

Tribhuvan University
Faculty of Humanities and Social Sciences

Bachelor of Arts in Sociology
Courses of Study 2016

Central Department of Sociology
Tribhuvan University
Kirtipur
2016

Bachelor of Arts in Sociology

The course Sociology offers altogether 6 papers including an optional functional paper in third year. Out of them there are five compulsory papers; one in first year and two in each second and third year. The student may opt for one optional courses in the third year from within sociology or from any other social sciences.

Objectives

The objective of these courses is to impart up-to-date knowledge on introduction to sociology with basic ideas on sociological theories and methods including primary training in field-work and secondary data analysis throughout the courses of study from the first year to the third year. It also provides skill with analytical capability understanding different dynamics of Nepalese of society. The second objective is to provide semi-skilled human resource for Nepal development needs. The third objective is to inculcate in the students the spirit of human rights and social justice. Thus the overall objective is to develop professional skill, in both theory and research, in sociology in the students of this discipline at a par with those of other countries.

Admission Criteria

A student holding a proficiency certificate level or 10+2 degree or its equivalent degree in any of the following subjects recognized by Tribhuvan University is considered eligible to apply for admission.

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

An applicant seeking admission to B.A. Sociology must meet the criteria set up by the Office of the Dean, Faculty of Humanities and Social Sciences, Tribhuvan University. The applicant who fails to meet the set criteria or does not hold a minimum qualifying degree will not be given admission. Admission of the students will be based strictly on the rules and regulations and on the enrollment capacity of the Department of Sociology in any campus.

Duration of the Course and Examinations

The duration of the course is of three years with three academic sessions. There is an university examination, in each year, at the end of each year. The student should meet the criteria set by the Dean's Office, Faculty of Humanities and Social Sciences of Tribhuvan University and also by Campus to appear in the final examination.

Overall Distribution of Subjects for three Academic Years
Subject Code, Title, and Full Marks

First Year

Paper	Code No.	Subject	Full Marks	Remarks
1	So401	Introduction to Sociology	100	Compulsory

Second Year

Paper	Code No.	Subject	Full Marks	Remarks
2	So402	Sociological Theories	100	Compulsory
3	So403	Dynamics of Nepali Society	100	Compulsory

Third Year

Paper	Code No.	Subject	Full Marks	Remarks
4	So404	Research Methods in Sociology	100	Compulsory
5	So405	Sociology of Democracy, Diversity and Inequality	100	Compulsory
Functional Paper				
6	So406	Sociology of Development	100	Functional

So401: Introduction to Sociology
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

Course Description:

This course is an introductory part of three years courses of study of Bachelor's of Arts in Sociology. It introduces with basic concepts in Sociology focusing on perspective and method. It also highlights on social institutions; race, ethnicity and migration; class, stratification and social inequality; and sociology in everyday life.

Objectives:

The main objective of this course is to enable students to comprehend with basic concepts in Sociology including social institutions; family, marriage, economy, religion, education, medicine and health; social inequality; and social change. It also aims to develop analytical skill with students engaging them in field work and report writing.

Unit I: Sociology and Sociological Perspective (30hrs)

1. What is Sociology? (15hrs)

- a) Sociology: the scientific study of social structure and social interaction and of the factors making for change in social structure and social interaction
- b) The sociological view point: science, social structure, social interaction, social change
- c) Developing a sociological imagination: C. Wright Mill's concept of the "sociological imagination"
- d) The origins of sociology: Auguste Comte, "the father of sociology"
- e) Three central figures: Karl Marx, Emile Durkheim and Max Weber
- f) Perspectives in Sociology: functionalist, conflict, symbolic interactionist and macro/micro
- g) Sociology in Nepal: origin and development; research and teaching
- h) Basic concepts: society, culture, group, community and institution

2. Sociological Research Methods: scientific method (5hrs)

- a) Asking and answering sociological questions: taking a scientific approach
- b) Scientific method: an objective and judicious approach to empirical evidence
- c) The research process: theory as production of knowledge

3. Socialization (10hrs)

- a) Individual and society
- b) Socialization: socialization and stages of the Life Course; agents of socialization
- c) Socialization and the self: Cooley: The Looking Glass Self; Mead: Role Taking
- d) Moral socialization: Sigmund Freud; Erik Erikson; Jean Piaget and Lawrence Kohlberg; Carol Gilligan: Morality and Gender
- e) Socialization and the twenty first century

Unit II: Understanding Micro Social Institutions: Analysis from Functionalist, Conflict, Interactionist and Micro/Macro Perspectives (15hrs)

1. Marriage and family: types of marriage and family; sociological analysis of marriage and family
2. Household: process of household formation; sociological analysis of household
3. Patriarchy: features; sociological analysis of patriarchy

Unit II: Understanding Macro Social Institutions: Analysis from Functionalist, Conflict, Interactionist and Micro/Macro Perspectives (25hrs)

1. The Economy: economy and society; sociological analysis of economy
2. Politics: power and political order; exercise of power; political processes; sociological analysis of politics
3. Education: education and society; education and inequality; changing educational systems; sociological analysis of education
4. Religion: religious belief and society; varieties of religion; sociological analysis of religion
5. Health and medicine: health and society; sociological issues in health and medicine; sociological analysis of health and medicine

Unit III: Society and Social Change (15hrs)

