

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology



FAR WESTERN UNIVERSITY

Mahendranagar, Kanchanpur

Subject Information Report of M. A. Sociology (Humanities and Social Sciences)

Subject Code	Description	Credit Hours	
M.A. SOC. 1st Sem			
Soc 511	Macro Sociological Perspectives	3	
Soc 512	Research Methods in Sociology	3	
Soc 513	Analysis of Social Institutions and Processes	3	
Soc 514	Social Stratification : Caste, Class and Ethnicity	3	
Soc 515	Sociology of Development	3	
M.A. SOC. 2nd Sem			
Soc 521	Micro Sociological Perspectives	3	
Soc 522	Political Sociology	3	
Soc 523	Analysis of Nepali Society	3	
Soc 524	Sociology of Gender	3	
Soc 525	Medical Sociology	3	
M.A. SOC. 3rd Sem			
Soc 531	Sociology of Education	3	
Soc 532	Research Tools, Techniques and Statistics in Sociology	3	
Soc 533	Analysis of Society and Culture in Far-western Nepal	3	
Soc 534	Crime and Society	3	
Soc 535	Cultural and Regional Dimensions of Social Inequality and Difference	3	
M.A. SOC. 4th Sem			
Soc 541	Social Demography of Nepal	3	
Soc 542	Social Movement	3	
Soc 543	Rural Sociology	3	Active
Soc 544	Thesis	6	

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Macro Sociological Perspectives

Course Code: SOC 511

Nature of the Course: Theory

Year: First

Semester: First

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

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. This course is supposed to help the students to be able to categorize those ways and focus on the discussion of those perspectives which are used for the analysis of "macro level" institutions and social processes. It leaves room for another course to discuss on those theories which are useful for the study of micro level events and the role of actors or agencies.

2. Course Objectives

- To acquaint the students with the role of theory in social analysis, and
- Made them familiar about the major theoretical perspectives used for the understanding of macro level institutions and processes of society

Specific objectives	Contents
<ul style="list-style-type: none"> • Orient the students to think sociologically • Help them to classify the structure of sociological theories and perspective • Enable them to mark the division between theory and perspective, and • Develop and understanding about the linkages between theory and research in sociology 	<p><u>Unit I. Orienting to Sociological Thinking (10)</u></p> <p>1.1. What to mean by sociological thinking 1.2 Multiple and multi-level perspectives in understanding the social phenomena, Difference between structure and actor dominant perspectives and the attempts towards their integration Difference between theory and perspective, Formal theory construction and the development of sociological theory Relationship between theory and research in sociology</p>
<ul style="list-style-type: none"> • Explain the social context of origin of the perspective • Discuss the premises of the 	<p><u>Unit II. Structural Functionalism (10)</u></p> <p>2.1. Social context orienting the scholars to develop structural-functional perspective of social</p>

<p>Perspective</p> <ul style="list-style-type: none"> • Learn the contribution of Major thinkers on that perspectives • Teach to analyze understand some specific institution through the use of the perspective 	<p>analysis Basic Premises of the perspective Contribution of Emile Durkheim, B. Malinowski, A.R. Radcliff Brown, Talcott Parsons and R.K. Merton Functional Role of Social Stratification and Religion 2.5 critique of structural functional perspective</p>
<ul style="list-style-type: none"> • Highlight on the social context which inspired Marx to develop this perspective • Discuss on the conceptual tools of Marxist analysis of historical processes involved in the dynamics of society • Interpret the role of class in to shape the structure of society and the process of its change • To understand the Marxist perception about the relationship between structure of economy and state • Highlight on the neo-Marxist contribution to Marxist analysis 	<p><u>Unit III. Marxist Approach (10)</u></p> <p>Social context inspiring Mark to develop his perspective Concept of Mode of production, Historical dynamics on the mode of production and related changes in the structure of economy and production relation Class as a moving force of history, historical dynamics in the structure of class and inter class Relations Relationship between economy and state Neo-Marxist interpretation of the concept of class, class relation, and Hegemony and role of ideas for social stability and change</p>
<ul style="list-style-type: none"> • Highlight on the economic processes that have contributed to develop the world as a single system • Understand the debate on the structure and origin of such a system • Identify the role of individual state under such a system • Discuss on place of local system working under the framework of the world system 	<p><u>Unit IV World System Approach (10)</u></p> <p>Modern world system as a capitalist world economy Debates on the origin of modern world system The origin of the modern Inter-state system World system and dependency debate Local/regional systems and International division of labor under capitalism</p>
<ul style="list-style-type: none"> • Identify that social problems can be understood at multiple level of institutions • Gain familiarity about the critiques made by C Wright Mills and J. Habarmas under Marxist and Randall Collin under Weberian tradition the role of some institution and ideas persisting in society 	<p><u>V. Critical Approach (8)</u></p> <p>C. Wright Mills: Sociological imagination and critical analysis, Ideas on power structure and "iron law of oligarchy", Concept of the powerelite, Views on mass media and mass society J Habarmas: Critique of classical Marxist perspective, Critique of science and sociology, Views on Legitimization crisis, Distorted and undistorted communication 5.3 Randall Collins and Typology of conflict</p>

Required Readings

Unit I

1. Mills, C. Wright 1959. *The Sociological Imagination*. Chapter 1. "The promise." London: Oxford University Press.
2. Ritzer, George. 1992. *Sociological Theory*. Third edition. Chapter 1. "A historical Sketch of Sociological Theory: The Early Years." New York, McGraw-Hill.
3. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 4, "Formal Theory Construction: Developing Sociological Theory." New York: Springer
4. Turner, Jonathan H. 2001. *The Structure of Sociological Theory*. Chapter 1. "The Nature of Sociological Theorizing." Jaipur: Rawat.
5. 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, Doyel Poul. 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

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, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 15. "Critical Theory: Social System Requirements Versus Human Needs " New York: Springer

Wallace, Ruth A and Alison Wolf. 1995. *Contemporary Sociological Theory*. Chapter 4. "Critical Theory." Prentice Hall: New Jersey.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Research Methods in Sociology

Course Code: SOC 512

Nature of the Course: Theory

Year: First

Semester: First

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

A sound knowledge and skills on the sociological research methods are required for university teaching, research and developmental activities. There is a need of highly skilled sociologists in the area of research in Nepal. The course incorporates four units. The first unit deals with the introductory part of social research. The second unit concerns with key concept in social research. Likewise, the third unit deals with research design. The fourth unit deals with sampling.

2. Course Objectives

The main aim of the course is to familiarize the students with basic sociological research methods. The course focuses on the need and importance of sociological research, research ethics, tradition of sociological research in Nepal, key concepts in sociological research, research designs, and sampling.

At the end of this course, students will be able to:

- Discuss the features of social research.
- Explain disciplinary, interdisciplinary and problem oriented social research.
- Assess the social research trend in Nepal.
- Apply ethics and professionalism in their academic life.
- Understand key concepts and their importance in sociological research.
- Describe the features, characteristics, strengths and limitation of various research designs.
- Describe the need and importance of various sampling methods and apply various methods in their own research.

3. Specific Objects and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the key features of social research • Describe scope and objectives of social research. • Differentiate and describe disciplinary, interdisciplinary and problem oriented social research. • Understand various steps of social research. • Identify and describe the importance of ethical issues in social science research. • Elaborate sociological research trend in Nepal. 	<p><u>Unit I: Introduction to Social Research (10 hrs)</u></p> <ul style="list-style-type: none"> • Features of a social research • Objective and scope of social research • Disciplinary, interdisciplinary and problem oriented social research • Steps of social research (initial research idea and topic and justification; selection and reviewing related literature; theoretical justification of the research; collection of information; analysis and presentation) • Ethical issues in social science research • Sociological research trends in Nepal
<ul style="list-style-type: none"> • Differentiate concepts and variables. • Differentiate between qualitative and quantitative variables. • Describe key features of independent and dependent variables. • Identify the level of measurement. • Describe the meaning and importance of reliability in research. • Describe the meaning, types and importance of validity in sociological research. • Differentiate between correlation and causality • Define and differentiate between induction and deduction. • Discuss the need and importance of generalization and interpretation. 	<p><u>Unit II: Key Concepts in Social Research (10 hrs)</u></p> <ul style="list-style-type: none"> • Concepts (types and difficulties in defining concept) • Variable (qualitative and quantitative, independent and dependent indicators) • Measurement (level of measurements – nominal, ordinal, interval and ratio) • Reliability: Meaning, test and improvement of reliability • Validity: Content, construct and criterion validity and validation • Relationship: Symmetrical, asymmetrical and reciprocal relationship • Hypothesis • Correlation and causality: Meaning and key features • Induction, deduction, generalization and interpretation.

<ul style="list-style-type: none"> • Describe the meaning of research design. • Describe the key features of research design. • Describe the key characteristics of a good research design. • Identify the strengths and limitations of various research designs (exploratory, descriptive, explanatory; cross-sectional and longitudinal; experimental and semi-experimental; and comparative and cross-cultural) 	<p><u>Unit III: Research Designs (15 hrs)</u></p> <ul style="list-style-type: none"> • Fundamental features of a research design • Characteristics of a good research design • Strengths and limitations of exploratory, descriptive, explanatory research designs • Strengths and limitations of experimental and semi-experimental research design • Strengths and limitations cross-sectional and longitudinal research design • Comparative and cross-cultural research designs
<ul style="list-style-type: none"> • Differentiate between universe and sample. • Differentiate between probability and non-probability samplings. • Describe types of probability sampling and their strengths and limitations. • Describe types of non-probability sampling and their strengths and limitations. • Calculate sample size and discuss on bias and error. 	<p><u>Unit IV: Sampling (13 hrs)</u></p> <ul style="list-style-type: none"> • Notion of universe and sample • Probability sampling and non-probability sampling • Types, strengths and limitations of probability sampling • Types, strengths and limitations of non-probability sampling • Sample size • Sampling bias and error

Note: The figures in the parentheses indicate the approximate periods for the respective units.

Required Readings:

Unit I.

Baker, Therese L. 1994. *Doing Social Research*, New York: McGraw-Hill. [Chapter – The Foundations of Social Research]

Young, Pauline V. 1982. *Scientific Social Surveys and Research*. New Delhi: Prentice-Hall. [I: General Overview and Scope of Social Research].

Mishra, Chaitanya. 1984. 'Social Research in Nepal: A critique and a proposal.' *Contributions to Nepalese Studies*, 11 :(2): 1-10.

Mishra, Chaitanya 2005. 'Sociology in Nepal: Underdevelopment amidst growth.' *Contributions to Nepalese Studies*, 32 (1): 93-128.

Nepal Health Research Council. 2001. *National Ethical Guidelines for Health Research in Nepal*. Kathmandu: NHRC. PP. 1-13.

Dooley, David., 1997. Ethics: Protecting Human Subjects and Research Integrity. In *Social Research Methods* (Pp 19-37). Delhi: Prentice-Hall of India Private Limited.

Unit II:

Baker, Therese L. 1994. *Doing Social Research*, New York: McGraw-Hill. [Chapter, Operationalization and Measurement: From Concept to Variables].

