the Indian nation-state
- Institutionalization of patriarchy through legal frameworks in Nepal
- Competing religious, cultural, and state discourses in Pakistani women's citizenship
- Islam, nationalism, and state shaping women's roles and rights in Bangladesh

Readings:

Chaudhuri, M. (1999). Gender in the making of the Indian nation-state. *Sociological Bulletin*, 48(1/2), 113–133.

Tamang, S. (2000). Legalizing state patriarchy in Nepal. *Studies in Nepali History and Society*, 5(1), 128–146.

Jamal, A. (2006). Gender, citizenship and nation-state in Pakistan: Willful daughters or free citizens? *Signs*, 31(2), 283–304.

Kabeer, N. (1991). The quest for national identity: Women, Islam and the state in Bangladesh. *Feminist Review*, 37, 39–58.

Unit VII: Religion, Society and Identity in South Asia

(6 hrs.)

- Historical and structural interaction between Hindu state ideology and Aadibasi Janajati social systems in Nepal
- Buddhism vs. the construction of Muslims as the threatening 'Other' in Sri Lanka



- Religious conversion and reshaping of kinship, rituals, and social relations

Readings:

- Sharma, P. R. (1978). Nepal: Hindu-tribal interface. *Contributions to Nepalese Studies*, 6(1), 1–14.
- Gamage, R. (2021). Buddhist nationalism, authoritarian populism and the Muslim Other in Sri Lanka. *Islamophobia Studies Journal*, 6(2), 130–149.
- Rai, L. (2017). Conversion to Christianity and changing kinship practice among the Santhal people in Eastern Terai, Nepal. In L. P. Uprety, B. Pokharel, & S. Dhakal (Eds.), *Kinship studies in Nepali anthropology* (pp. 268–299). Central Department of Anthropology, Tribhuvan University.
- Madan, T. N. (2008). Secularism in its place. In R. Bhargava (Ed.), *Secularism and its critics* (pp. 297–320). Oxford University Press.

Unit VIII: Development Outcomes and Challenges in South Asia

(6 hrs.)

- Prospects of jobs, AI and trade
- Climate change adaptation
- Precarity of the poor
- History, development and governance failures

Readings:

- World Bank. (2025). Progress and peril, In *South Asia Development Update* (Chapter 1, pp. 3–21). The World Bank Group.
- Chung, J.-H., Keith, M., & Schwanen, T. (2026). *Climate change adaptation in South Asian cities: A scoping review of literature from 2008 to 2022*. *Cities*, 170.
- Javed, W., & Mumtaz, Z. (2024). South Asia's unprotected poor: A systematic review of why social protection programs fail to reach their potential. *PLOS global public health*, 4(6), pp. 1–18.
- Ludden, D. (2005). Development regimes in South Asia: History and the governance conundrum. *Economic and Political Weekly*, 40(37), 4042–4051.

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Sociology of Tourism

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

Course Introduction

This course explores the multifaceted world of travel and tourism, emphasizing its social, cultural, and economic dimensions. Students will examine the concept, history, and types of tourism, and analyze how tourism interacts with societies, communities, and policies at local, regional, and global levels. The course integrates sociological theories, policy discourse, and practical applications to provide a comprehensive understanding of tourism as both a social phenomenon and a development tool. Through case studies, critical discussions, and practicum exercises, students will develop analytical skills to assess tourism impacts, explore host-guest relationships, and identify sustainable, community-based strategies. The course equips learners with the knowledge to engage thoughtfully with tourism's opportunities and challenges in contemporary society.

Learning Objectives

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

- Understand core concepts, types, and societal dimensions of tourism.
- Analyze the impacts of tourism on communities, culture, and economies.
- Apply theoretical frameworks to evaluate tourism practices and policies, promoting sustainable and socially responsible tourism.

-- Course Contents --

Unit I: Foundations of Travel and Tourism

(8 hrs.)

- Concept of travel and tourism, and types of tourism
- Elements of tourism: Economic, cultural, religious
- History of tourism
- Society and tourism

Readings:

- IGNOU. (2021). *Concept and impact of tourism* (BIMC-135, pp. 187–203). School of Tourism & Hospitality Services Management, Indira Gandhi National Open University. Raj Printers. ISBN 978-93-90773-71-8.
- Goeldner, C. R., & Ritchie, J. R. B. (2009). *Tourism: Principles, practices, philosophies* (11th ed., pp. 4–12). John Wiley & Sons.
- Cohen, E. (2003). The sociology of tourism: Approaches, issues, and findings. *Annual Review of Sociology*, 10, 373–388. <https://doi.org/10.1146/annurev.so.10.080184.002105>
- Franklin, A. (2003). *Tourism: An introduction* (pp. 1–37). SAGE Publications India.
- Nash, D. (1981). Tourism as an anthropological subject. *Current Anthropology*, 22(5), 461–481.

Unit II: Sociological Perspectives on Travel and Tourism

(10 hrs.)