1. Types of society: hunting and gathering; horticultural and pastoral; agrarian; industrial; postindustrial and transitional societies
2. Theories of change: social change; social evolution; functionalism and social evolution; modernization theory; conflict theory and changes: world systems.
3. Process of social change: modernization, urbanization, westernization and globalization

Unit IV: Social Stratification and Inequality (focus on inter/between and intra/within-group/region inequality) (20hrs)

1. Notion and functions of social stratification: Gupta and Moore
2. Caste based inequality
3. Class based Inequality
4. Gender and Inequality
5. Ethnicity and Inequality
6. Region and Inequality
7. Intersectionality: inequality across caste, class, gender, ethnicity and region

Unit V: Applications of Sociology (15hrs)

1. Academic and applied sociology: pure; evaluation, action, impact assessment
2. Four realms of sociology: basic science, critical sociology, applied research and public activism
3. Applied sociology in planning and policy making
4. Role of sociologists in advocacy, programme implementation, monitoring and evaluation

Unit VI: Practicum: Project Work and Report Writing (30hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or

secondary/archival resources focusing on social institutions; family, marriage, economy, social inequality, social change, etc. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 20 marks allocated to this practicum.

Readings:

- Curry, Tim, Jiobu, Robert and Schwirian, Kent. 2008. *Sociology for the Twenty First Century*. Fifth Edition. Pp. 2-169; 268-445. New Jersey: Pearson Prentice Hall.
- Giddens, Anthony. 2006. *Sociology*. 5th Edition. Chapter 3. Pp. 72-80. First Indian Reprint. UK: Polity Press.
- Giddens, Anthony. 2004. *Sociology*. 4th Edition. Chapter 9 & 10. Pp. 242-307. UK: Blackwell Publishers.
- Inkeles, Alex. 2001. *What is sociology? An introduction to the discipline and profession*. New Delhi: Prentice Hall of India pvt. Ltd.
- Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. Sixth Edition. Pp. 14-28; 81-97. New Delhi: TATA MCGRAW-HILL.
- Mishra, Chaitanya. 2007. "Sociology in Nepal: Underdevelopment amidst Growth". Pp. 267-322 in *Essays on the Sociology of Nepal*, by Chaitanya Mishra. Kathmandu: Fine Print.
- Mishra, Chaitanya. 2010. "Nepalma Samajshastra (Sociology in Nepal)". *Adhyaya 6*(Chapter 1) Pp. 214-241 in *Badlindo Nepali Samaj* edited by Rajendra Maharjan. Kathmandu: Fine Print.
- Subedi, Madhusudan and Devendra Uprety. 2014. *The State of Sociology and Anthropology: Teaching and Research in Nepal*. Kathmandu: Martin Chautari.
- Beteille, Andre. 2012. *Sociology: Essays on Approach and Method*. Second Edition. Chapter 3, 4 and 11. New Delhi: Oxford University Press.
- Macionis, John J. 2001. *Sociology*. Eighth Edition. Pp. 1-55; 247-563. New Jersey: Prentice Hall.
- Mishra, Chaitanya. 2009. *Making Research Sociological*. In *Dhaulagiri Journal of Sociology/Anthropology*, Vol. III, pp. 1-18.
- Schaefer, Richard T. 2006. *Sociology: A Brief Introduction*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Adhikari, Shukra Raj. 2014. *Bedkalin Samajma Dampatya Sambandhako Nirman* (Construction Marriage Relation in Vedic Period). Chapter five. In PhD Dissertation Submitted to Dean's Office, Faculty of Humanities and Social Sciences, Tribhuvan University.
- Haralambos, M. And R M Heald. 2009. *Sociology: Themes and Perspectives*. Thirty-fourth Impression. New Delhi: Oxford University Press.
- Macionis, John J. 2001. *Sociology*. Eighth Edition. Pp. 623-645. New Jersey: Prentice Hall.

- Bhushan, Vidya and D. R.Sachdeva. 2012. *An Introduction to Sociology*. Reprint XLVIth Edition. Allahabad, India: KitabMahal.
- Gupta, Dipankar. 2013. "Hierarchy and Difference: An Introduction". Pp. 1-23 in *Social Stratification* edited by Dipankar Gupta. Delhi: Oxford University Press.
- Gautam, Tika Ram. 2015. *Intersectionality: Employment across region, class, caste/ethnicity and gender in Nepal*. An unpublished paper. Kathmandu: Tribhuvan University.
- Jain, Roshni. 2012. *Sociology: An Introduction to Sociology*. Chapter 31, pp. 689-705. Delhi: AITBS Publishers.
- Wilson, Everett K. 1971. *Sociology: Rules, Roles and Relationships*. Chapter 15, Pp. 568-608. Homewood, Illinois, USA: The Dorsey Press.
- Rao, C. N. Shankar. 2012. *Sociology: Principles of Sociology with an Introduction to Social Thought*. Seventh Revised Edition. Part X, pp. 641-649. New Delhi: S. Chand.

So402: Dynamics of Nepali Society
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

Course Description:

This course aims to familiarize the students engaging them in the discussion/debates on various contemporary issues and dimensions and dynamics of Nepali society; economy, education, health, and politics. The course introduces with social demography of Nepal with brief discussion on social history of Nepali society.