Kerlinger, Fred N.1973. *Foundation of Behavioural Research*, New York; Prinehart and Winston. [Chapters-Constructs, Variables and Definitions; Foundations of Measurements; Reliability; Validity].

Ghosh, B.N. 1996. **Scientific Method and Social Research**. Delhi: Sterling Publishers. (Deduction and Induction Pp 57-63; Uniformities, Generalization and Laws Pp 150-156).

Unit III:

Goode, W.J. and P.K. Hatt, 1952.*Methods in Social Research*. New Delhi: McGraw-Hill. [Chapter- Research Design, Pp. 92-102).

Kerlinger, Fred N.1973. *Foundation of Behavioural Research*, New York; Prinehart and Winston. [Chapter: Research Design: Meaning, Purpose and Principles, pp. 300 – 409].

Kothari, C.R. 1990 (Second edition).*Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern Limited. [Chapter: Research Design]

Kumar, Ranjit 1996. *Research Methodology*. London: SAGE Publications. [Chapter-Selecting a Research Design, Pp 81-113].

Neuman, W. Lawrence. 1997. The meaning of methodology, in *Social Research Methods: Qualitative and Quantitative Approaches*. (Chapter 6 on Qualitative Research Designs, Pp. 106-129); (Chapter 13 on Quantitative Research Designs, Pp. 327-342).

Baker, Therese L. 1994. *Doing Social Research*, New York: McGraw-Hill. [Chapter – The Design of Social Research].

Unit IV:

Kothari, C.R. 1990 (Second edition).*Research Methodology: Methods and Techniques*. New Delhi: Wiley Eastern Limited. [Chapter: Sampling Design].

Kerlinger, Fred N., *Foundation of Behavioural Research*, New York; Prinehart and Winston, 1973, (pp. 300 – 409).

Kumar, Ranjit 1996. *Research Methodology*. London: SAGE Publications. [Chapter-Selecting a Sample, 147-166].

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Analysis of Social Institutions and Processes

Course Code: SOC 513

Nature of the Course: Theory

Year: First

Semester: First

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description:

Social institutions are organizational systems which functions to satisfy basic social needs by providing an ordered framework linking the individual to the larger society and culture. They include family, marriage, kinship, education, religion, economic and political institution. This course mainly focuses on micro social institutions. This course incorporates five units. The first unit focuses on the relationship between individual and society, nature and characteristics of social institution and the differences between micro and macro social institutions. The second unit focuses on marriage and sexuality and sociological significance of marriage and causes and consequences of marital breakdown. The third unit highlight on the family and household and various dynamics. The fourth unit focuses on kinship – nature, function and relatedness. The fifth unit highlights about community and its sociological importance.

2. Course Objectives:

The objective of this course is to familiarize students with some fundamental institutions of society and orient them to develop knowledge about theoretical analysis of institutional relationships and processes.

3. Specific Objects and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the relationship between individual and society. • Describe the meaning and nature of social institution • Describe the challenges to define social institution • Discuss the development and changes of institutions through time and space. • Highlight the key features of micro and macro social institution. 	<p><u>Introduction (10 hrs)</u></p> <ul style="list-style-type: none"> • Institution, association and norms and values • Individuals in society and society in individuals • Meaning of social institution, • Definitional problems • Institution through time and space • Institutionalization, process of institutional growth • Micro social institutions • Macro social institutions • Linking history and biography

<ul style="list-style-type: none"> • Differentiate between micro and macro social institution. 	
<ul style="list-style-type: none"> • Define the marriage and describe various types and functions of marriage. • Discuss the causes and consequences of marital breakdown. • Operationalize homosexuality, heterosexuality, bisexuality and trans-sexuality 	<p><u>Marriage and Sexuality (8hrs)</u></p> <ul style="list-style-type: none"> • Origin and basic functions of marriage • Types of marriage • Marital breakdown – causes and consequences • Widowhood, remarriage, remaining Single • Homosexuality, heterosexuality, bisexuality, trans-sexuality, • Sociological significance of study of marriage.
<ul style="list-style-type: none"> • Define the family and discuss various types and characteristics. • Differentiate between family and household, and discuss the functional dimensional of the family. • Analyze household as reproductive, economic and political unit. • Discuss household dynamics from modernization, functionalist, conflict and world system perspectives. • Discuss the functional importance of the family and household. • Highlight the family values, and causes and consequences of violence within the family. 	<p><u>The Family and Household (10 hrs):</u></p> <ul style="list-style-type: none"> • Meaning and characteristic of the family • Types of family • Family as a genealogical unit • Difference between family and household • Household as the functional dimension of family • Household as a reproductive, economic and political unit. • Relationship of household with other broader organizations such as community and the state • Household dynamics: Views from modernization, functionalist, conflict and world system perspectives • Functional importance of the family and households • Family values and violence
<ul style="list-style-type: none"> • Define kinship and discuss kinship as a system of kin-based affinity and relationship. • Discuss various kinship terminology. • Draw kinship structure. • Discuss various orders of kin-based affinity and distance. • Discuss, with example, kinship as the political 	<p><u>Kinship (10 hrs)</u></p> <ul style="list-style-type: none"> • Kinship as a system of kin-based affinity and relationship. • Kinship structure or the order of kin-based affinity and distance. • Fictive kinship, kin relations, cohesion and divisions. • Kinship loyalties, political processes and economic development • Technology and dynamics in kin relations: Beyond biology and descent as of basis of

<p>process and economic development.</p> <ul style="list-style-type: none"> • Discuss the kinship beyond biology and culture of relatedness. 	<p>kinship.</p> <ul style="list-style-type: none"> • Kinship as culture of relatedness
<ul style="list-style-type: none"> • Define and describe the nature and characteristics of community. • Discuss the various aspects of community. • Describe the functional paradigm of community. Political, economic, normative and pattern maintenance components of the community. • Discuss occurrence of conflict, violence, structural inequality and differences in community. • Assess the relationship between local community and larger society. • Find out the effects of national and global forces on community based way of life of people 	<p><u>Community as Institution (10 hrs):</u></p> <ul style="list-style-type: none"> • Community is an institution. • Meaning, nature and characteristics of community. • Community as a place to live. • Community as a spatial Unit. • Community as a way of life. • Community as a collective identity, Community as a unit of development, • Community as an arena of social interaction. • Community as a persisting social system: the functional paradigm. • Political, economic, normative and pattern maintenance components of the community. • Conflict, violence, structural inequality and differences • Relationship between local community and larger society. • Effects of national and global forces on community based way of life of people

Note: The figures in the parentheses indicate the approximate periods for the respective units.

Required Readings:

Unit I: Introduction

Malign, N. Frank. 1997. Sociobiology: the nature-Nurture debate. In International Encyclopedia of Sociology. Pp 1315-1319.

Alexander, Jeffrey C. and Bernhard Giesen 1987. "From Reduction to Linkage: The Long View of the Micro-Macro Link". In Jeffrey C. Alexander et. al. *The Micro-Macro Link*. University of California Press: Berkeley/Los Angeles/London. Pp 1-44.

Johnson, Harry M.1984. *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers, Chapter on "Institutionalization."

Mills. C.W. 1959. *Sociological Imagination*. London: Oxford. Chapter 1 pp 3-24.

Unit II: Marriage and Sexuality

Ahearn, Laura A. 2004. *Invitation to Love: Literacy, Love letters and Social Change in Nepal*. Delhi: Adarsh Books. Chap. Chapter V and VI (pp 67-148).

Goode, William J. 1979. *The Family*. New Delhi: Prentice-Hall of India. Chap. 4, "Mate Selection and Marriage" pp. 31-43.

Johnson, Harry M. 1984. *Society: A Systematic Introduction*. (10th reprint). Allied Publishers Pvt. Ltd. Chapters related to Marriage and Kinship only.

Luintel, Youba R. 2004. "Agency, Autonomy and the Shared Sexuality: Gender Relations in Polyandry in Nepal Himalaya". *Contribution to Nepalese Studies*. Vol 31.Number 1.

Murdock, G.P.1949. *Social Structure*.New York: Macmillan, 1949, Chap. 3, "Consanguineal Kin Groups" pp. 41-64 and Chap. 6, "Analysis of Kinship" pp. 91-112.

Prabhu, P.N. 1979. *Hindu Social Organization*. (4thed). Bombay:PopularPrakashan. Chap. 5.pp 145-163, Chap.6.pp 201-217.

Carsten, Janet. 2000. "Introduction: Cultures of Relatedness." In *Cultures of Relatedness: New Approaches to the Study of Kinship*, ed. Janet Carsten,1-36. Cambridge University Press.

Carsten, Janet. 1995. "The Substance of Kinship and the Heat of the Hearth:Feeding, Personhood and Relatedness among Malays in PulauLangkawi." *American Ethnologist* 22:223-41

Franklin, Sarah and Susan McKinnon. 2001."Relative Values: Reconfiguring Kinship Studies." In *Relative Values: Reconfiguring Kinship Studies*, eds. Susan McKinnon and Sarah Franklin, 1-25. Durham, NC: Duke University Press.

Mcdonaugh, Christian. 2000. Spirit, substance, vehicle, kinship and cosmology among the DangaauraTharu, Nepal. *Social Anthropology* 8:19-32.

Peletz, Michael G. 1995. "Kinship Studies in Late Twentieth-Century Anthropology." *Annual Review of Anthropology* 24:343-372.

Rabino, Paul (ed) 1984. *The Foucault Reader*. Sex and Truth. Pp 291-330.

Mishra, C. 2011. *Badalido Samaj*. Kathmandu: Fine Prints

Unit III: Family and Household

Bottomore, T.B. 1986. *Sociology: A Guide to Problem and Literature*. New Delhi: Blackie and Son (India) Limited. Chap.10. "The Family and Kinship" pp. 168-184.

Engels, F. 1948. *The Origin of Family, private Property and the State*. Moscow: progress Publishers. Chap 2. The Family.Pp 29-82.

Etzioni- Halvey, Eva and AmitaiEtzioni (eds.) 1973. *Social Change*. New York: Basic Books. Chap. 20, "The Family in a Changing Society" pp. 191-198.

Goode, William J. 1979. *The family*. New Delhi: Prentice-Hall of India. Chap. 5, "Forms of Households".

Gray, John and David J. Mearns. 1989. *Society from Inside Out*. Delhi: Sage Publication. See Hindu Joint Family Only.

Johnson, Harry M. 1984. *Society: A Systematic Introduction*. (10th reprint). Allied Publishers Pvt. Ltd. Chapters related to Family.

Shah, A.M. *The Household Dimension of Family in India*, New Delhi: Orient Longman, "Introductory Note", Chap.1 and Conclusion.

Wallerstein, Immanuel and Joan Smith. 1992. "Household as an Institution of the World Economy" in Smith Joan et al (coordinated) *Creating and Transforming Households: The Constraints of the World Economy* Cambridge: Cambridge University Press, 1992.