- World-System, Dependency, Globalization, Community Development



- Key theorists: Erik Cohen, John Urry, Valen L. Smith, Dean MacCannell, Doxey Irridex Model

Readings:

- Bak, A. (2018). Globalization in tourism. In *Proceedings of the International Conference of Economic Science for Rural Development* (pp. 42–48). Latvia University of Life Sciences and Technologies. <https://doi.org/10.22616/ESRD.2018.004>
- MacCannell, D. (1976/2016). Staged authenticity: Arrangements of social space in tourist settings. *American Journal of Sociology*, 79(3), 589–603.
- Cohen, E. (2003). The sociology of tourism: Approaches, issues, and findings. *Annual Review of Sociology*, 10, 373–388.
- Urry, J. (2005). *The tourist gaze* (2nd ed., pp. 1–15). SAGE Publications.
- Koutoulas, N., & Babu, M. G. (2024). Theories of dependency and tourism. *International Journal of Research Publication and Reviews*, 5(2), 5492–5504.

Unit III: Discourse on Tourism Policies

(11 hrs.)

- Global and regional policies on tourism
- Tourism policies in Nepal

Readings:

- Ahmed, F., & Ahmed, F. N. (2030). Tourism and conflict. *Journal of Sales, Service and Marketing Research*, 1(2), 7–11.
- ASEAN Secretariat. (2016). *ASEAN tourism strategic plan 2016–2025* (pp. 19–43). Association of Southeast Asian Nations.
- World Tourism Organization. (1999, October 1). *Global code of ethics for tourism* (pp. 7–19). Adopted by Resolution at the Thirteenth WTO General Assembly, Santiago, Chile.
- World Tourism Organization. (2017, May 1). *Tourism and the Sustainable Development Goals: Journey to 2030* (pp. 13–39).
- गिरी, ई., र रानाभाट, म. (२०७९). *संक्षिप्त नीति विवरण: गण्डकी प्रदेश पर्यटन ऐन, २०७९* (पृ. ४–१९). पोखरा रिसर्च सेन्टर, पोखरा।
- पर्यटन तथा नागरिक उड्डयन मन्त्रालय. (२०६५). *पर्यटन नीति २०६५*. काठमाडौं, नेपाल सरकार।
- राष्ट्रिय योजना आयोग. (२०८१). *सोह्रौं योजना: आर्थिक वर्ष २०८१/८२–२०८५/८६* (पृ. ३२–४१, ७८–८०, ९०–९१). काठमाडौं, नेपाल सरकार।

Unit IV: Tourism and Society

(8 hrs.)

- Economic, social, cultural impacts of tourism
- Debate on host and guest relationship

Readings:

- IGNOU. (2021). *Concept and impact of tourism* (BIMC-135, pp. 187–203). School of Tourism & Hospitality Services Management, Indira Gandhi National Open University. Raj Printers.
- Most, H., & Farhana, Y. L. (2023). Community-based tourism (CBT): A community development tool. *European Journal of Business and Management*, 15(17), 1–7.
- Fernandes, A. F., & Conceição, C. (2021). Positive and negative socio-cultural, economic, and environmental impacts of tourism on residents. In *ICOTTS 2020 (Smart Innovation Systems and Technologies, Vol. 208, pp. 289–298)*. Springer.



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- Pandey, R. N., Chhetri, P., Kunwar, R. R., & Ghimire, G. (1995). *Case study on the effects of tourism on culture and the environment: Chitwan–Sauraha and Pokhara–Ghandruk* (pp. 1–50). UNESCO Principal Regional Office for Asia and the Pacific.
- Chandra, R., & Dey, S. K. (2020). Guest–host relationships in tourism experience building: Emerging issues of sustainability. In R. Sharpley & J. S. Telfer (Eds.), *The Routledge handbook of tourism experience management and marketing* (pp. 498–508). Routledge.

Unit V: Tourism and Development

(8 hrs.)

- Globalization and development
- Tourism and sustainable development
- Tourism and community development
- Idea of tourist destination; destination life cycle

Readings

- Butler, R. W. (1980). The concept of a tourist area cycle of evolution: Implications for management of resources. *The Canadian Geographer / Le Géographe canadien*, 24(1), 5–12.
- Cernaianu, F. (2017). International tourism and cultural diplomacy: A new conceptual approach toward global mutual understanding and peace through tourism. *Journal of Tourism and Cultural Change*, 65(1), 61–74.
- Cohen, S., & Cohen, E. (2019). New directions in the sociology of tourism. *Current Issues in Tourism*, 22(2), 153–172.
- IGNOU. (2021). *Concept and impact of tourism* (BIMC-135, pp. 114–125). School of Tourism & Hospitality Services Management, Indira Gandhi National Open University. Raj Printers.
- Mensah, I., & Afenyo, E. A. A. (2022). Introduction, In *Community-based tourism and community development—Prospects, challenges, and trends* (pp. 2–9). IGI Global.

Unit VI: Application and Practicum

(3 hrs.)

In this session, students will apply theoretical knowledge of tourism and society by examining real-life tourism practices and their impacts on communities. The goal is to connect classroom concepts—such as economic, social, and cultural dimensions of tourism—to observable phenomena, fostering critical thinking and practical understanding. Students are expected to engage collaboratively, use field or secondary data, and reflect on how tourism affects local communities and host–guest relationships.