Objectives:

The main objective of this course is to familiarize the students to comprehend with fundamental features of Nepali society; social demography, economy, politics and to develop analytical capacity in students intensively engaging them in the discussion/debates of contemporary issues in Nepali society. It also aims to develop writing skill with students engaging them in writing report/paper focusing on the core issues of the course from sociological perspectives.

Unit I: Contemporary Issues in Nepali Society **(25hrs)**

1. Transforming Nepali society: continuous change
2. Identity and ethnicity: concept and debate
3. Inclusion and exclusion: concept and debate
4. Monism, pluralism and multiculturalism: concept
5. Federalism: concept, models, application
6. Nationalism: conceptual debate and practice
7. Secularism: conceptual debate and practice

Unit II: Economy and Society **(30hrs)**

1. Major economic aspects
2. The economic background
3. The extension of state control over the land
4. The land tenure and taxation systems
5. The peasant and the land
6. Forced labour and slavery
7. Economic policies and programs
8. Economic developments
9. Globalization
10. Modes of production and social structure
11. Trade and blockade

Unit III: Education, Health and Society **(15hrs)**

1. Historical development of education in Nepal
2. Education, nationalism and social Change
3. Health and health systems in Nepal

Unit IV: Politics and Society (20hrs)

1. Nepali culture and society: an historical overview
2. The process of nation-building
3. The evolution of Nepali nationhood
4. Ethnicity, nationality and culture
5. Diversity and national integration
6. Constitutions of Nepal

Unit V: Social Demography of Nepal (30hrs)

1. Notion of social demography
2. Population processes and dynamics (fertility, mortality, migration)
3. Caste and ethnic groups
4. Languages and languages groups
5. Religious belief: being religious
6. Literacy and population
7. Migration: internal and international; history, trend and current status
8. Urbanization

Unit VI: Practicum: Project Work and Report Writing (30hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on different dimensions of Nepali society, demography, economy, politics, religion, and different contemporary issues. Each group of students will submit an independent research report analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 20 marks allocated to this practicum.

Readings:

Unit I: Contemporary Issues in Nepali Society

- Mishra, Chaitanya. 2010. “*Nepali Samajako Rupantaran*(Transformation of Nepali Society)”. *Adhyaya 1*(Chapter 1) in *Badlindo Nepali Samaj* edited by Rajendra Maharjan. Kathmandu: Fine Print.
- Oomen, TK. 2012. “Ethno-nationalism and Building national States in South Asia: Towards Federalization”. Pp. 6-16 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Mishra, Chaitanya. 2012. “*Nepalma Jatiya Ubhar ra Sanghiyakaranko Sandarbha*” (“Ethnic Upsurge in Nepal: Implications for Federalization” translated into Nepali by Tika Ram Gautam). Pp. 41-71 in *Bichar Bishesh*, edited by Dilliram Subedi and Coordinated by Gagan Thapa. Kathmandu: Public Policy Pathshala.
- Kisan, Yam Bahadur. 2012. “Sangiyatama Dalitharuko Apanatwa hune Sahi Bikalpa: Gair Bhaugolik Sanghiyata”. Pp. 58-90 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.

- Pandey, Tulsi Ram. 2012. "Quest of the Federal State: Understanding Issues of Social Diversity and Difference". Pp. 251-275 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Sijapati, Bandita. 2012. "Political Integration and Multiculturalism in Democratic Societies: The Case of Muslims in Naya Nepal". Pp. 17-36 in *Ethnicity and Federalization in Nepal*, edited by Chaitanya Mishra and Om Gurung. Kathmandu: Central Department of Sociology/Anthropology.
- Centre for Nepal and Asian Studies. 2012. "Monism, Multiculturalism and Pluralism for Social Exclusion and Inclusion Perspectives". *Contributions to Nepalese Studies*, Volume 39, Special Issue 2012.
- Gellner, David N. 2008. "Ethnicity and Nationalism in the World's only Hindu State". Pp. 3-32 in *Nationalism and Ethnicity in Nepal*, edited by David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop.
- Gurung, Harka. 2008. "State and Society in Nepal". Pp. 495-532 in *Nationalism and Ethnicity in Nepal*, edited by David N. Gellner, Joanna Pfaff-Czarnecka and John Whelpton. Reprinted and Published in Nepal. Kathmandu: Vajra Book Shop.
- Bilgrami, Akeel. 2005. "Secularism, Nationalism, and Modernity". Pp. 380-417 in *Secularism and Its Critics*, edited by Rajeev Vhargava. Fourth Impression. New Delhi: Oxford University Press.
- Luintel, Youba Raj and Madhusudan Subedi. 2014. *Changing Dynamics of Intercaste Relations in Nepal*. A Research Report Submitted to University Commissions, Sanothimi Bhaktapur.
- Sharma, Prayag Raj. 2006. "Nepali Culture and Society: An Historical Overview". Pp.3-36 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.

Unit II: Economy and Society

- Regmi, Mahesh Chandra. 1999. *A Study in Nepali Economic History*. Second Reprint. Delhi: Adroit Publishers.
- Regmi, Mahesh Chandra. 1999. *Landownership in Nepal*. First Indian Reprint. Chapter 1 & 2, pp. 1-21. Delhi: Adroit Publishers.
- Fisher, James F. 2011. *Globalization in Nepal: Theory and Practice*. The Mahesh Chandra Regmi Lecture 2011. Kathmandu: Social Science Baha.
- Mishra, Chaitanya. 2014. "Nepalko Bartaman Arthik Abastha: Antarbata". Pp. 190-196. In *Punjibadra Nepal*. Reprint. Chapter 2. Kathmandu: Fine Print.