Wilk, Richard R. (ed), *The Household Economy: Reconsidering the Domestic Mode of Production*, Boulder: West View Press, 1989, Chap.1, Dimensions and Dilemmas of Householding" pp 3-10, Chap. 2 "Strategies of Resource Management in Household Economies: Moral Economy or Political Economy?", Chap.8. "Authority and Conflict in Slavonian Households: The Effect of Social Environment on Intra-Household Process" pp. 149-170.

Unit IV: Community

Bell, Colin and Howard Newby (eds) 1974. *The Sociology of Community: A Selection of Readings*. ed. Department of sociology: University press. *Gemeinschaft and Gesellschaft* by F. Tonnies. Pp 7-12, and 27-38.

MacIver, R.M. and C.H. Page 1996. *Society: An Introductory Analysis*. Delhi: Macmillan India Limited, Chap. 12, "The Community" pp. 281-309.

Poplin, Dennis E. 1972. *Communities: A Survey of Theories and Methods of Research*, New York: The Macmillan Company. Chap. 4 Constructed Types of Community Theory, pp 108-145; Chap. 5 Social System Theory, Functionalism and Community, pp. 148-179

Sanders, Irwin T. 1975. *The Community*, New York: The Ronald Press Company. Chap. 3 Theoretical Approaches to Community, pp 21-49; Chap. 21: Community Development, pp 445-461; Part IV The Community in Process, pp. 265-345.

Scherer, Jacqueline 1972. *Contemporary Community: Sociological Illusion or Reality*, London: Tavistock Publications. Chap. 5 (Community and Boundaries: the Beginning and End of Communities), Chap. 6 (Community and Structure, Conflict and Power: The Political Aspect)

Taylor, Michael. 1982. *Community Anarchy and Liberty*, London: Cambridge University Press. Chap 2.5 (Community and Stateless Social Order pp.90-94)

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Social Stratification: Caste, Ethnicity and Class

Course Code: SOC 514

Nature of the Course: Theory

Year: First

Semester: First

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

The course intends to introduce the students with the idea of social stratification and differentiation. Society is stratified and differentiated in multiple ways. Caste, ethnicity, gender, region, religion, language and age are some of the important dimension at which people are stratified and differentiated in society. Among these strata and differences this course aims to make the students aware of the strata formed on the basis of caste, class and gender. Other dimensions of strata and differences will be discussed in another course.

After the study of this course, the students will be able to make elaborately the distinction between the notions of stratification and differentiation, to apply these notions in the process of understanding the relationship between different types of social units, to analyze social differentiation and stratification as ideology and as polity and economy, and to elaborate the utility of the notions of differentiation and stratification as key instruments to comprehend social stability and social change.

2. Course objectives

- The main objective of this course is to acquaint the student with the fact that society is a complex structure comprised of a number of stratified and differentiated units.
- To make them aware of the ways through which these strata and differences are formed in the context of caste, class and gender based dimensions of the structural units.

Specific objectives	Contents
<ul style="list-style-type: none"> • Enable the student to distinguish the meaning of concepts like social hierarchy and differences • Make them aware that social evolution intensifies the process of formation of social strata and differences among the population • Familiarize them with this evolutionary view of scholars in regard to social stratification and differentiation • Introduce them about the possible 	<p><u>Unit I. Social Stratification and Differentiation: Concept and Social Significance (12)</u></p> <p>Social strata: Hierarchy and Differences Social evolution as process of intensification of social hierarchy and difference (Views of Durkheim, Marx, Spencer, Parsons, etc.) Dimensions of Social Stratification (Caste, Ethnicity, Class, Gender, Region, Religion, Language, Age, etc.)</p>

<p>dimensions at which people are differentiated and hierarchized in society</p>	
<ul style="list-style-type: none"> • Discuss the meaning and main features of caste system • Highlight on the theories of caste and caste system • Understand the structure of caste system in Nepal and its empirical/regional variation • Trace out the debates on caste based inequality in Nepal and its implication 	<p><u>Unit II Caste and Stratification (12)</u></p> <p>Concept and features of caste (Ghurye), Caste as an ideology of hierarchy (Dumont) and Caste as an event of empirical experience (Berreman, Gupta),</p> <p>The structure of caste system in Nepal (Hoffer) and its empirical/regional variations (Nepali, CBS)</p> <p>The debates on caste based inequality in Nepal and its implication (Gunaratne)</p>
<ul style="list-style-type: none"> • Define ethnicity and describe minority and majority group, racism, Prejudice and discrimination, • Trace out the debates on ethnic inequality and difference in Nepal • Highlight the ethnicity and nationalism, state and society in Nepal • Discuss on ethnic group and boundaries • Discuss the need and importance of affirmative action and its implication 	<p><u>Unit III. Ethnicity and Stratification (12)</u></p> <p>3.1. Concept and feature of ethnicity concept of minority and majority, ethnic inequality, racism, prejudices and discrimination</p> <p>. Debates on ethnic identity, inequality and differences</p> <p>a. The Primordialist school of thought</p> <p>b. Instrumentalist school of thought</p> <p>Debates on ethnic inequality and differences in Nepal</p> <p>Affirmative action and its implication</p>
<ul style="list-style-type: none"> • Discuss on the concept of class and its variation • Highlight on the Marxist, Weberian and Neo-Marxist approaches on the analysis of class and its social significance • I identify the meaning of class in the context of macro and micro social setting • Highlight on the role of class for social change <p>Understand the relationship between social class and the state</p>	<p><u>Unit IV. Class and Stratification (12)</u></p> <p>Concept of Class; Nominal, gradational and relational meaning of class based inequality and related variation in its structure; Marxist, Neo-Marxist, Weberian and Neo-Weberian Approaches to class analysis.</p> <p>Class in micro and macro level social setting</p> <p>Class as a distributive category vs class as a force of social change.</p> <p>Class alliance and political role of classes, relationship between class and the state.</p>

Required Readings:**Unit I.**

1. Gupta, D 2000. "Hierarchy and Difference: An introduction" in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
2. Turner, Jonathan H. 2001. *The Structure of Sociological Theory*. (Various Pages)" Jaipur: Rawat.
3. Coser, Lewis. 2002. *Masters of Sociological Thought* (Ideas in Historical and Social Context in various Pages). New Delhi: Rawat.

Unit II

1. Ghurye, G.H. 1950. *Caste and Class in India*. Part 1. Bombay: Popular Prakashan.
 2. Madan, T.N. 2000. "Dumont on the nature of Caste in India" in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
 3. Berreman, G.D. 2000. "The Brahmanical View of Caste " in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
 4. Gupta, D 2000. "Hierarchy and Difference: An introduction" and Chapter 2 in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.
 5. Höfer, Andras, 2004. *The Caste Hierarchy and the State in Nepal: A Study of Muluki Ain 1854*. Himal Books: Lalitpur.
 6. Nepali, G. S. 1965. *The Newars*. Chapter on Caste. Bombay: Asia Publishing House.
 7. Gunaratne, Arjun (ed) 2010. *Dalits of Nepal: Towards Dignity, Citizenship, and Justice*. Kathmandu: Himal Books.
- Fuller, C.J. 1997. *Caste Today*. Chapter 1. "Introduction: Caste Today." Oxford University Press.
8. Central Bureau of Statistics (CBS): Various Census Reports.

Unit III

1. Giddens, Anthony. 2006. *Essentials of Sociology*. Chapter 9. "Stratification and Class". USA: Polity Press.
2. Wright, Eric O. 2005. *Approaches to Class Analysis*, Chapter 1. "Foundation of a Neo-Marxist Class Analysis" and Chapter 2. " Foundation of a Neo-Weberian Class Analysis" Cambridge: Cambridge University Press.
3. Poulantzas, Nicos 1975. *Classes in Contemporary Capitalism* "Introduction: Social Classes and Their Extended Reproduction." London: NLB

Unit IV

1. Chafetz, Janet Saltzman (ed.). 2006. *Handbook of the Sociology of Gender*. Chapter 2 "A Feminist Epistemology" and Chapter 3 "Similarity and Difference: The Sociology of Gender Distinctions" Chapter 17 "Gender and Unpaid Work" Chapter 18 Gender and Family Relations." Texas Springer: University of IHouston.
2. Andersen, Margret L. 1993. *Thinking about Women: sociological Perspectives on Gender*. Chapter 2. "Social Construction of Gender." New York: Macmillan Publishing House.
3. Ritzer, George. 1992. *Sociological Theory*. Third edition. Chapter 13. "Contemporary Feminist Theories" New York: McGraw-Hill.
4. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 16 "Feminist Theory at Multiple Levels: Analytical and Critical." New York: Springer.
5. Giddens A. 2006. *Sociology*. Chapter 12 "Sexuality and Gender" New York: Polity Press

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Sociology of Development

Course Code: SOC 515

Nature of the Course: Theory

Year: First

Semester: First

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course aims to acquaint the students with the intermediate to advanced level understanding on the critical dimensions of development. The course incorporates three units. The first unit helps students to widen their understanding that development has shifting meanings – originally development was designed as a project to accelerate growth and production, recently development is also perceived as promoting human freedom. The second unit introduces a number of development theories together and aims to help student develop a critical thinking about how the reality of development is understood from different vantage points: from modernization to human development. The third unit brings a number substantive development issues of contemporary development debate, including gender, poverty and inequality, migration, rural livelihoods, markets and globalization.

2. Course Objectives

The general objective of the course is to acquaint the students with the grounded discourse of development from theoretical as well as substantive standpoints. It is expected that after the completion of the course the students begin to draw meaning of lives and livelihoods around them, would be able to understand different meanings/implications of development discourse and would be able to grasp issues pertinent to their own life, society and country.

3. Specific Objectives and Contents

Unit I: Shifting meanings of development: From growth to freedom (16 hrs)

Specific Objectives	Contents
<ul style="list-style-type: none"> To impart the basic idea of development as a process of social change 	Idea of progress, change and development
<ul style="list-style-type: none"> To describe that emphasis of development gets changed 	Development as “growth,” development as “freedom”

<ul style="list-style-type: none"> • To give an idea that development is also a politics 	Critique of development/ post-development
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Unit II: Theories of development (16hrs)

Specific Objective	Contents
<ul style="list-style-type: none"> • To enable students to understand what development means to the Westerners 	<ul style="list-style-type: none"> • Modernization theory
<ul style="list-style-type: none"> • To share a critical idea how underdevelopment is integrally linked with the process of development 	<ul style="list-style-type: none"> • Dependency theory and the world-system perspective
<ul style="list-style-type: none"> • To enable students to perceive that what are the tenets of contemporary mainstream development policy prescription 	<ul style="list-style-type: none"> • Neoliberalism
<ul style="list-style-type: none"> • To help them understand that development is also a matter of enlarging people's choices 	<ul style="list-style-type: none"> • Human development

Unit III: Contemporary development issues (16 hrs)

Specific Objective	Contents
<ul style="list-style-type: none"> • To impart them the basics of gender 	<ul style="list-style-type: none"> • Gender, power and social change
<ul style="list-style-type: none"> • To enable them to understand inequality dimension of society 	<ul style="list-style-type: none"> • Poverty and deprivation
<ul style="list-style-type: none"> • To give skills of analysing importance of global population movement and its implications 	<ul style="list-style-type: none"> • Migration and remittance
<ul style="list-style-type: none"> • To teach analysing how agricultural households make their living 	<ul style="list-style-type: none"> • Livelihood diversification and rural livelihood
<ul style="list-style-type: none"> • To help them perceive how important the market phenomenon is in the modern world. 	<ul style="list-style-type: none"> • Markets and consumerism
<ul style="list-style-type: none"> • To analyse how globalization is shaping our lives 	<ul style="list-style-type: none"> • Globalization and development

Required Readings:

Unit I:

Sztompka, Piotr (1993a) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 2, pp. 24-40].