Activity: Students will be divided into small groups and assigned a local or regional tourism site (or a case study if field visit is not feasible). Each group will identify key elements of tourism at the site, analyze its social, cultural, and economic impacts, and assess the interactions between tourists and hosts. Groups will prepare a short presentation (5–7 minutes) summarizing their findings, highlighting both positive and negative impacts, and suggesting ways to enhance sustainable and community-based tourism.



Media, Information and Communication Technology

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

Course Introduction

This course examines how digital technologies and media are reshaping contemporary social life, from everyday practices and identities to institutions, power relations, and inequalities. It introduces key sociological theories of the network society, the social construction of technology, and the sociology of science to explore how technologies emerge from, and in turn transform, social structures and cultural meanings. Students engage with topics such as the self in the informational society, digital media and social institutions, community and identity, politics and disinformation, and the digital divide. Throughout, the course connects global debates to concrete examples, including Nepali cases, enabling students to critically evaluate both the opportunities and risks posed by digital media in diverse social contexts.

Learning Objectives

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

- Analyze the relationship between technology, society, and historical change, with attention to media, identity, and everyday life.
- Critically evaluate sociological theories of science, technology, and digital media, including network society, social construction, and political economy approaches.
- Apply sociological concepts to real-world cases, particularly in the Nepali context, to assess both the opportunities and risks of digital transformation.

Unit I: Introduction

(8 hrs.)

- Technology, society and historical change
- Media and the social construction of reality
- The self in the informational society
- Digital media and everyday life
- Science-technology relationship

Readings:

- Castells, M., Tubella, I., & Sancho, T. (2004). Social structure, cultural identity, and personal autonomy in the practice of the Internet: The network society in Catalonia. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 233–248). Edward Elgar.
- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 1–12, 21–24). Wiley-Blackwell.
- Rohlinger, D. A., & Sobieraj, S. (2023). When the extraordinary becomes mundane: Digital media and the sociological lens. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 1–8). Oxford University Press.
- Lupton, D. (2023). The sociology of mobile apps. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 197–218). Oxford University Press.
- Pinch, T. J., & Bijker, W. E. (2013). The social construction of facts and artifacts: Or how the sociology of science and the sociology of technology might benefit each other. In W. End Social Sciences

Bijker, T. P. Hughes, & T. J. Pinch (Eds.), *The social construction of technological systems: New directions in the sociology and history of technology* (pp. 17–50). MIT Press.

Unit II: Science, Technology and Society

(10 hrs.)

- Theory of network society
- Sociology of science
- Social construction of technology
- Digital media: A techno-social approach; The political economy approach; Foucauldian perspectives; and Sociomaterial perspectives
- Research methods

Readings:

- Castells, M. (2004). *Informationalism, networks, and the network society: A theoretical blueprint*. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 3–48). Edward Elgar.
- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 440–447). Wiley-Blackwell.
- Castells, M., Tubella, I., & Sancho, T. (2004). Social structure, cultural identity, and personal autonomy in the practice of the Internet: The network society in Catalonia. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 233–248). Edward Elgar.
- Zaloom, C. (2004). Time, space, and technology in financial networks. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 198–216). Edward Elgar.
- Pinch, T. J., & Bijker, W. E. (2012). The social construction of facts and artifacts: Or how the sociology of science and the sociology of technology might benefit each other. In W. E. Bijker, T. P. Hughes, & T. J. Pinch (Eds.), *The social construction of technological systems: New directions in the sociology and history of technology* (pp. 17–50). MIT Press.
- Lupton, D. (2023). The sociology of mobile apps. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 197–218). Oxford University Press.
- Wilding, R. D. (2023). Families, relationships, and technology. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 138–158). Oxford University Press.

Unit III: Digital Media and Social Institutions

(8 hrs.)

- Families, relationships, and technology
- The spreading of religion through digital media
- Informationalism, globalization, and networking
- Technology, labour and the Gig Economy
- Key sociological dimensions of the Gig Economy and platform work

Readings:

- Seryon, L. J., & Pinkett, R. D. (2004). Narrowing the digital divide: The potential and limits of the U.S. community technology movement. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 319–340). Edward Elgar.
- Himanen, P., & Castells, M. (2004). Institutional models of the network society: Silicon Valley and Finland. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 49–83). Edward Elgar.



- Benner, C. (2004). Labor in the network society: Lessons from Silicon Valley. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 174–197). Edward Elgar.
- Wilding, R. D. (2023). Families, relationships, and technology. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 138–158). Oxford University Press.
- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 77–162). Wiley-Blackwell.

Unit IV: Digital Media, Community, Culture and Identity

(6 hrs.)

- Time, history and society
- Rise of mass media culture
- Community and connection
- Sex, romance and dating
- Identity and crisis
- Gaming and identity

Readings:

- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 358–364, 461–464). Wiley-Blackwell.
- Tubella, I. (2004). Television, the Internet, and the construction of identity. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 385–401). Edward Elgar.
- Chatterjee, A. (2004). Globalization, identity, and television networks: Community mediation and global responses in multicultural India. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 402–419). Edward Elgar.
- Muriel, D. (2023). Video games and identity formation in contemporary society. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 178–196). Oxford University Press.