Unit III: Education, Health and Society

- Bhatta, Pramod. 2009. "Sixty Years of Educational Development in Nepal". Pp. 1-18 in *Education in Nepal: Problems, Reforms and Social Change*, edited by Pramod Bhatta. Kathmandu: Martin Chautari.

- Onta, Pratyoush. 2009. "Ambivalence Denied: The Making of *RastriyaItihas* in Panchayat Era Textbooks". Pp. 247-294 in *Education in Nepal: Problems, Reforms and Social Change*, edited by PramodBhatta. Kathmandu: Martin Chautari.
- Skinner, Debra and Dorothy Holland. 2009. "Schools and the Cultural Production of the Educated Person in a Nepalese Hill Community". Pp. 295-332 in *Education in Nepal: Problems, Reforms and Social Change*, edited by PramodBhatta. Kathmandu: Martin Chautari.
- Robinson-Pant, Anna. 2009. "Women in Literacy: A Nepal Perspective". Pp. 333-360 in *Education in Nepal: Problems, Reforms and Social Change*, edited by PramodBhatta. Kathmandu: Martin Chautari.
- Mishra, Chaitanya. 2010. "*Shiksha ra Swasthyako Rajniti* (The Politics of Education and Health)". *Adhyaya4* (Chapter 4) pp. 150-189 in *Badlindo Nepali Samaj* edited by RajendraMaharjan. Kathmandu: Fine Print.

Unit IV: Politics and Society

- Sharma, Prayag Raj. 2006. "State and Society". Pp.127-184 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Sharma, Prayag Raj. 2006. "Nation-building, multi-ethnicity, and the Hindu State". Pp.227-246 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Sharma, Prayag Raj. 2006. "Ethnicity and national integration in Nepal: A Statement of the Problem". Pp. 203-210 in *The State and Society in Nepal: Historical Foundations and Contemporary Trend* by Prayag Raj Sharma. Second Reprinting. Kathmandu: Himal Books.
- Gautam, Tika Ram. 2012. "Dynamics and Dilema in Nation-Building: Issues of Inclusion in Public Sphere in Nepal". *Proceedings of the 4th Next-Generation Global Workshop, November 24-25, 2011*:410-429. Japan: Kyoto University.

Unit V: Social Demography of Nepal

- Sharma, Pitamber. 2014. *Some Aspects of Nepal's Social Demography: Census 2011 Update*. Kathmandu: Himal Books.
- Gurung, Harka. 2001. Migration. Chapter II, Pp. 14-34 in *Nepal Social Demography and Expressions*. Kathmandu: New ERA.
- Castles, Stephen. 2008. *Understanding Global Migration: A Social Transformative Perspective*. A Draft Paper Presented on Conference on Theories of Migration and Social Change at St Anne's College, Woodstock Road, Oxford.
- Seddon, David, Ganesh Gurung, and JagannathAdhikari. 1998. "Foreign Labour Migration and the Remittance Economy of Nepal". *Himalaya, the Journal of the Association for Nepal and Himalayan Studies*: Vol. 18: No. 2, Article 7.

So403: Sociological Theories
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

Course Description and objectives

This course intends to orient the students about the ways through which social events, institutions and processes are thought/understood sociologically. There are multiple ways followed for the understanding those institutions and processes. These ways of sociological understanding are regarded as the sociological theories. This course helps the students to be able to categorize those theoretical perspectives; identify the structure of those institutions; and understand the features of processes followed by their members and other agencies who work together to create, maintain and change the structure of those institutional settings..

Unit I. Sociological Orientation and Sociological Theory (15 hrs)

Paradigm

What to mean by sociological thinking, Meaning of sociological theory, Difference between theory and perspective, Features of Structure and actor dominant perspectives and the difference between them, Strategies of formal theory construction, Inductive and deductive method of formal theory construction, Relationship between theory and method in sociology

Unit II Structural Perspectives (25 hrs)

- (a) Structural Concensus: Intellectual background; Features of functional model of society; Influence of Emile Durkheim: the conception of mechanical and organic ways of formation of social solidarity, Functional importance of division of labor in society; Talcott Parsons: society as a system, components of social system and their interrelations;
- (b) Structural Conflict: Feature of conflict model of society, conflict theory and critique of society; Marxist understanding of mode of production and economic basis of society, Class and economic base of conflict, class conflict and materialist interpretation of history and social change; An assessment of Marxist analysis.
- (c) World System Theory: Wallerstein's contribution to The Modern World-System theory: capitalism as the modern world system; The capitalist world system and international division of labor; Hierarchization of societies under the capitalist world system

Unit III Agency Centered Perspectives (30 hrs)

- (a) Ethnomethodology: Schultz and Garfinkel and inter-subjective nature of human consciousness, Ethnomethodology defined, Life world of commonsense knowledge, Members method of construction of everyday social life, society not a given but a constructed reality, George Peter Berger and processes of social construction: externalization, objectivation and internalization.
- (b) Social Exchange Theory: Social exchange as a rational choice, George C. Homans' discussion on behavioral dynamics of social groups, Psychological foundations of social relations, Applications of exchange theory to elementary social be

- (c) Structuration theory: Anthony Giddens contribution to the understanding of reproduction and transformation of the social world; inter-relation between agency and structure: agency, social structures and systems, Human practice and constraining and enabling role of society, Social system dynamics and variations.
- (d) Symbolic Interactionism: the interactionist tradition, Blummer-symbol and interaction-produce meaningful interaction; Goffman's contribution in understanding nature of society, humans, and change, class and gender.