Bottomore, Tom (1987) 'Change, development, progress', in (ed.), *Sociology: A Guide to Problems and Literature*. London: Allen & Unwin, pp. 265-277.

Soubbotina, Tatyana P. (2004) *Beyond Economic Growth: An Introduction to Sustainable Development*. Second edition Washington, D.C.: The World Bank [Read Chapter 1, "What is development?" pp. 7-11].

Sen, Amartya (1999) *Development as Freedom*. New York: Alfred A. Knopf [Read "Introduction: Development as freedom," pp. 3-12].

Thomas, Alan (2000b) 'Development as practice in a liberal capitalist world,' *Journal of International Development*, 12, pp. 773-787.

Esteva, Gustavo (1992) 'Development', in Sachs, W. (ed.), *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books, pp. 6-25.

Unit II:

Rostow, W. W. (1991) *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge: Cambridge University Press [Read chapter 2, "The five stages-of-growth -A summary", pp. 4-16].

Eisenstadt, S. N. (1974) 'Studies of modernization and sociological theory,' *History and Theory*, 13(3), pp. 225-252.

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

Friedmann, Harriet and Wayne, Jack (1977) 'Dependency theory: A critique,' *The Canadian Journal of Sociology*, 2(4), pp. 399-416.

Wallerstein, Immanuel (1974) "The rise and future demise of the world capitalist system: concepts for comparative analysis," *Comparative Studies in Society and History*, Vol. 16(4), pp. 387-415.

Thorsen, Dag E. (2009) What is Neoliberalism? Working paper, Department of Political Science, University of Oslo.

Portes, Alejandro (1997) "Neoliberalism and the sociology of development: emerging trends and unanticipated facts," *Population and Development Review*, Vol. 23(2), pp. 229-259.

Haq, Mahbub ul (1995) *Reflections on Human Development*. New York: Oxford University Press [Read chapter 2, "Human development paradigm," pp. 13-23].

Kuonqui, Christopher (2006) Is human development a new paradigm for development? Capabilities approach, neoliberalism and paradigm shifts. Paper presented at the International Conference on "Freedom and Justice" of the Human Development Capability Association, Groningen, Netherlands, August 2006.

Unit III:

West, Candace and Don H. Zimmerman (1987) "Doing gender," *Gender and Society*, Vol. 1(2), pp. 125-151.

Lister, Ruth (2004) "Defining poverty" in *Poverty*, Cambridge: Polity Press, pp. 12-36.

Haas, Hein de (2007) *Remittances, Migration and Social Development: A Conceptual Review of the Literature*. Geneva: United Nations Research Institute for Social Development (UNRISD).

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

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

McMichael, Philip (2004) *Development and Change: A Global Perspective*. Thousand Oaks: Sage Publications, Inc. [Read Chapter, "On development and globalization," pp. xxiii-xxxiv].

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Micro Sociological Perspectives

Course Code: SOC 521

Nature of the Course: Theory

Year: First

Semester: Second

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

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 developed by scholars for understanding the structures and processes of interactive activities performed by human population in society. This course intends to enable the students to identify these variations in ways and perspective used sociological analysis, and to understand in detail the arguments of those perspectives which pay attention to discuss on social intuitions and processes from the point of view of "actors" involved in those institutions and interactive processes. In other words, this course introduces the students to those sociological perspectives which are useful for the study of micro level events and institutions and the role of actors or agencies involved in interactive processes of those institutional events.

2. Course Objectives

- To acquaint the students with role of theory in social analysis, and
- Made them familiar about the major theoretical perspectives used for understanding the role of actors and agencies in interactive processes involved in micro level of institutional settings.

3. Specific Objectives and Contents

Specific objectives	Contents and Teaching Hours
<ul style="list-style-type: none"> • Orient the students to understand the relationship between individual and society • Help them understand how society and social relations are constructed through interaction among its individual members • Trace the history of growth of interest on micro sociological inquiry 	Unit I. Development of micro sociological perspectives (8) 1.1. Individual and society 1.2 Social and cultural construction of knowledge Logic of micro sociological analysis Challenges of micro sociological analysis Development of micro-sociological analysis
<ul style="list-style-type: none"> • Make student aware of the role of 	Unit II. Phenomenology (8)

<p>perception to give meaning of empirical events</p> <ul style="list-style-type: none"> • Make student aware that meaning of social events, interactions, and process are generated through intersubjective consciousness among social actors • Make students able to analyze and understand some specific social institution through the use of this perspective 	<p>2.1 Phenomenological Sociology: Alfred Schutz's Contributions</p> <p>Personal versus intersubjective consciousness</p> <p>Meanings, motives, and accounts</p> <p>Mutual understanding in personal versus impersonal Relations</p> <p>Contemporaries, predecessors, and successors</p> <p>Phenomenological perspective on sociological Knowledge</p>
<ul style="list-style-type: none"> • Highlight on the process through which individuals create their daily life through interaction with each other • Make student aware that society is not a given or a natural entity but is a constructed reality • Help them to understand the method through which individual member create their everyday life or micro social reality 	<p>Unit III. Ethnomethodology (8)</p> <p>3.1.Introduction</p> <p>Reciprocity of perspectives</p> <p>Context and Meaning</p> <p>The Social Construction of Reality: Berger and Luckmann</p> <p>Mutual Interdependence of Social Institutions and Subjective Consciousness</p> <p>Cultural Homelessness in the Modern and Late Modern World</p>
<ul style="list-style-type: none"> • Make student aware that society is an interactive process of symbolic communication among members who comprise it • Help them to understand that individuals develop their self and identity through this symbolic interaction process • Highlight on ideas of those scholars who made major contributions for the development of this approach 	<p>Unit IV. Symbolic Interaction: Constructing the Social World—and Its Participants' Identities (12)</p> <p>Symbolic Interaction—Process versus structure</p> <p>Roles and Identities</p> <p>Language, social reality, and the cultural world</p> <p>Intellectual roots: the influence of G. Simmel and Max Weber</p> <p>George Herbert Mead: Self, self-interaction, society and development of self, symbolic meaning</p> <p>4.6 Herbert Blumer: Interpretation, basic premises, structure and processes and methodology for understanding of interaction,</p>
<ul style="list-style-type: none"> • Generate awareness of the student that society is an exchange system based on rational choice of activities for higher rewards • Introduce students to the ideas of some major contributors 	<p>Unit V. Social Exchange and Rational Choice at the Micro Level (12)</p> <p>Historical background: individualistic versus collectivist theories of social exchange</p> <p>A behavioral approach to elementary exchanges: contributions by George C. Homans:Behavioral dynamics of groups</p>

<ul style="list-style-type: none"> • Highlight on the process through which imbalance exchanges contribute to the generation of structure of power 	<p>Psychological foundations of social relations Applications of exchange theory to elementary social behavior Elementary social exchanges and the emergence of power structures: Peter Blau's micro-level exchange theory Intrinsic versus extrinsic rewards Dilemmas of attraction How power structures develop from imbalanced exchanges? . Acquiring power or avoiding subordination through strategic exchanges Individual interests and group dynamics</p>
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Required Readings

Unit I

1. Calhoun, Craig et al. 2002. *Contemporary Sociological Theory*. Part 1. "Micro Sociological Analysis". Oxford: Blackwell.

Unit II and Unit III

1. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 6, "Phenomenological Sociology and Ethnomethodology: The Everyday Life World of Common Sense", New York: Springer
2. Wallace, Ruth A and Alison Wolf. 1995. *Contemporary Sociological Theory*. Chapter 5. "Phenomenology." Prentice Hall: New Jersey.

Unit IV

1. Wallace, Ruth A and Alison Wolf. 1995. *Contemporary Sociological Theory*. Chapter 4. "Symbolic Interactionism" Prentice Hall: New Jersey.
2. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 6, "Symbolic Interaction: Constructing the Social World—and its Participants' Identities". New York: Springer

Unit V

1. Wallace, Ruth A and Alison Wolf. 1995. *Contemporary Sociological Theory*. Chapter 6. "Theories of Rational Choice". Prentice Hall: New Jersey.
2. Johnson, Doyel Poul. 2008. *Contemporary Sociological Theory: An Integrated Multilevel Approach*, Chapter. 7, "Social Exchange and Rational Choice at the Micro Level". New York: Springer

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Political Sociology

Course Code: SOC 522

Nature of the Course: Theory

Year: First

Semester: Second

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

Politics and power has remained one of the central experience and concern of the human condition throughout the ages. The structure and process of use of power in any society also affect the process of its development. Drawing from a wide range of sources from the social sciences and the humanities, the primary objective of this course is to familiarize the students with the foundational issues of political power and authority and its linkages with state, governance, and development. In this process, it begins with introducing the students about the conceptual and theoretical issues that can help to explain the relationship between political structures and society and their transitional situations. This course is designed as a text-based exploration and will thus require the students to immerse into original texts to develop their comprehension, analytic, and writing skills. While the list of texts offers a wide intellectual and historical sweep, the teaching and reading will focus on the core issues listed on each Unit. The structure of learning and evaluation on this course will follow a modality including instruction, classroom discussion of students on related themes and written tests on both terminal and final examinations.