Unit V: Digital Media, Power and Politics

(5 hrs.)

- Media manipulation and disinformation
- Identifying actors, motivations, and impact
- Foreign operations and great power politics
- Domestic operations, insurgent groups and state control
- Digital youth politics
- Sociological perspectives on war and media

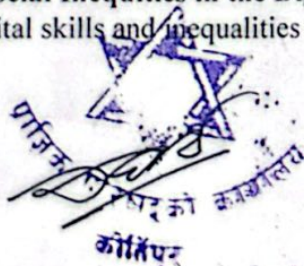
Readings:

- Sey, A., & Castells, M. (2004). From media politics to networked politics: The Internet and the political process. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 363–385). Edward Elgar.
- Lim, G., & Donovan, J. (2023). Detect, document, and debunk: Studying media manipulation and disinformation. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 589–613). Oxford University Press.
- Boichak, O. (2023). Digital war: Mediatized conflicts in sociological perspective. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 511–527). Oxford University Press.

Unit VI: Social Inequities in the Digital Landscape

(6 hrs.)

- Digital skills and inequalities



- The transformation of work and employment
- Networkers, joblessness, and flex-timers
- Gender based disparities
- Subjective well-being and consequences of internet use
- Addressing inequalities

Readings:

- Model, M. (2023). Socioeconomic inequalities in digital skills. In D. A. Rohlinger & S. Sobieraj (Eds.), *The Oxford handbook of digital media sociology* (pp. 663–682). Oxford University Press.
- Juris, J. S. (2004). Networked social movements: Global movements for global justice. In M. Castells (Ed.), *The network society: A cross-cultural perspective* (pp. 341–362). Edward Elgar.
- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 216–242). Wiley-Blackwell.
- Lindgren, S. (2012). The sociology of media and information technologies. In G. C. Aakvaag, M. H. Jacobsen, & T. Johansson (Eds.), *Introduction to sociology: Scandinavian sensibilities* (pp. 1–35). Pearson.

Unit VII: Reflection and Discussion

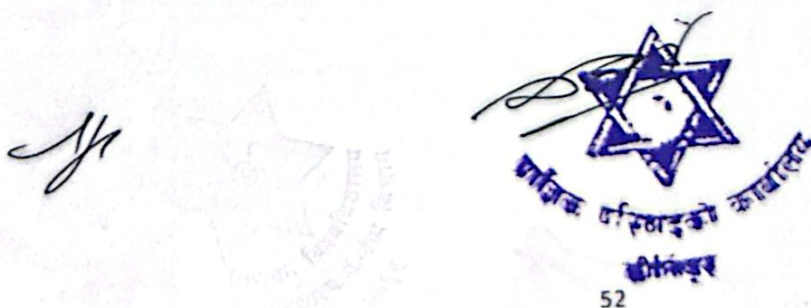
(5 hrs.)

In this unit students attempt to explore and reflect on how media, information, and communication technologies are transforming everyday life, economic activities, governance, and culture in Nepal, using examples such as digital media platforms, eSewa, Khalti, mobile banking, and social networks. Students are expected to connect concepts from Sharma and Kim's work on ICT development in Nepal and Castells' ideas on the network society and "culture of real virtuality" to concrete Nepali cases, critically examining both opportunities (access, inclusion, participation) and risks (digital divide, surveillance, misinformation, security).

Teaching–learning in this unit will be case-based: students will work in small groups to identify, document, and analyze real cases from Nepali society (for example, use of digital wallets in rural markets, social media in local elections, online learning platforms, or cloud-based services in public offices). Each group will prepare a short-written brief and a class presentation that describes the technology, maps key stakeholders, explains social and cultural impacts using concepts from the readings, and raises at least two critical questions for plenary discussion.

Indicative references:

- Sharma, A., & Kim, Y. S. (2016). Information and communication technology development in Nepal. *Journal of Rural Development Studies (JRSD)*, 25(1), 101–141.
- Castells, M. (2010). *The rise of the network society* (2nd ed., pp. 403–406). Wiley-Blackwell.



Madhesh Studies

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

Course Introduction

This course provides a comprehensive examination of Nepal's Madhesh as a socio-cultural, political, and economic reality. It explores the historical evolution, identity formation, and regional movements of Madhesh, situating these within the broader dynamics of federalism, state restructuring, and citizenship debates. Students will engage with diverse theoretical perspectives on social structure, population, land, caste, and cultural practices, alongside contemporary challenges such as child marriage, human development, and inclusive governance. Through critical analysis of key readings, case studies, and discourses, learners will develop an in-depth understanding of Madhesh's complexities and its interactions with national politics, identity struggles, and regional transformations.

Learning Objectives

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

- Analyze the historical, political, and cultural dimensions of Madhesh and its social movements.
- Evaluate the interplay of identity, citizenship, and federal governance in shaping Madhesh society.
- Assess contemporary challenges and prospects for inclusive development and social justice in Madhesh.

-- Course Contents --

Unit I: Madhesh as a Socio-Cultural Reality

(6 hrs.)

- Concept, dilemma and Defining Madhesh, its Dimension and Issues
- Federalism and Provinces in Nepal: Rhetoric and Reality
- Locating Madhesh in the History.