Unit IV Postmodern Discourse and Social Fragmentation (25 hrs)

Postmodernity or late modernity, Skepticism regarding systems of knowledge and authority, Mass media effects on socio-cultural erosion and fragmentation, Culture as strategies for escaping mundane reality through expanded and enchanted consumption experiences, The challenge of identity formation in a late modern or postmodern world, Cultural expressiveness applied to human beings' bodies

Unit V Feminist Critique of sociology (25 hrs)

Standpoint theory Dorothy Smith; Micro-level analyses of gender differences: Biological Sex and Gender Differences, Male-Female Differences in Socioemotional Bonds with Parents, Matters of Life and Death, Wives Versus Husbands in Family Life; Macro-Level Critique of Male Domination: Institutional Differentiation and the Organized Control of Violence, Theory of Gender Stratification, Mechanisms of Macro-Level Domination: bifurcated consciousness, Some examples of gender based differences in Nepal.

Unit VI: Practicum: Project Work and Report Writing (30hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on the application/analysis of major sociological theories; structural, agency centered, modern/postmodern. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 20 marks allocated to this practicum.

Readings

Basic

1. Mills, C. Wright 1959. *The Sociological Imagination*. Chapter 1. "The promise.
2. Wallace, Ruth A. and Wolf, Alison. 1995. *Contemporary Sociological Theories: Continuing the Classical Tradition*. New Jersey: Prentice Hall
3. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, New York: Springer.
4. Pradhan, Bina. 2006. Gender and human development,' in Pande, S. et al. (eds.) *Readings in Human Development*, Kathmandu: UNDP.

Optional

1. Abraham, M. Francis. 1983. *Modern Sociological Theory: An Introduction*. Delhi: Oxford University Press.

2. Turner, Jonathan H. 1995. *The Structure of Sociological Theory*. Jaipur: Rawat Publication.
3. Ritzer, George. 2006. *Sociological Theory*. 9th edition. New York, McGraw-Hill.
4. Ritzer, George. 1992. *Sociological Theory*. Third edition. Chapter 1. "A historical Sketch of Sociological Theory: The Early Years." New York, McGraw-Hill.
5. Johnson, DoyelPoul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 4, "Formal Theory Construction: Developing Sociological Theory." New York: Springer.
6. Turner, Jonathan H. 2001. *The Structure of Sociological Theory*.Chapter 1. "The Nature of Sociological Theorizing." Jaipur: Rawat.
7. Merton, R.K. 1968. *Social Theory and Social Structure*. Chapter. 4. "The bearing of Sociological Theory on Empirical Research" and Chapter 5. "The Bearing of Empirical Research on Sociological Theory,". New York: Applied Publishing Co. PVT. LTD

Unit II

1. Ritzer, George. 1992. *Sociological Theory*. Third edition. Chapter 7. "Structural Functionalism, neo-functionalism and Conflict Theory Alternatives." New York, McGraw-Hill.
2. Johnson, DoyelPoul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 12. "Integration and Social Order at the Macro Level: Parsons' Structural-Functional Perspective." New York: Springer
3. Turner, Jonathan H. 2001. *The Structure of Sociological Theory*.Part 1. "Functional Theorizing." Jaipur: Rawat.
4. Merton, R.K. 1968. *Social Theory and Social Structure*. Chapter. 3. "Manifest and Latent Function". New York: Applied Publishing Co. PVT. LTD
5. Davis, K. and W Moore. 1945. "Some Principles of Stratification" in *American Sociological Review*, 10 (2), 241-249.

Unit III

1. Ritzer, George. 1992. *Sociological Theory*. Third edition. Chapter 2. "Karl Marx" and Chapter 8. "Varieties of Neo-Marxian Sociological Theory." New York, McGraw-Hill.
2. Wright, Eric O. 2005. *Approaches to Class Analysis*,Chapter 1. "Foundation of a Neo-Marxist Class Analysis." Cambridge: Cambridge University Press.
3. Wright, Eric O. 2005. *Class Counts*. Chapter 10. "A General Framework for Studying Class Consciousness and Class Formation." Cambridge: Cambridge University Press.
4. Cohen, G. 2001. *Karl Marx's Theory of History a Defence (expanded ed)*. Princeton, NJ: Princeton University Press.
5. Adams, Bert N. and Sydie, R.A. 2002. *Sociological Theory*. Chapter 20. Symbolic Interactionism, pp. 503-523. New Delhi: Vistaar Publications.

Unit IV

1. Wallenstein, I. 2004. *World System Analysis: An Introduction*. Chapter 2. "The Modern World System as a Capitalist World Economy: Production, Surplus Value and

Polarization" and Chapter 5. The Modern World System in Crisis: Bifurcation, Chaos and Choices." Durham and London: Duke University Press.