2. Course Objectives

- To familiarize the students about the fact that there exists a strong relationship between power, state and other institutions of society, and
- To make them aware also of the fact that political power can be used in different ways producing different kind of social consequences

3. Specific Objectives and Contents

Specific objectives	Contents and Teaching Hours
<ul style="list-style-type: none"> • Provide orientation to students about the concept of power, sources of power and its link to society as perceived scholars with different theoretical persuasion 	Unit I. Concept of Power and Its Social Role (9) Concept of power, social base of power Power in rulemaking and rule breaking processes Changing definitions of politics and power Politics and social structure: Marx, Weber and Parsons
<ul style="list-style-type: none"> • Make students aware of the fact there are different models of democracy of which liberal 	Unit II. Democracy, Liberal Democracy and Its critique (12) 2.1. Models of democracy,

<p>democracy is one. Liberal democracy has its own strength and limitations in the process of exercise of power</p>	<p>Liberal democracy and its features: Political pluralism and diffusion of power in multiple power centers, notion of representative government Mills' notion of democracy and development of virtue; Critiques of liberal democracy Structural constraints on proper representation Marxist and Neo-Marxist theories on structural bases of state, power and power relations.</p>
<ul style="list-style-type: none"> • Make student aware of the fact that identity forms one of the important basis for organized politics in society. However, the process of formation and growth of a specific identity among people is itself a dynamic phenomenon. It changes over time creating a change in the magnitude and modality of its political importance 	<p>Unit III. Identity, Nation and Political Process (9) Identity and Nation in comparative perspective Constructivist conception of nation or nation as an imagined community, 3.3 Structural conception of nation or nation as a shared culture and identity of belonging in a nation state, 3.4. Politics of identity: ethnicity-old and new.</p>
<ul style="list-style-type: none"> • Introduce students with the fact that society and state interact to each other in multiple ways. This interaction mutually contributes to shape the features of each other. 	<p>Unit IV. Relationship Between State and Society (9) Relationship between state power and socialforces Weak state and strong state Week state an politics of survival State failure: causes and Consequences</p>
<ul style="list-style-type: none"> • This section intends to highlight that individual states are bounded within an international system. The international system affects the structure and activities performed by each individual nation. 	<p>Unit V. Globalization and Governance (9) Governance in a globalizing world Dimensions of globalization Developmental effect of globalization in developing world Politics of aid in international development</p>

Required Readings

Unit I: The concept of Power and its Social Roles

Kate Nash. 2010. "Changing Definitions of Politics and Power" in *Contemporary Political Sociology: Globalization, Politics, and Power* .Second Edition. New York: John Wiley & Sons.

Frances Fox Piven and Richard A. Cloward. 2005. "Rulemaking, Rulebreaking, and Power." in Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Alexander M. Hicks, Thomas Janoski, and Mildred A. Schwartz. 2005. "Political Sociology in the New Millennium" in *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Unit II. Democracy, Liberal Democracy and Its Critique

Held, David 1996. "Introduction" *Models of Democracy*. California: Stanford University Press

Herbert Kitschelt. 2004. "Parties and political Intermediation". Chapter 14. In Kate Nash and Alan Scott (ed.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Francisco J. Granados and David Knoke, 2005. Chapter 15. "Organized Interest Groups and Policy Networks". In Janoski, Thomas et al (eds.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Alexander Hicks and Frank J. Lechner. "Neopluralism and Neofunctionalism in Political Sociology". Chapter 1. In Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Chan, Sylvia 2002. "The Question: Is liberal Democracy Good for Development" in *Liberalism Democracy and Development*. Cambridge: Cambridge University Press

Axel van den Berg and Thomas Janoski. 2005. "Conflict Theories in Political Sociology". In Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Bob Jessop. 2004 "Developments in Marxist Theory". In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Unit III. Identity, Nation and Political Processes

Liah Greenfeld and Jonathan Eastwood. 2005. "Nationalism in Comparative Perspective" in Janoski, Thomas et al (ed.). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: University Press.

Aletta J. Norval. 2004. "The politics of Ethnicity and Identity". In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Alan Finlayson. 2004. "Imagined Community". Chapter 25. In Kate Nash and Alan Scott (eds.). *The Blackwell Companion to Political Sociology*. MA: Blackwell Publishers.

Unit IV. Relationship Between State and Society

Migdal, Joel S. 2001. "State in Society: Studying How States and Societies Transform and Constitute One Another". *Strong States, Weak States: Power and Accommodation*, Pp. 58-96. Cambridge: Cambridge University Press.

Joel S. Migdal, Atul Kohli and Vivienne Shue (eds.) 1994. "State Power and Social Forces: on Political Contention and Accommodation in the Third World" *State Power and Social Forces: Domination and Transformation in the Third World*. Chapter 11,. Pp. 294 – 325, Cambridge: Cambridge University Press.

Migdal, Joel S. 1988. "The Politics of Survival: Why Weak States Cannot Overcome Strong Societies and What Happens to Them as a Result". Chapter 6: *Strong Societies and Weak*

States: State – Society Relations and State Capabilities in the Third World. Pp. 206 – 237, New Jersey: Princeton University Press.

Susan Rose-Ackerman (2001). *When States Fail: Causes and Consequences*. Establishing the Rule of Law, Pp. 182-221. Cambridge: Cambridge University Press.

Unit V. Globalization and Governance

Keohane, Robert O. and Joseph S. Nye Jr. 2000. "Introduction," pp.1-39 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Grindle, Merilee S. 2000. "Ready or Not: The Developing World and Globalization" Pp. 178-207 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Kamarck, Elaine Ciulla 2000. 'Globalization Public Administration Reform,' Pp. 229-252 in Joseph S. Nye Jr and John D. Donahue (eds) *Governance in a Globalizing World*. Washington, D.C.: Brookings Institute Press.

Escobar, Arturo 1995. "Economics and the Space of Development: Tales of Growth and Capital" in *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Analysis of Nepali Society

Course Code: SOC 523

Nature of the Course: Theory

Year: First

Semester: Second

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course is intended to provide broad information of the themes studied in Nepal in terms of theoretical perspectives and methodological linkages. This course primarily involves a through reading and analysis of texts on Nepali society and culture.

2. Course Objectives

- To familiarize the students with selected empirical literature on society and culture of Nepal;
- To enable the students to identify and delineate the theoretical underpinnings of such literatures;
- Help the students review text in a theoretical-comparative frame; and
- Help the students become theoretically conscious in their own thinking and writing

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> • Explore structural-functional theoretical linkage in the text, • Identify the methods used to collect information, • Analyze the text theoretically and methodologically, and • Evaluate the strengths and weaknesses of the text from theoretical and methodological vantage point. 	<p><u>Unit I. Structural Functional Perspectives (10 hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique
<ul style="list-style-type: none"> • Explore Marxist theoretical linkage in the text, • Identify the methods used to collect information, • Analyze the text theoretically and methodologically, and • Evaluate the strengths and weaknesses of the text from theoretical and methodological 	<p><u>Unit II: Marxist Perspectives (6 hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique

vantage point.	
<ul style="list-style-type: none"> • Explore conflict theoretical linkage in the text, • Identify the methods used to collect information, • Analyze the text theoretically and methodologically, and • Evaluate the strengths and weaknesses of the text from theoretical and methodological vantage point. 	<p><u>Unit III: Conflict Perspectives (8 hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique
<ul style="list-style-type: none"> • Describe the global debates on ethnicity and identity, • Identify the theoretical approaches used in the text, • analyze the text theoretically and methodologically, and • Evaluate the strengths and weaknesses of the text from ethnic debate perspective and methodological vantage point. 	<p><u>Unit IV: Ethnicity and Identity (8hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique
<ul style="list-style-type: none"> • Explore the issues focused on youth modernity and globalization, • Identify the theoretical approaches used in the text, • analyze the text theoretically and methodologically, and • Assess the strengths and weaknesses of the text from youth, modernity and globalization. 	<p><u>Unit V: Youth, Modernity and Globalization (8 hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique
<ul style="list-style-type: none"> • Describe the issues focused on social movement, • identify the theoretical approaches used in the text, • Identify the methodology used to collect the information, and • Assess the strengths and weakness of the text from the perspectives of social movement and change. 	<p><u>Unit VI: Social Movement and Change (8 hrs)</u></p> <ul style="list-style-type: none"> • Theme and perspectives used in the text • Issues covered • Methodology used • Theoretical and methodological Critique

Required Readings

Unit I: Structural-Functional Perspectives

Nepali, Gopal Singh.(1965).*The Newars*. Bombay: United Asia Publications.

Sharma, Prayag Raj (2004). *The State and Society in Nepal: Historical Foundations and Contemporary Trends*. Lalitpur, Nepal: Himal Books [Chapters 1 (Pp. 3-33)]

Unit II: Marxist Perspectives

Mishra, Chaitanya. 2007. Political transition in Nepal: Toward an analytical framework. Pp. 1-34, in Mishra's *Essays on the Sociology of Nepal*. Kathmandu: Fineprint.

Unit III: Conflict Perspective

Gaige, Fredrick (1975) *Regionalism and National Unity in Nepal*. Berkeley: University of California Press.

Unit IV: Ethnicity and Identity

Guneratne, Arjun, (2002), *Many Tongues, One People: The Making of Tharu Identity in Nepal*. Ithaca: Cornell University Press.

Unit V: Youth, Modernity and Globalization

Liechty, Mark, (2003), *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*. Princeton: Princeton University Press. [Part IV: Youth and the Experience of Modernity, Pp. 209-246].

Rankin, Katharine N.,(2004), *The Cultural Politics of Markets: Economic Liberalization and Social Change in Nepal*. London: Pluto Press. Chapter 6: Global-Local Articulations in an Age of Neoliberalism (pp. 164-186)].

Unit VI: Social Movement (8 hrs)

Fujikura, Tatsuro (2013). *Discourse of Awareness: Development, Social Movements and the Practice of Freedom in Nepal*. Kathmandu: Martin Chautari.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Sociology of Gender

Course Code: SOC 524

Nature of the Course: Theory

Year: First

Semester: Second

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course combines gender, the women question, sociology and development together. It aims to acquaint the students with the higher level understanding on the critical dimensions of gender and development. First four units are foundational and conceptual in the sense that they unpack the notion of gender from different lenses: from distinguishing gender from sex to introducing femininity, masculinity and patriarchy, from examining the gendered nature of social institutions to examining and challenging gender stereotyping. The fifth unit focuses on shifting feminist conscious where representative original texts have been prescribed to help students understand the first to the third waves of feminism. This follows by the sixth unit that introduces shifting debates of gender and feminism from 'women in development' (WID) and 'women and development' (WAD) to the current 'gender and development' (GAD). The remaining three units aim to apply gender and development discourse in different frontiers. While unit seven introduces women's economic work and women's property rights debate from gendered lens, unit eight brings the critical phenomenon of gender-based and domestic violence into discussion. Finally, unit nine incorporates a few representative texts on different spheres of gender issues in Nepal, including women's property rights, the intersectionality of gender, caste, class and environment, and the gender dimension of armed conflict. The unit-wise structure of the course looks like the following:

2. Course Objectives

The general objective of the course is to acquaint the students with the discourse of gender and development from theoretical as well as substantive standpoints. It is expected that after the completion of the course the students begin to get meaning of why women and men, girls and boys are different not merely because they have different sexed bodies, but importantly also because they are taught by society to behave differently, expect differently, have unequal access to resources and opportunities. After the completion of the course the students (girls and boys) are expected to develop capacity to get sense of discrimination of women in their families and neighborhoods, and in different spheres of live from local to the national contexts, and to situate the gendered terrain of disparity and inequality between women and men in theoretically meaningful manner.