Readings:

थापा, वसन्त र मैनाली, मोहन (सम्पा.) (२००७) मधेशको अस्तित्व । मधेश: समस्या र सम्भावना । सोसल साइन्स बहा: ।

यादव, रामवतार (२००७) मधेशी हुँदा । वसन्त थापा र मोहन मैनाली (सम्पा.) मधेश: समस्या र सम्भावना (पृ. १-८) । सोसल साइन्स बहा: ।

आचार्य, बाबुराम (२०७४) प्राथमिक परिचय भौगोलिक अवस्था (पृ. १-२७) । फाइनप्रिन्ट बुक्स ।

Jha, P. (2014). *Politics of inclusive nationalism. Battles of the New Republic: A Contemporary history of Nepal* (pp. 161-274). Aleph Book Company.

Unit II: Regionalism, Identity and Movement

(8 hrs.)

- Revolt, conflict and movements in Madhesh



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- State restructuring, Constitution Assembly and constitution making
- Practices and discourse of Madhesh movement

Readings:

- Bharti, S. C. (2019). Origin and growth of Madhesi movement in Nepal. In P. Jaiswal (Ed.), *Emerging conflicts and regional security in South Asia* (pp. 197–206). Adroit Publishers.
- Dhakal, S. (2015). An assessment of the causes of the Madhesh movement. *KMC Research Journal* (pp. 31–48). KMC.
- गिरी, गिरिश (२०१६) मधेश आन्दोलन । वीरगन्ज: मेरो सहरको कथा (पृ. ४६-१४८) । काठमाडौं । नेपाल पब्लिकेशन ।
- थापा, कमल (२०८१) नाकाबन्दी र भुराजनीति: कुटनीतिमा मेरो अनुभव र अनुभूति (पृ. ४५-४६, १६०-१६३, १६९-१७६) । संवर्धन पब्लिकेशन प्रा.लि. ।
- तामाङ, परशुराम । (२०६५) मधेशी र संघीयता हाम्रो नेपाल, संघीय लोकतान्त्रिक गणतन्त्र । काठमाडौं । मुल्याङ्कन प्रकाशन गृह । पृ. २९३-३०३ ।

Unit III: Political, Economic and Cultural Diversity in Madhesh

(10 hrs.)

- Social and culture Structure of Madhesh
- Population, representation and its dimension
- Land, agriculture and caste system

Readings:

- थापा, वसन्त र मैनाली, मोहन (सन् २००७) मधेश: समस्या र सम्भावना । सोसल साइन्स बहा:
- वर्नाडा, एम. । तराई: मुगलानको भाग वा गोर्खाको ? पृ. ९
 - मजुन्दार, मृणमोय । धनी ठाउँ, गरिब अर्थतन्त्र, पृ. २९
 - गुनरत्न, अर्जुन । थारु र राज्य : प्रजातन्त्र, राज्य निर्माण र जनजाति पहिचान, पृ. ४२
 - यादव, योगेन्द्रप्रसाद । तराई भाषाहरु : सन्दर्भ र सम्भावना, पृ. ८४
 - ह्योमे, के । मधेसीप्रतिको विभेद र समानता आन्दोलन, पृ. १२७
 - प्रेमर्षि, धीरेन्द्र । मधेशको टुटुल्को मात्र देख्ने नेपाली मिडिया
- गौतम, भास्कर (२०६४) मधेश विद्रोहको नालीबेली । मार्टिन चौतारी
- गौतम, भास्कर । मधेसी विद्रोह : नैराश्यताको राजनीति पृ. १
 - मिश्र, विजयप्रसाद । मधेसी विद्रोहको ऐतिहासिक विवेचना :पूर्वी मधेसको सन्दर्भ पृ. ३७
 - सापकोटा, शालिकरामे र सिंह, सीपी । अप्रत्यासित नेपालगञ्ज दङ्गा । पृ. ५९
 - यादव, रामरिक्त । मधेस विद्रोहमा सिरहा-सप्तरी पृ. ७५
 - यादव, राम नरेश । सुनसरी-मोरङमा मधेसी जनविद्रोह पृ. १०३
 - साह, वीरेन्द्रकुमार । वारा, पर्सा र रौतहटमा मधेशस विद्रोह पृ. ११९

Unit IV: Politics, Economy and Government

(8 hrs.)

- Caste/ethnicity, marriage and religion in Madhesh
- Population and migration issues
- Madhesi-Pahadi relationships
- Resources and plans

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Readings:

Blaikie, P. M., Cameron, J., & Seddon, J. D. (2014). *Nepal in crisis: Growth and stagnation at the periphery* (pp. 3–23, 99–118, 119–129). Adroit Publishers.

थापा, कमल (२०८१) नाकाबन्दी र भुराजनीति : कुटनीतिमा मेरो अनुभव र अनुभूति (पृ. १६२-१७२, १४४-२२१) । संबर्धन पब्लिकेशन प्रा.लि. ।

Unit V: Politics of Citizenship

(6 hrs.)

- Sociology of self and citizen
- Citizenship issues
- Citizenship and Madhesh

Readings:

Kymlicka, W., & Norman, W. (1994). Return of the citizen: A survey of recent work on citizenship theory. *Ethics*, 104(2), 352–381.