2. Arrighi, Giovanni 2010. *The Long Twentieth Century*. Chapter 1. "The Three Hegemonies of Historical Capitalism". London and new York: Verso.
3. Frank, Andre Gunder. 1998. *ReOrient: Global Economy in the Asian Age* "Preface" and Chapter 1. "Introduction to Real World History vs. Eurocentric Social Theory." New Delhi: Vistaar.
4. Sing Chew and Robert Denemark(eds.) 1999. *The Underdevelopment of Development*. Chapter 1. "On development and underdevelopment." New Delhi: Sage.

Unit V

1. Johnson, DoyelPoul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 15. "Critical Theory: Social System Requirements Versus Human Needs " New York: Springer
2. Wallace, Ruth A and Alison Wolf. 1995. *Contemporary Sociological Theory*. Chapter 4. "Critical Theory." Prentice Hall: New Jersey.
3. Adhikari, Shukra Raj. 2014. *Bedkalin Samajma Purushatwa ra Naritwako Nirman* (Construction of Masculinity and Femininity in Vedic Period). Chapter four. In PhD Dissertation Submitted to Dean's Office, Faculty of Humanities and Social Sciences, Tribhuvan University.

So404: Research Methods in Sociology
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

Course Description:

This course aims to familiarize the students with fundamental research methods in sociology. The course begins with introduction to social research and discusses about the different components of research design; measurement and relationships; selecting field, determining and selecting sample, collecting data and analyzing them. Finally, it also aspires students doing field work and writing field based research report.

Objectives:

The main objective of this course is to familiarize the students with fundamental research methods in sociology. It enables students to frame research design in different nature of research whenever needed. Finally, it enables students to write research report based on field from sociological perspectives.

Unit I: Social Research and Sociological Research (10hrs)

- a) What is social research?
- b) Types of social research
- c) Sociological perspectives on research
- d) Making research sociological
- e) Developing research proposal: focus on major components

Unit II: Theory and Research (10hrs)

- a) Theory and research
- b) Theoretical considerations: objectivism and constructionism
- c) Research strategy: qualitative and quantitative

Unit III: Literature Review and Formulating Research Problem/Questions (20hrs)

- a) What is literature review?
- b) Types and process of literature review
- c) Formulating research problem/question/objectives
- d) Identifying unit of analysis
- e) Theoretical approaches and research protocol
- f) Citing references: following ASA style guide

Unit IV: Measurement and Relationship (10hrs)

- a) Concept
- b) Variables: independent and dependent; intervening
- c) Measurement scale: nominal, ordinal, interval and ratio
- d) Hypothesis: types and formulation
- e) Theory construction: inductive and deductive

Unit V: Research Designs (10hrs)

- a) Criteria in social research

- b) Research designs (with focus on overall research plan): experimental, cross-sectional, longitudinal, case study, historical comparative

Unit VI: Sampling (10hrs)

- a) Census and sample survey
- b) Universe and sampling frame
- c) Sample size and its determination
- d) Probability sampling method: simple random, systematic, stratified, cluster, multistage (concept and process only)
- e) Non-probability sampling method: purposive/judgemental, accidental, quota, snowball (concept and process only)

Unit VII: Qualitative Research Methods: Data Collection and Analysis (20hrs)

Data collection:

- a) Interview: types and process
- b) Case study: process
- c) Observation: simple, participant, non-participant
- d) Life history: process
- e) PRA and RRA: social mapping, well being ranking

Data Analysis:

- a) Content analysis: process
- b) Conversation analysis: process
- c) Narrative analysis: process
- d) Discourse analysis: process

Unit VIII: Quantitative Research Methods: Data Collection and Analysis (30hrs)

Data Collection:

- a) Survey method: types and process
- b) Questionnaire: structured, unstructured and semi-structured

Data Analysis:

- a) Frequency distribution: univariate, bivariate and multivariate
- b) Measures of central tendency and dispersion: focus on application
- c) Cross-tabulation: frequency distribution and Chi-square test, Gamma-test
- d) Application of Correlation: Spearman's Rank Order Correlation, Karl Pearson's Correlation Coefficient

Unit X: Ethics in Research and Writing a Research Report (10hrs)

- a) Ethics: protecting human subjects and research integrity
- b) What is research report?
- c) Major components of research report
- d) Academic/Scientific writing

Unit XI: Practicum: Project Work and Report Writing (30hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on different course contents included in the sociology curriculum. Each group of students will submit an independent research report analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce

organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 20 marks allocated to this practicum.

Readings:

- Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 5, pp. 133-165. New Delhi: McGraw Hill Education.
- Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*. Chapter 5, pp. 81-90. New Delhi: SAGE Publications.
- Baker, T. L. 2014. *Doing Social Research*. Third Edition. Chapter 9, pp. 266-299. New Delhi: McGraw Hill Education.
- Mishra, Chaitanya. 2009. *Making Research Sociological*. In *Dhaulagiri Journal of Sociology/Anthropology*, Vol. III, pp. 1-18.
- Bryman, Alan. 2014. *Social Research Methods*. 4th Edition. Reprinted. Chapter 1, 2 &3, pp. 1-78. India: Oxford University Press.
- Bryman, Alan. 2014. *Social Research Methods*. 4th Edition. Reprinted. Chapter 29, pp. 683-70. India: Oxford University Press.
- Dooley, David. 1997. *Social Research Methods*. Third Edition. Chapter 7, pp. 122-150. New Delhi: Prentice Hall of India.
- Dooley, David. 1997. *Social Research Methods*. Third Edition. Chapter 15, pp. 294-314. New Delhi: Prentice Hall of India.
- Kothari, C. R. 2009. *Research Methodology: Methods and Techniques*. Second Revised Edition. Chapter 4 & 5, pp. 55-94. New Delhi: New Age International Publishers.
- Kumar, Ranjit. *Research Methodology: A Step by Step Guide*. New Delhi:
- Dooley, David. 1997. *Social Research Methods*. Third Edition. Chapter 2, pp. 17-38. New Delhi: Prentice Hall of India.
- Marvasti, Amir B. 2004. *Qualitative Research in Sociology: An Introduction*. Chapter 5. New Delhi: SAGE Publications.
- Neuman, W. Lawrence. 2008. *Social Research Methods: Qualitative and Quantitative Approaches*. Sixth Edition. Chapter 1, 2, 5, 6, 10, 12, 15, pp. 1-22; 49-77; 110-148; 149-174; 272-314; 343-377; 457-489. New Delhi: Pearson Education.

So405: Sociology of Democracy, Diversity and Inequality
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

Course Description: Democracy has multiple forms and many limits. One such limit, perhaps, is to effectively address the issue of diversity and social inequality. Critics have begun to argue that there is burgeoning democracy, that democracy is highly elitized, that there is no local democracy, that democracy has confined itself to electoral democracy. And, that democracy stands on the shoulder of capitalism, such that it has not been able to address critical issues of diversity and inequality. Hence, term like democratization is gaining momentum in public discourse including academia, more than the term democracy itself. This course delves partly in the debate of democracy and democratization, and thereby attempts to unpack sociological puzzles of diversity and inequality. Then it turns to public sociology incorporating contested issues from affirmative action to federalism and constitution making.

Objectives: The basic objectives of the course are two-fold. First, the students will be able to comprehend contemporary issues of the time that shape and influence their lives (and their societies) variously, issues like democracy, diversity, hierarchy and inequality. Second, they will develop a more nuanced understanding on those issues from sociological vantage point. After the completion of the course, they will develop engagement on those public policy issues, by way of research and public debating.

Course Contents

Unit I. Democracy and democratization **(25hrs)**

- Sociology of democracy: How does democracy work?
- Local democracy as local governance
- Democratization: Capitalism as the root of democracy and the rise of ethnic politics
- Constitution making, federalism and inclusive democracy

Required readings:

Philip, G. (2011) *Democracy and Democratization* (Subject Guide), London: University of London, International Programmes, pp. 9-24, 25-34.

Heller, Patrick (2011) "Towards a sociological perspective on democratization in the Global South: lessons from Brazil, India and South Africa," paper prepared for the Comparative Research Workshop, Yale University, 8 February 2011.

Sisk, Timothy D. and others (2001) "Concepts, challenges, and trends [of Local Democracy]," *Democracy at the Local Level*, International Institute for Democracy and Electoral Assistance, pp. 11-34.

Hangen, Susan I. (2010) "Democratization, ethnic diversity and inequality in Nepal," in *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, London: Routledge, pp. 21-33.

Mishra, Chaitanya (2015) “Democratic revolution in Nepal with and around the correlates,” in *What Led to the 2006 Democratic Revolution in Nepal?* MC Regmi Lecture Series, Kathmandu, pp. 32-63.

International IDEA (2015) “Writing New Constitution (2006 – 2015),” in *Nepal’s Constitution Building Process: 2006-2015*, Sweden: International Institute for Democracy and Electoral Assistance, pp. 8-29.

Unit II. Democracy and multiculturalism (25hrs)

- Politicization of minority and ethno-cultural diversity
- Justice in democratic and constitutional states
- Towards a non-hierarchical multicultural society
- Key issues for Madhesh

Required readings:

Kymlicka, Will and Raphael Cohenalmagor (2000) “Democracy and multiculturalism,” in R. Cohen-Almagor (ed.), *Challenges to Democracy: Essays in Honour and Memory of Isaiah Berlin*, London: Ashgate Publishing Ltd., Chapter 5, pp. xx-xx.

d'Entrèves, Maurizio Passerin (1999) Multiculturalism and deliberative democracy, Working paper number 163, Barcelona: Institute of Political and Social Sciences, pp. 2-9.

Pradhan, Rajendra (2007) “Negotiating multiculturalism in Nepal: Law, hegemony, contestation and paradox,” a paper presented at an international seminar on Constitutionalism and Diversity in Nepal, Kathmandu: Centre for Nepal and Asian Studies, Tribhuvan University, in collaboration with MIDEA Project and ESP-Nepal, 22-24 August.

Bennett, Lynn, Bandita Sijapati and Deepak Thapa (2013) “Current status and key issues for Madheshis/people of Tarai origin,” in *Gender and Social Exclusion in Nepal, Update*, London: Routledge, Kathmandu: Himal Books, pp. 95-107.