3. Specific Objectives and Contents

Unit 1) Understanding sex and gender

Specific Objectives	Contents/ Periods	Books and Chapters/Units
To impart students with the basics of gender	Sex and gender	Delphy, Christine (1993) "Rethinking sex and gender," <i>Women's Studies International Forum</i> , vol. 16(1), pp. 1
		West, Candace and Don H. Zimmerman (1987) "Doing gender," <i>Gender and Society</i> , vol. 1(2), pp. 125
To enable students to understand that gender is socially constructed	Social construction of gender	Lorber, Judith (1994) "The social construction of gender" <i>Paradoxes of Gender</i> , Yale University Press, pp. 13

Unit 2) Femininity, masculinity and patriarchy

Specific Objective	Contents/ Periods	Books and Chapters/Units
To help students understand how masculinity is developed	Masculinity and gender	Cornwall, Andrea (1997) "Men, masculinity and 'gender in development,'" <i>Gender and Development</i> , vol. 5(2), pp. 8-13.
To enable them to perceive that a person's sex identity can be something more than just being pure male or female	Two gender, multiple sex	Fausto-Sterling, Anne (2000) "The five sexes, revisited," <i>The Sciences</i> , pp 19-23.
To teach analysing how patriarchy is developed/constructed	Patriarchy	Walby, Sylvia. (1994) "Towards a theory of patriarchy," in <i>The Polity Reader in Gender Studies</i> , Polity Press, pp. 22-40.

Unit 3) Gender and social institutions

Specific Objective	Contents / Periods	Books and Chapters/Units
To enable students to recognise the important roles family and households play in inculcating gender and gender roles among its	Gender and family	Andersen, Margaret and D. H. Witham. 1993. <i>Thinking about Women: Sociological Perspectives on Sex and Gender</i> , Chapter 6, "gender and family."
	Gender roles	Moser, Caroline O. N. (1993) <i>Gender Planning and Development: Theory, Practice and Training</i> . London: Routledge (read "Gender roles, the family and the household," pp. 15-36).

Members	Gender relations in polyandry	Luintel, Youba Raj (2004) "Agency, autonomy and the sexuality: gender relations in polyandry in Nepal Himalay" <i>Contributions to Nepalese Studies</i> , vol. 31(1), pp. 43-83.
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Unit 4) Gender stereotyping

Specific Objective	Contents / Periods	Books and Chapters/Units
To enable students understand that sex differences emanate also from women's and men's behaviour	Cross-cultural understanding of gender	Wood, W. and A. H. Eagly (2002) "A cross-cultural analysis of the behavior of women and men: implications for the origins of sex differences," <i>Psychological Bulletin</i> , 128(5) , 669.
To enable them draw arguments against stereotypical image of men = war, women = peace.	Critique of Fukuyama on gender stereotyping	Luintel, Youba Raj (2005) "Do males always like war? A critique on Francis Fukuyama and his hyper masculine assertions on world politics" <i>Occasional Paper in Sociology and Anthropology</i> , vol. 9, pp. 278-290.

Unit 5) Waves of feminist consciousness

Specific Objective	Contents / Periods	Books and Chapters/Units
To help students understand how feminism evolved since 1960s and what issues/agenda it raised over the years	First wave feminism	Friedan, B. (1963) "The problem that has no name," in <i>The Feminine Mystique</i> , WW Norton & Company, pp. 15-32.
	Second wave feminism	Mies, Maria (1981) <i>The social origins of the sexual division of labour</i> , Occasional Paper No. 85, Institute of Social Studies, The Hague.
	Third wave feminism	Mohanty, C.T. (1991) "Under western eyes: Feminist scholarships and colonial discourses" in C. T. Mohanty, A. Russo & L. Russo (eds.), <i>Third World Women and the Politics of Feminism</i> , Bloomington Indiana, pp. 51-79.

Unit 6) Gender, women's work and property rights

Specific Objective	Contents / Periods	Books and Chapters/Units
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To enable students that women's economic contributions in the sphere of reproduction and households are unrecognised/devalued and that property rights to women is critically Important	Devaluation of women's work	Barbara, F. Reskin (1991) "Bringing the men back in: sex differentiation and the devaluation of women's work," in Judith Lorber and Susan A. Farrell (eds.) <i>The Social Construction of Gender</i> , Sage Publications, pp. 141-227.
	Gender and inequality	Dreze, Jean and Amartya Sen (2006) "Gender inequality and women's agency," Mohanty, Manoranjan (ed.) <i>Class, Caste, Gender: Readings in Indian Government and Politics</i> . New Delhi: Sage Publications. Chapter 14.
	Gender and land rights	Agrawal, Bina (1996) "Land rights for women: making the case," <i>A Field of One's Own: Gender and Land Rights in South Asia</i> . Cambridge University Press, pp. 27-45.

Unit 7) Understanding gender-based and domestic violence (GBDV)

Specific Objective	Contents / Periods	Books and Chapters/Units
To help students understand the gendered terrain of violence against women including domestic violence	Gendered nature of domestic violence	Anderson, K. L. & Umberson, D. (2001) "Gendering violence: masculinity and power in men's accounts of domestic violence," <i>Gender & Society</i> , vol. 15(3), pp. 358–380.
To read and get knowledge on nature of gender-based violence in Nepal	Gender-based violence in Nepal	UCL and CREHPA. (2013) <i>Tracking Cases of Gender Based Violence in Nepal: Individual, Institutional, Legal and Policy Analyses</i> . Kathmandu: University of Central London and CREHPA.
To understand national legal framework to address the problem	Legal framework on GBDV	Nepal Law Commission (2009) <i>Domestic Violence (Offence and Punishment) Act, 2066 (2009)</i> , Kathmandu.

Unit 8) Contemporary debates: from WID to GAD

Specific Objective	Contents / Periods	Books and Chapters/Units
To understand the developmental discourse of gender that started from WID and has arrived at GAD	WID, WAD, GAD	Moser, Caroline O. N. (1993) <i>Gender Planning and Development: Theory, Practice and Training</i> . London: Routledge (read "Conceptual issues: from sex or gender to WID or GAD," pp. 2-4 only).
To internalise what issues were raised, discussed and agreed upon as women's critical issues at the Beijing	Beijing Conference (1995) and the 12-areas	WCW (1995) <i>Beijing Declaration and Platform for Action, Fourth World Conference on Women</i> , Chapter 3 – Critical Areas of Concern, pp. 14-111, Fourth World Convention on Women.

Conference	of critical concern	(Only read the introductory text for each area)
To understand ways of understanding women's immediate needs and their strategic gender interests for the purpose of development intervention and support	Women's practical and strategic gender needs	Moser, Caroline O. N. (1993) <i>Gender Planning and Development: Theory, Practice and Training</i> . London: Routledge (read "Practical and strategic gender needs and the role of the state," pp. 37-54 only).

Unit 9) Readings on gender in Nepal

Specific Objective	Contents / Periods	Books and Chapters/Units
To understand the key arguments in pros and cons of the women's property rights debate in Nepal during the late 1990s and the early 2000s	Women's property rights debate	Luintel, Youba Raj (2001) "Exclusion, the politics of location and women's property rights debate in Nepal: A discourse analysis of political activism," <i>Occasional Papers in Sociology and Anthropology</i> , vol. 7, pp. 83-100.
To internalise the way gender interweaves with other dimensions of live like caste, class and environment	Material production of gender	Nightingale, Andrea J. (2011) "Bounding difference: Intersectionality and the material production of gender, caste, class and environment in Nepal," <i>Geoforum</i> , vol. 42, pp. 153–162.
To understand the gendered dimension of the armed insurgency in Nepal (1996-2006)	Gender and armed conflict	Ariño, María Villellas (2008) <i>Nepal: A Gender View of the Armed Conflict and the Peace Process</i> . Barcelona: School for a Culture of Peace.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Medical Sociology

Course Code: SOC 525

Nature of the Course: Theory

Year: First

Semester: Second

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

Medical sociology course helps students to learn major and diverse perspectives in health, illness and inequality, and comprehend society, social institutions and processes to utilize various perspectives to carry out research on health related issues and agenda.

2. Course Objectives

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

- Describe and employ a range of concepts, terms, principles and definitions used in medical sociology;
- Utilize these concepts and perspectives with reference to particular population health issues in specific contexts;
- Demonstrate the relevance of sociological investigation and analysis to the formulation of appropriate population health interventions, and
- Critically evaluate epidemiological and medical approaches in population health from sociological perspective.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> ● Describe the link between Medical Sociology and Sociological Theories ● Describe and compare social construction of health and illness in different social and cultural settings ● Discuss social construction of medical knowledge 	<p><u>Introduction (3 hrs)</u></p> <p>A. Link between Medical Sociology and Sociological Theory</p> <p>B. Social Construction and Health</p> <ul style="list-style-type: none"> - The cultural meanings of illness - What is normal and abnormal? - Illness responses embedded in cultural context - Social construction of medical knowledge

<ul style="list-style-type: none"> • Link Parsonian theoretical perspectives on Sociology of Health. • Discuss key features of Parsonian perspective. • Critically examine Parsonian perspective. • Link Symbolic Interaction theory on Sociology of Health. • Describe the key assumption of symbolic interaction theory and the experience of health and illness. • Discuss the illness experience, lines of inquiry from Symbolic Interactionist perspective • Discuss the assumptions of Political Economy and Marxist Perspectives on health. • Highlight the causes of inequities in health. • Describe Foucault's perspectives on sociology of knowledge, power-knowledge discourse, history of medicine and view of body. • Discuss and identify the gender differential in health • Highlight the key issues on sociology of gender and health. 	<p>Unit II: Theoretical Perspectives (18 hrs)</p> <p>A. Parsonian perspective and sick role</p> <ul style="list-style-type: none"> ▪ Characteristics of the medical profession ▪ Sick role <p>B. Symbolic interaction theory and health</p> <ul style="list-style-type: none"> ▪ The illness experience ▪ Lines of inquiry ▪ Embodied selves in health and illness ▪ Critique <p>C. Political Economy and Marxist</p> <ul style="list-style-type: none"> ▪ Class, health and social change ▪ Health inequality <p>D. Foucault and the Sociology of Medical Knowledge</p> <ul style="list-style-type: none"> ▪ Foucault's sociology of health ▪ Power-knowledge discourse ▪ History of medicine ▪ View of the body <p>E. Gender and Health</p> <ul style="list-style-type: none"> ▪ Gender specific health problem ▪ Gender inequality on health ▪ Feminism and medicine ▪ Intersectionality
<ul style="list-style-type: none"> • Define disability, stigma and discrimination. • Describe the linkages between disability and social stigma, disability and discrimination in various societies. • Describe and differentiate 	<p>Unit III: Disability, Stigma and Discrimination (9 hrs)</p> <p>A. Biomedical and social models of disability</p> <p>B. Definition and classification of Disability in Nepal</p> <p>C. Challenges to measure and compare disability</p> <p>D. Social stigma and discrimination</p> <p>E. Disability, poverty and global challenges</p> <p>F. Social inclusion and disability policy</p>

<p>between biomedical and social model of disability.</p> <ul style="list-style-type: none"> • Discuss the definition and classification of disability in Nepal. • Discuss the challenges to measure and compare disability. • Discuss the disability, poverty and global challenges • Assess the social inclusion and disability policy 	
<ul style="list-style-type: none"> • Describe the historical contexts and major issues included in various International Declaration and Charters – Alma Ata Declaration and Ottawa Charter. • Discuss the role of International Declaration and Character in formulation of Nepal's Health Plan and Policy. 	<p>Unit IV: Health Care Issues in Access and Delivery (9 hrs)</p> <ul style="list-style-type: none"> A. Primary Health Care (Alma Ata Declaration) B. Ottawa Charter C. Second Long-term Health Plan of Nepal (1997) and Critique D. Free Health Care Policy of Nepal E. National Health Policy 2071 BS
<ul style="list-style-type: none"> • Describe medicalization in Nepal with empirical evidences. • Discuss health politics based on key readings. • Describe and assess the issue related to women and health with empirical evidences. • Discuss development discourse in Nepal with special focus on health. 	<p>Unit VI: Health-Related Research in Nepal (9hrs)</p> <ul style="list-style-type: none"> A. Medicalization B. Health Politics C. Women and Health D. Development Discourse

Required Readings:

Unit I: Introduction

Cockerham, William C. 2005. 'Medical Sociology and Sociological Theory'. In William C. Cockerham (ed.) *The Blackwell Companion to Medical Sociology*. Blackwell Publishing Ltd, pp. 3-22.