Marshall, T. H., & Bottomore, T. (Eds.). (1992). *Citizenship and social class* (pp. 8–17). Pluto Press. (Original work published 1950)

गेज, फ्रेडरिक एच. (सन् २०१३) नागरिकताको राजनीति नेपालमा क्षेत्रीयता र राष्ट्रियता (पृ. ८८-१२१) । हिमाल किताब प्रा.लि. ।

श्रेष्ठ, लक्ष्मी (२०७६) मधेशी महिलाको नागरिकता विहिनता: परिवार, समाज र राज्यमा पितृसत्ता । सोहन प्रसाद साह र महेशराज महर्जन (सम्पा.) । पैदल अनुसन्धान : प्रयोग र उपलब्धि (पृ. २३-४०) । मार्टिन चौतारी ।

Unit VI: Contemporary Issues, Challenges and Prospects

(6 hrs.)

- Child marriage and dowry system in Madhesh
- State of human development in Madhesh
- Inclusive federalism in Madhesh

Readings:

Khan, M., Roy, P., Prasai, S., Acharya, A., Karna, A., & Neupane, S. (2022). *Challenge of inclusive federalism in Nepal: A political settlements analysis of Madhesh Province* (pp. 3–23). SOAS, University of London.

INSEC. (2023). *Status of girls education in Madhesh Province*. Nepal Human Rights Year Book 2023. Informal Sector Service Center.

श्यामल (२०६५) सीमान्त तहका जनताको संघर्ष कथा ।

पाण्डे, नयनराज (२०६५) उलार (दोश्रो संस्करण, पृ २-७, ५६-६९) फाइनप्रिन्ट ।



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Globalization, Democracy and Citizenship

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

Course Introduction

This course offers a sociological and political examination of democracy and citizenship in a rapidly changing world. It approaches democracy not as a fixed institutional arrangement but as a historically contingent, contested, and evolving set of practices shaped by power, inequality, and social struggle. Citizenship is analyzed as a multidimensional relationship involving rights, identity, belonging, and participation, increasingly reconfigured by globalization, digitalization, and state transformation. Through classical theories, contemporary debates, and empirical case studies—with particular attention to the Global South and Nepal—the course critically explores democratic possibilities, vulnerabilities, and future trajectories. Students will engage with debates on digital media, transnational citizenship, democratic erosion, and technological governance to develop a nuanced understanding of democracy as both an ideal and a lived social reality.

Learning Objectives

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

- Critically understand democracy as a plural, historical, and contextual process
- Analyzing citizenship in relation to rights, identity, inequality, and participation
- Examine the impacts of globalization, digitalization, and technology on democratic life, and
- Apply theoretical insights to contemporary democratic challenges, including Nepal's state transformation

-- Course Contents --

Unit I: Foundations of Democracy and Citizenship

(10 hrs.)

- Democracy as a historically contingent and plural model
- Citizenship as a layered relationship of rights, identity, and participation
- Globalization and inequality reshaping democratic citizenship

Readings:

- Held, D. (1987). Introduction. In *Models of democracy* (pp. 1–23). Polity Press.
- Kymlicka, W. (2005). Citizenship in an era of globalization. In S. P. Hier (Ed.), *Contemporary sociological thought: Themes and theories* (pp. 455–465). Canadian Scholars' Press.
- Dursunoğlu, İ. (2019). Modern democracy theories in contemporary debates on politics and public administration in the postmodern era. In Ö. Uğur & K. C. Doğan (Eds.), *Contemporary debates on politics and public administration in the postmodern era* (pp. 33–43). Peter Lang.
- Marshall, T. H., & Bottomore, T. (1992). *Citizenship and social class* (pp. 8–17). Pluto Press.
- Thapar, R. (2021). Citizenship: The right to be a citizen. In R. Thapar, N. Ram, G. Bhatia, & G. Patel (Eds.), *On citizenship* (pp. 1–22). Rupa Publications.
- Heller, P. (2022). Democracy in the Global South. *Annual Review of Sociology*, 48, 463–484.

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Unit II: Digitalization, Media, and Democracy

(9 hrs.)

- Digital media as an ambivalent force for democracy
- Power, inequality, and political context shape digital outcomes
- Information integrity and citizenship in the digital age

Readings:

- Tucker, J. A., Theocharis, Y., Roberts, M. E., & Barberá, P. (2017). From liberation to turmoil: social media and democracy. *Journal of Democracy*, 28(4), 59–76.
- Birks, J. (2014). Networks of outrage and hope: Social movements in the Internet age. *European Journal of Communication*, 29(5), 633–636.
- Reglitz, M. (2022). Fake news and democracy. *Journal of Ethics and Social Philosophy*, 22(2), 162–187.
- Oyedemi, T. (2014). Internet access as a citizen's right? Citizenship in the digital age. *Citizenship Studies*, 18(6), 635–653.
- David, N. (2018). Democratizing government: What we know about e-government and civic engagement. In L. Alcaide Muñoz & M. P. Rodríguez Bolívar (Eds.), *International e-government development* (pp. 45–64). Springer.
- Wolfsfeld, G., Segev, E., & Sheaffer, T. (2013). Social media and the Arab Spring: Politics comes first. *The International Journal of Press/Politics*, 18(2), 115–137.