Unit III. Sociology of inequality (25hrs)

- Understanding inequality sociologically
- Dimensions of inequality: Class, caste and ethnicity
- Ethnic diversity and the rise of ethnic politics in Nepal
- Changing dynamics of caste inequality in Nepal

Required readings:

Harris, Scott R. (n.d.) Critiquing and expanding the sociology of inequality: Comparing functionalist, conflict, and interactionist perspectives, St. Louis: Department of Sociology and Criminal Justice, Saint Louis University, pp. 2-18. (Retrieved: <http://www.lsus.edu/Documents/Offices%20and%20Services/CommunityOutreach/JournalOfIdeology/HarrisCritiquingAndExpanding%20Final%20Version.pdf>, on 18 January 2016).

Giddens, Anthony (2001) “Class, stratification and inequality,” Chapter 10, *Sociology*, fourth edition, Cambridge: Polity Press, pp. 282-302.

Wright, Erik Olin (2007) “Social Class,” forthcoming in *Encyclopedia of Social Theory*, George Ritzer (ed.) Sage Publications, pp. 2-11.

-- One article on ethnicity to be added --

Luintel, Youba Raj and Madhusudan Subedi (2014) "Caste and the dynamics of changing livelihoods," *The Changing Dynamics of Inter-Caste Relations in Nepal: A Grounded Sociological Study of Caste*, a report submitted to the University Grant Commission under its Institutional Research Grants, Sanothimi, Bhaktapur, Chapter 3, pp. 17-32.

Unit IV. Sociology and public policy (25hrs)

- Understanding social policy, social spending and public policy
- Equality and social justice
- From public policy to public sociology

Required readings:

Dean, Hartley (2012) "What is social policy?" Chapter 1, *Social Policy: Short Introductions*, second edition, Cambridge: Polity Press, pp. 1-12.

Cochran, Clarke E., Lawrence C. Mayer, T.R. Carr and N. Joseph Cayer (2009) "Public Policy: An Introduction," *American Public Policy: An Introduction*, Ninth edition, Publisher: Michael Rosenberg, pp. 1-19.

Patterson, Orlando (2007) "About public sociology," in Dan Clawson et al. (eds.) *Public Policy: Fifteen Eminent Sociologists Debate Politics and the Profession in the Twenty-first Century*, Berkeley: University of California Press, pp. 176-194.

Coffey, Amanda (2004) "Social policy, equality and difference," *Reconceptualizing Social Policy: Sociological Perspectives on Contemporary Social Policy*, Berkshire: Open University Press, pp. 59-75.

Unit V. Policy response to diversity and inequality (25hrs)

- India's affirmative action program: drawing lessons
- Reservation as a tool of cultural politics
- Inclusive policy and reform measures in Nepal
- Caste/ethnic Classification in Nepal and India and its critique
- Sociological, comparative and socio-legal perspectives on affirmative action in Nepal

Required readings:

Deshpande, Ashwini (2009) "Social justice through affirmative action in India," a paper based on the monograph "Affirmative Action in India," part of the Oxford India Short Introductions series, Oxford University Press, New Delhi, forthcoming 2012.

Gupta, Dipankar (n.d.) Democratic potentials in cultural politics: Caste based reservations and the issues of citizenship, pp. 1-20. (Accessed: <http://www.sasnet.lu.se/EASASpapers/DipankarGupta.pdf>, on 18 January 2016).

Awasthi, Ganga Datta and Rabindra Adhikary (2012) *Changes in Nepalese Civil Service after the Adoption of Inclusive Policy and Reform Measures*, Kathmandu: Support to Participatory Constitution Building in Nepal (SPCBN)/UNDP, pp. 1-2 and 5-23.

Paudel, Balananda (2013) "Policy and legal provision for inclusive civil service," Chapter 3, and "Issues on promotion of inclusiveness in civil service," Chapter 4, in *Inclusion in Civil Service: Issues and Initiatives*, Kathmandu: Ministry of General Administration, Government of Nepal and Project to Prepare Public Administration for State Reforms (PREPARE/UNDP), pp. 10-18 and 19-24.

Middleton, Townsend and Sara Shneiderman (2008) “Reservations, federalism and the politics of recognition in Nepal,” *Economic & Political Weekly*, vol. 43(19), pp. 39-45.

Toffin, Gérard (2007) “Affirmative action from a sociological and comparative perspective,” a paper presented at an international seminar on Constitutionalism and Diversity in Nepal, organized by Centre for Nepal and Asian Studies, TU in collaboration with MIDEA Project and ESP-Nepal, 22-24 August 2007, Kathmandu.

Bhandari, Narishwar (2012) “Affirmative action as an effective tool for ensuring substantive equality in Nepal,” *NJA Law Journal*, Special issue 2012, Access to Justice for the Poor and Marginalized Groups in Nepal, pp. 35-49.

Unit VI: Practicum: Project Work and Report Writing (25hrs)

Teaching faculty will divide the students into a number of groups and will assign them writing report/paper, as project work, either based on field work or secondary/archival resources focusing on democracy, diversity and inequality in Nepal. Each group of students will submit an independent research report/paper analyzed through sociological perspective under the guidance of assigned faculty in the format provided by the department/campus. The student will present this report in the viva-voce organized by the department/campus at end of academic year. This viva-voce including the report submitted by the student will be the basis of final evaluation of 20 marks allocated to this practicum.

So406: Sociology of Development
(Theory and Practical)

Full Marks: 100 (80+20)

Teaching hours: 150

(To be developed)