Cockerham, William C. 2013. 'The Rise of Theory in Medical Sociology', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 1-10

Olafsdottir, Sigrun. 2013. 'Social Construction and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 41-60.

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness*. Chapter 2: The Social Construction of Medical Knowledge. London: SAGE Publications, Pp14-31

Unit II: Theoretical Perspectives

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness*. [Chapter 6-Parsons, American Sociology of Medicine and the Sick Role]. London: SAGE Publications, pp 104-116

Charmaz, Kathy and Linda Liska Belgrave. 2013. 'Chapter 2: Modern Symbolic Interaction Theory and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 11-40.

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness* [Chapter 5 - Materialist Approaches to Sociology of Health]. London: SAGE Publications, pp 79-103.

Scambler, Graham and Sasha Scambler. 2013. 'Chapter 5: Marx, Critical Realism and Health Inequalities', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, Pp 83-103.

White, Kevin. 2002. *An Introduction to the Sociology of Health and Illness*. [Chapter 7-Foucault and the Sociology of Medical Knowledge]. London: SAGE Publications, pp 117-129.

Lupton, Deborah. 2003. *Medicine as Culture* [Chapter 6: Feminisms and Medicines]. London: SAGE Publications, pp. 142-174.

Annandale, Ellen. 2013. 'Chapter 8: Gender Theory and Health', In William C. Cockerham (ed.) *Medical Sociology on the Move: New Directions in Theory*. New York: Springer Dordrecht Heidelberg, 155-172.

Unit III: Disability, Stigma and Discrimination

(9 hrs)

Harris, John (2000). Is there a coherent social conception of disability? *Journal of Medical Ethics*, 26:95-100.

Shakespeare, Tom (2006). 'The Social Model of Disability', in Lennard J. Davis (ed.) *The Disability Studies Reader*. NY: Routledge, Pp 197-204.

Thomas, Carol (2004). How is Disability Understood? An examination of sociological approaches. *Disability & Society*, 19(6): 569-583.

GoN (2006). *Definition and Classification of Disability in Nepal*. Kathmandu: GoN.

Subedi, Madhusudan (2012). Challenges to Measure and Compare Disability: A Methodological Concern. *Dhaulagiri Journal of Sociology and Anthropology*, 6:1-24.

Link, Bruce J. and Jo C. Phelan (2001). Conceptualizing Stigma. *Annual Review of Sociology*, 27:263-285.

Goffman, Erving (1999). On Face-Work. In Charles Lemert (ed.) *Social Theory: The Multicultural and Classic Readings* [pp 330-334]. Colorado: Worldview Press.

Jenkins, Richard (1991). Disability and Social Stratification. *The British Journal of Sociology*, 42(4):557-580.

WHO and World Bank (2011). *World Report on Disability*. Geneva: WHO. PP 7-23.

DHRC(?). *Disability Policy in Nepal*: Kathmandu: DHRC

Unit IV: Health Care Issues in Access and Delivery

WHO. 1980. International Conference on Primary Health Care, Alma-Ata, USSR 6-12 set 1978. Geneva: WHO

WHO. 1986. Ottawa Charter for Health Promotion. Geneva: WHO

MoHP.1999.Nepal Second Long Term Health Plan. 1997-2017. Kathmandu: MoHP

Mishra, Chaitanya. 2067BS. Badalido Nepali Samaj [*Kasima bisbarse swastha niti*, 168-185]. Kathmandu: Fine Prints.

Witter, Sophie Witter, Sunil Khadka, Hom Nath and Suresh Tiwari. 2011. The national free delivery policy in Nepal: early evidence of its effects on health facilities. *Health Policy and Planning*, 26:84-91.

GoN/MoHP (2071 BS). National Health Policy 2071BS. Kathmandu: Government of Nepal, Ministry of Health and Population.

Unit VI: Health-Related Research in Nepal

Furr, L. Allen. 2004. Medicalization in Nepal: A Study of the Influence of Westernization on Defining Deviant and Illness Behavior in a Developing Country. *International Journal of Comparative Sociology*. 45(1-2):131-142.

Beine, Dave (2012). 'The Medical Hall: The New Shaman? Examining a New Trend and its Implication in Health Seeking Behavior in Nepal', in *Readings in Anthropology and Sociology of Nepal*. Kathmandu: SASON. Pp 2-19.

Subedi, Madhusudan (2009). 'Trade in Health Service: Unfair Competition of Pharmaceutical Products in Nepal'. *Dhaulagiri Journal of Sociology and Anthropology*, 3: 123-140.

Subedi, Madhusudan (2010). Uterine Prolapse, Mobile Health Camp Approach and Body Politics in Nepal. *Dhaulagiri Journal of Sociology and Anthropology*, 4: 21-40.

Harper, Ian. 2003. Capsular Promise as Public Health: A Critique of Nepali National Vitamin A Programme. *Studies in Nepali History and Society* 7(1): 137–173.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Sociology of Education

Course Code: SOC 531

Nature of the Course: Theory

Year: Second

Semester: Third

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course intends to introduce the students to the various developments in the field of the sociology of education, as well as to encourage them to pursue these topics for further inquiry. The course has been designed so as to enable the students to link the global developments in the field with concurrent developments in Nepal.

2. Course Objectives

At the end of this course, students will be able to:

- Describe the field of sociology of education.
- Discuss the social, economic and political functions of education.
- Describe and critically evaluate the major theoretical approaches in sociology of education.
- Examine education and social inequalities in global and Nepali context.
- Describe contemporary educational reform in global and Nepali context.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe the field of sociology of education • Describe the social economic and political function of education. • Discuss education as a social institution 	<p><u>Unit I: Introduction to Sociology of Education [8 hrs]</u></p> <p>The field of Sociology of Education</p> <p>The interdependence of education and society: social, economic and political functions of education</p> <p>Education as an institution</p>
<ul style="list-style-type: none"> • Describe and critically assess the classical theoretical approaches in sociology of education • Describe and critically assess the recent works in sociology 	<p><u>Unit II: Major Theoretical Approaches in Sociology of Education [16 hrs]</u></p> <p>Structural consensus theories</p> <p>Structural conflict theories</p> <p>Interactionist perspectives</p> <p>Recent development:</p>

<p>of education.</p> <ul style="list-style-type: none"> • Compare and contrast various theories in sociology of education 	<ul style="list-style-type: none"> a. The works of Ivan Illich b. The works of Randall Collins, and Samuel Bowles and Herbert Gintis c. The works of Basil Bernstein and Pierre Bourdieu d. Institutional theory e. Post-structuralism and Post-modernism
<ul style="list-style-type: none"> • Describe the role of sociology in social mobility, occupation and social status • Analyze the education and reproduction of social inequalities in global and the context of Nepal. 	<p><u>Unit III: Education and Social Inequalities [12 hrs]</u></p> <ul style="list-style-type: none"> Education and meritocracy: role allocation and social mobility Education and reproduction of social inequalities Inequalities in educational opportunity Inequalities in school processes and learning outcomes Educational inequalities in Nepal
<ul style="list-style-type: none"> • Discuss the historical context of education reform. • Describe the decentralization and community participation in education • Debate on social inclusion in education and its impact in society • Discuss the contemporary education reforms in Nepal 	<p><u>Unit IV: Contemporary Education Reform [12 hrs]</u></p> <p>4.1. The global nature of national education reforms:</p> <ul style="list-style-type: none"> decentralization and community participation in education; Privatization in education Global education targets and the "Education for All" movement Foreign Aid and Educational Development Education and the quest for equitable society: multilingual/mother tongue education, affirmative action in education, multiculturalism education Contemporary education reforms in Nepal

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Required Reading:

Unit I: Introduction to the Sociology of Education

Apple, Michael W., Stephen J Ball and Luis Armando Gandin. 2010. Mapping the Sociology of Education: Social Context, Power and Knowledge. In *The Routledge International Handbook of the Sociology of Education*. Michael W. Apple, Stephen J. Ball, and Luis Armando Gandin, eds., pp. 1-26. New York: Routledge.

Ballantine, Jeanne H. 1997. Sociology of Education: A Unique Perspective on Schools. In *The Sociology of Education: A Systematic Analysis* (4th Ed.), pp. 1-22. New Jersey: Prentice Hall.

Epstein, Joyce L. 1996. New Connections for Sociology and Education: Contributing to School Reform. *Sociology of Education* 69(Extra Issue): 6-23.

Ballantine, Jeanne H. 1997. Conflicting Functions and Processes in Education: What makes the System Work. In *The Sociology of Education: A Systematic Analysis* (4th Ed.), pp. 23-55. New Jersey: Prentice Hall.

Baker, David P. and Gerald K. LeTendre. 2005. Conclusion: Observing Modern Schooling as an Institution. In *National Differences, Global Similarities: World Culture and the Future of Schooling*, pp. 169-178. California: Stanford University Press.

Beteille, Andre. 2005. The School as an Institution. In *School, Society, Nation: Popular Essays in Education*. Rajni Kumar, Anil Sethi and Shalini Sikka, eds., pp. 166-178. New Delhi: Orient Longman.

Skinner, Debra and Dorothy Holland. 2009[1996]. School and the cultural production of the educated person in a Nepalese hill community. In *Education in Nepal: Problems, Reforms and Social Change*. Pramod Bhatta, ed., pp. 295-332. Kathmandu: Martin Chautari.

Robinson-Pant, Anna. 2009[2001]. Women and literacy: a Nepal perspective. In *Education in Nepal: Problems, Reforms and Social Change*. Pramod Bhatta, ed., pp. 333-360. Kathmandu: Martin Chautari.

Unit II: Major Theoretical Approaches in Sociology of Education

Haralambos, Michael with Robin Heald. 1980. Sociology: Themes and Perspectives [Chapter 5: Education, Pp 172-227]. Delhi: Oxford University Press.

Fuller, Bruce. 1991. What drives the expansion and deepening of mass schooling? In *Growing- Up Modern: The Western State Builds Third World Schools*, pp. 25-62. London: Routledge.

Bernstein, Basil. 1990. The structuring of pedagogic discourse: class, codes and control. London: Routledge.