Unit III: Globalization, Cosmopolitanism, and Citizenship

(6 hrs.)

- Dual, transnational citizenship and the nation-state boundaries
- Complexities of rights, identity, and belonging
- Transnational actors and democratic legitimacy

Readings:

- Dahlin, E. C., & Hironaka, A. (2008). Citizenship beyond borders: A cross-national study of dual citizenship. *Sociological Inquiry*, 78(1), 54–73.
- Kymlicka, W. (2003). Immigration, citizenship, multiculturalism: Exploring the links. In S. Spencer (Ed.), *The politics of migration: Managing opportunity, conflict, and change* (pp. 195–208). Blackwell.
- Beauzamy, B. (2010). Transnational social movements and democratic legitimacy. In E. Erman & A. Uhlin (Eds.), *Legitimacy beyond the state?* (pp. 93–110). Palgrave Macmillan.
- Pudzianowska, D. (2017). The complexities of dual citizenship: Analysis. *Central and Eastern European Migration Review*, 6(1), 15–30.

Unit IV: Future Democracy and Citizenship

(8 hrs.)

- Democracy as empowerment, participation, and collective agency
- Technological mediation of democratic citizenship
- Democratic resilience and vulnerability in contemporary contexts

Readings:

- Kaufman, M. (1997). Community power, grassroots democracy, and the transformation of social life. In *Community power and grassroots democracy* (pp. 1–24). Zed Books; International Development Research Centre.
- Formosa, P., Kashyap, B., & Sahebi, S. (2025). Generative AI and the future of democratic citizenship. *Digital Government: Research and Practice*, 6(2), 1–7.



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- Balduzzi, T., & Siciari, L. (2024). Participative and deliberative democracy facing technology: A study on digital democratic innovations. *RIID*, 1, 87–118.
- Sen, A. (2000). The importance of democracy. In *Development as freedom* (pp. 146–159). Oxford University Press.
- Levitsky, S., & Ziblatt, D. (2018). *How democracies die: What history reveals about our future* (pp. 204–231). Penguin Books.

Unit V: Contemporary Challenges to Democracy

(8 hrs.)

- Democratic erosion through gradual, internal processes
- Inequality, corruption, and elite capture as structural threats to democracy
- Technological and informational power reshaping democratic competition

Readings:

- Levitsky, S., & Ziblatt, D. (2018). *How democracies die: What history reveals about our future* (pp. 1–10). Penguin Books.
- Adler, P. S., et al. (2023). Authoritarianism, populism, and the global retreat of democracy: A curated discussion. *Journal of Management Inquiry*, 32(1), 3–20.
- Scheve, K., & Stasavage, D. (2017). Wealth inequality and democracy. *Annual Review of Political Science*, 20(1), 451–468.
- Walker, C., & Aten, M. (2018). The rise of kleptocracy: A challenge for democracy. *Journal of Democracy*, 29(1), 20–24.
- Black, A. (2025). AI and democratic equality: How surveillance capitalism and computational propaganda threaten democracy. In B. Steffen (Ed.), *AIsoLA 2023* (Lecture Notes in Computer Science, vol. 14129, pp. 333–347). Springer.

Unit VI: Citizenship, Democracy, and State Transformation in Nepal

(7 hrs.)

- Contested redefinition of sovereignty and citizenship Political and civil aspects of dual citizenship
- Everyday governance practices
- Negotiating rights, identity, and recognition within informal settings
- Constitutional citizenship, inclusion and reproduction of structural inequalities

Readings:

- Baral, L. R. (2023). Nepal: From monarchy to republic. In *Nepal: From monarchy to republic* (pp. 117–143). Rupa Publications.
- Nightingale, A. J., Lenaerts, L., Shrestha, A., Lama Tsumpa, P. N., & Ojha, H. R. (2023). The material politics of citizenship: Struggles over resources, authority, and belonging in the new federal republic of Nepal. In S. Tamang (Ed.), *Nepal's federal conundrum: Negotiating a strong federal system on weak democratic foundations* (pp. 279–308). Martin Chautari.
- Ghimire, D. K. (2018). Globalization, citizenship, and subjectivity: A case study of a slum area in Bhaktapur, Nepal. *Contemporary Social Sciences*, 27(2), 164–180.
- Pudasaini, S. (2022). Writing citizenship: Gender, race and tactical alliances in Nepal's constitution drafting. In P. Kharel (Ed.), *Reading Nepali transition (2006–2015)* (pp. 123–161). Martin Chautari. <https://martinchautari.org.np/storage/files/reading-nepali-transition-2006-2015-chapter-four-surabhi-pudasaini.pdf>

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Thesis

(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 component of the MA in Sociology program, emphasizing independent and systematic 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. The contents to be discussed in the classroom with hands-on practice are mentioned in detail in the following sections (Part A, Part B, and Part C).

Part A: 3 Credit Hours (48 Teaching Hrs.)

Selection of Topic:

6 Hrs.

From a sociological perspective, the selection of a thesis topic involves identifying a socially relevant issue rooted in structures, institutions, relationships, or inequalities. The topic should reflect observable social realities, respond to societal needs, and be significant for understanding social change, power relations, or cultural patterns while remaining feasible within time, resources, and ethical limits.

Review of Literature:

12 Hrs.

A sociological review of literature critically examines existing theories, concepts, and empirical studies to understand how a social issue has been previously analyzed. It helps situate the research within broader sociological debates, identify dominant perspectives, and assess methodological approaches used by earlier scholars.

Identifying Research Gap:

6 Hrs.

Identifying a research gap involves locating unanswered questions, neglected groups, contexts, or theoretical weaknesses in existing sociological studies. This gap justifies the study by showing

how new research can contribute to knowledge, challenge assumptions, or provide alternative explanations of social phenomena.

Formulating Research Problem and Questions:

9 Hrs.

The research problem in sociology is formulated by translating a broad social issue into a clear, focused, and researchable concern. Research questions are then developed to explore relationships, causes, meanings, or consequences of social processes systematically and analytically.

Developing Research Objectives and Hypothesis:

9 Hrs.

Research objectives state what the study aims to achieve in understanding social realities, while hypotheses (mainly in quantitative sociology) propose tentative explanations about relationships between social variables. Both guide the direction, scope, and analytical focus of the research.

Conceptual and Theoretical Framework:

6 Hrs.

A conceptual framework defines key sociological concepts and their relationships, while the theoretical framework grounds the study in established sociological theories such as functionalism, conflict theory, or symbolic interactionism. Together, they provide an analytical lens for interpreting social data.

Part B: 3 Credit Hours (48 Teaching Hours)

Research Methodology – Designing Research:

3 Hrs.

Research design in sociology outlines the overall strategy for studying social phenomena, including qualitative, quantitative, or mixed approaches. It ensures that methods align with research questions and allows systematic, valid, and reliable investigation of social realities.

Locating Field, Universe, Study Population, and Sample Selection:

9 Hrs.

Field refers to the social setting where research occurs, while the universe includes all units relevant to the study. The study population is the accessible group, and sampling involves selecting representative units to generalize findings or gain in-depth social insights.

Methods and Tools/Techniques of Data Collection:

12 Hrs.

Quantitative data collection focuses on measuring social variables and identifying patterns across populations. Methods include surveys and structured interviews, utilizing tools such as structured questionnaires, scales, and checklists that facilitate the generation of numerical data. These methods emphasize standardization, objectivity, and representativeness to analyze social trends, relationships, and variations.

Qualitative data collection methods aim to understand social meanings, experiences, and interactions in their natural contexts. Methods include in-depth interviews, focus group discussions, case studies, and participant observation, using tools such as interview guides, observation notes, audio recorders, and field diaries to capture rich, contextual data.

In sociological research, mixed methods data collection integrates quantitative and qualitative approaches to capture both the breadth and depth of social phenomena. Methods combine



surveys or structured questionnaires with in-depth interviews, focus group discussions, or observations, using tools such as questionnaires, interview guides, observation checklists, and field notes to generate complementary numerical and narrative data.

Methods and Tools/Techniques of Data Analysis:

12 Hrs.

Quantitative data analysis in sociology involves the statistical examination of numerical data to test hypotheses and establish relationships between variables. Tools include statistical software, tables, and graphs, while techniques involve descriptive statistics, correlation, regression, and hypothesis testing, enabling sociologists to generalize findings and explain social regularities.

Qualitative data analysis in sociology focuses on interpreting non-numerical data to reveal social processes and subjective meanings. Tools include coding frameworks, memos, and qualitative analysis software, while techniques involve thematic analysis, narrative analysis, discourse analysis, and interpretation, allowing for deep sociological insight into social realities.

Mixed methods data analysis involves the systematic integration of quantitative and qualitative findings to produce a more comprehensive sociological explanation. Tools include statistical software, qualitative coding systems, and integrative matrices, while techniques involve triangulation, data convergence, comparative analysis, and joint interpretation, enabling sociologists to validate results and understand complex social realities holistically.

Drafting the Thesis:

9 Hrs.

Drafting a thesis involves systematically organizing empirical findings, theoretical insights, and methodological processes into a coherent academic narrative. The draft should logically connect social theory with data analysis, clearly present arguments, and critically interpret findings in relation to existing sociological literature, ensuring clarity, consistency, and scholarly rigor throughout the chapters.

Research Ethics:

3 Hrs.

Research ethics in sociology emphasize respect for human dignity, informed consent, confidentiality, and avoidance of harm. Ethical practice ensures that research upholds social responsibility, protects participants, and maintains the integrity and credibility of sociological knowledge.

Part C: Final Evaluation of 6 Credit Hours (200 Marks)

Defending the Thesis (Final Viva-Voce):

Defending the thesis in the final viva-voce involves critically presenting and justifying the research problem, theoretical framework, methodology, and findings before examiners. The researcher must demonstrate conceptual clarity, methodological rigor, ethical awareness, and the sociological significance of the study, while responding analytically to questions and critiques, reflecting confidence, originality, and scholarly competence expected for evaluation.