Bowles, Samuel and Herbert Gintis. 2002. Schooling in Capitalist America Revisited. *Sociology of Education* 75(1): 1-18.

Ramirez, Francisco O. 1997. The Nation-State, Citizenship, and Educational Change: Institutionalization and Globalization. In *International Handbook of Education and Development: Preparing Schools, Students and Nations for the Twenty-first Century*. William K. Cummings and Noel F. McGinn, eds., pp. 47-62. New York: Pergamon.

Unit III: Education and Social Inequalities

Breen, Richard and Jan O. Jonsson. 2005. Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility. *Annual Review of Sociology* 31: 223-243.

- Bowles, Samuel and Herbert Gintis. 2002. Schooling in Capitalist America Revisited. *Sociology of Education* 75(1): 1-18.
- Buchmann, Claudia and Emily Hannum. 2001. Education and Stratification in Developing Countries: A Review of Theories and Research. *Annual Review of Sociology* 27: 77-102.
- Collins, Randall. 1971. Functional and Conflict Theories of Educational Stratification. *American Sociological Review* 36(6): 1002 -1019.
- Chanana, Karuna. 2001. Accessing higher education: The dilemma of schooling women, minorities, SCs and STs in contemporary India. In *Interrogating Women's Education: Bounded Visions, Expanding Horizons*, pp. 287-332. New Delhi: Rawat Publications.
- Mehta, Aashish and Rana Hasan. 2008. Underrepresentation in colleges: what do the data tell us? In *In Search of Inclusive policy: Addressing Graded Inequality*. Sukhdeo Thorat and Narender Kumar, eds., pp. 166-181. New Delhi: Rawat Publications in association with Indian Institute of Dalit Studies.
- Subrahmanian, Ramya. 2005. Education Exclusion and the Developmental State. In *Educational Regimes in Contemporary India*. Radhika Chopra, Patricia Jeffery in collaboration with Helmut Reifeld, eds., pp. 62–82. New Delhi: Sage Publications.
- Williams, James H. 2008. Who (in the world) is not in school? Towards a policy framework for educating marginalized children and youth. In *Policy-Making for Education Reform in Developing Countries: Policy Options and Strategies*. William K. Cummings and James H. Williams, eds., pp. 3-26. New York: Rowman & Littlefield Education.
- Bhatta, Pramod, Lila Adhikari, Manu Thada and Ramesh Rai. 2008. Structures of Denial: Social Exclusion in Nepal's Higher Education. *Studies in Nepali History and Society* 13(2): 235–63.
- Shields, Robin and Jeremy Rappleye. 2008. Uneven terrain: educational policy and equity in Nepal. *Asia Pacific Journal of Education* 28(3): 265–276.

Unit VI: Contemporary Education Reforms

- Hallak, Jacques. 2003. Education and Globalisation. In *Education, Society and Development: National and International Perspectives*. Jandhyala B.G. Tilak, ed., pp. 537-555. New Delhi: National Institute of Educational Planning and Administration.
- Govinda, R. 2003. Capacity building for educational governance at local levels. In *Community Participation and Empowerment in Primary Education*. R. Govinda and Rashmi Diwan, eds., pp. 236-244. New Delhi: Sage Publications.
- McGinn, Noel F. 2003. Who should govern education? Experiments with three perspectives on decentralization. In *Education, Society and Development:*

- National and International Perspectives*. Jandhyala B.G. Tilak, ed., pp. 423-444. New Delhi: National Institute of Educational Planning and Administration.
- Srivastava, Prachi and Geoffrey Walford, ed. 2007. *Private Schooling in Less Economically Developed Countries: Asian and African Perspectives*. London: Symposium Books.
- Chabbott, Colette. 1998. Constructing Educational Consensus: International Development Professionals and the World Conference on Education for All. *International Journal of Educational Development* 18(3): 207-218.
- IJED. 2005. Editorial: Transparency or tyranny? Achieving international development targets in education and training. *International Journal of Educational Development* 25(4): 362-367.
- King, Kenneth. 1999. Introduction: new challenges to international cooperation in education. In *Changing International Aid to Education: Global Patterns and National Contexts*. Kenneth King and Lene Buchert, eds., pp. 13-28. Paris: UNESCO in cooperation with NORRAG.
- Wm. Noll, James, ed. 2005. Should schooling be based on social experiences? In *Taking Sides: Clashing views on controversial educational issues*. James Wm. Noll, ed., pp. 2-16. Iowa: McGraw Hill/Dushkin.
- Bhatta, Pramod. 2009. Improving Schools through Decentralization: Observations from Nepal's Primary Education. In *Education in Nepal: Problems, Reforms and Social Change*. Pramod Bhatta, ed., pp. 151-186. Kathmandu: Martin Chautari.
- Carney, Stephen and Min Bahadur Bista. 2009. Community Schooling in Nepal: A Genealogy of Education Reform since 1990. *Comparative Education Review* 53(2): 189-211.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Research Tools, Techniques and Statistics in Sociology

Course Code: SOC 532

Nature of the Course: Theory

Year: Second

Semester: Third

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course is the continuity of the course research methods included in the first semester. This course is, therefore, prepared to teach the of research process continuing with that course. The course begins with types of research methods; qualitative and quantitative, and discusses three important aspects of research process; identifying and selecting tools and techniques of data collection and analysis in both qualitative and quantitative research in Sociology. In addition to that the course basically focuses on basic statistics as key techniques of data analysis which is essential for quantitative research in Sociology

2. Course objectives:

The general objective of this course is to enable students in identifying and selecting appropriate tools and techniques of data collection and analysis, while carrying out sociological research, as per the nature of research. Specific objectives are:

- to familiarize students with the types and features of qualitative, quantitative and mixed methods of research
- to develop knowledge and skill of identifying and selecting tools and techniques of data collection and analysis
- to enhance knowledge and skill of selecting and applying key statistical techniques in quantitative research

3. Specific objectives and contents.

Specific Objectives: at the end of this course the students will be able:	Contents	Teaching hrs.
<ul style="list-style-type: none"> • To define and explain types of research methods in sociology • To explain the features and various types of quantitative research methods in sociology 	<p>Unit I: Types of Research methods</p> <p>Qualitative research methods in sociology</p> <p>Quantitative research methods in sociology</p> <p>Mixed methods approach in sociology</p>	<p>(6)</p>

<ul style="list-style-type: none"> To describe the features and the importance of mixed methods in sociology 	
<ul style="list-style-type: none"> To explain various tools and techniques of data collection in qualitative research, To explain the strategies of qualitative inquiry, To elaborate the methods of data collection in qualitative research, To introduce tools and techniques of data collection in quantitative research To describe the importance of survey research, To explain various types of surveys and their implications, To analyze the process of planning, preparation and execution of survey research, To understand and the concept of survey instrument and develop standard questionnaire and interview schedule 	<p>Unit II: Tools and techniques of data collection (9)</p> <p>Tools and techniques of data collection in qualitative research</p> <p>Strategies of inquiry: qualitative case studies</p> <p>Methods of collecting qualitative data: interview, observation, focus group discussion</p> <p>Tools and techniques of data collection in quantitative research</p> <p>Survey research</p> <p>Census and sample survey; reconnaissance, pilot and main survey; household survey; attitude survey/opinion poll; questionnaire, interview and telephone survey</p> <p>Planning, preparation and execution of survey research</p> <p>Survey instruments: construction and standardization of questionnaire and interview schedule</p>
<ul style="list-style-type: none"> To discuss the types, features and process of qualitative data analysis, To explain various methods of qualitative data analysis, To familiarize with ethics and research, To discuss techniques of quantitative data, To describe the importance and features of mixed method approach, To explain key features and implications of qualitative approach. 	<p>Unit - III Techniques of data analysis (9)</p> <p>Techniques of data analysis in qualitative research</p> <p>Methods of analyzing qualitative data</p> <p>Ethics and research</p> <p>Techniques of data analysis in quantitative research</p> <p>Mixed methods approach</p>

	<p style="text-align: center;">Triangulation</p> <p style="text-align: center;">Qualitative and quantitative research orientation</p> <p style="text-align: center;">Qual Quan approaches</p>
<ul style="list-style-type: none"> • To elaborate the rationale and process of data organizing and summarizing, • To discuss the importance and ways of data presentation/displaying, • To describe types, features and process of using descriptive statistics in sociological research, • To explain the types, process and significance of measures of association between nominal or qualitative variables. • To discuss the types, process and significance of measures of association between ordinal and interval/ratio variables, • To explain rationale, types and process of using various tests including the concept of hypothesis testing 	<p>Unit IV: Basic statistics in sociology (24)</p> <p style="text-align: center;">Organizing and summarizing data: editing, coding, and processing</p> <p style="text-align: center;">Displaying data: tables, graphs, histograms and pie-chart</p> <p style="text-align: center;">Descriptive statistics: frequency distribution of grouped/ungrouped data; construction and reading of tables; ratio, proportion and rate; measures of central tendency; comparison of means/proportions; t-test, z-test and F-test; measures of dispersion</p> <p style="text-align: center;">Measures of association between nominal or qualitative variables: assumptions, calculation and interpretation of chi-square statistic and other tests</p> <p style="text-align: center;">Measures of association between ordinal and interval/ratio variables: assumptions, calculation and interpretation of Spearman's rank order and Pearson's product moment correlation coefficient, simple linear regression and binary logistic regression</p>

Books recommended for Study:

Unit I

Denzin and Lincoln. 2005. Introduction: Practice of Qualitative Research. In Denzin and Lincoln (Eds.), *The Sage Handbook of Qualitative Research*. Third Edition, pp. 1-32

Neuman, W. Lawrence. 2005. *Quantitative and Qualitative Social Research*. Pp. 13-20.

Bryman, Alan. 2014. Mixed Methods Research: Combining qualitative and quantitative research. In *Social Research Methods*. Chapter 27, pp. 627-649.

Unit II

W. Lawrence Neuman. 2005. Survey Research. Chapter 10, *Quantitative and Qualitative Social Research*, Pp. 272-319.

Singleton, Royce A. Jr. and Bruce C. Straits. 2010. Methods of Data Collection: Survey Instrumentation. In *Approaches to Social Research* (5th Ed.), pp. 309–353. New York: Oxford University Press.

Stake, Robert E., 2005, in Denzin and Lincoln (Eds.), *The Sage Handbook of Qualitative Research*. Third Edition, pp. 443-466.

Fontana and Frey, 2005, in Denzin and Lincoln (Eds.), *The Sage Handbook of Qualitative Research*. Third Edition, pp. 695-728.

Marvasti, Amir B. Interviews. In *Qualitative Research in Sociology*. Chapter 2, pp. 14-33.

Kamberelis and Dimitriadis, 2005, in Denzin and Lincoln (Eds.), *The Sage Handbook of Qualitative Research*. Third Edition, pp. 887-908.

Unit III

Chaitanya Mishra. 2009. Making Research Sociological. In *Dhaulagiri Journal of Sociology/Anthropology*, Vol. III, pp. 1-18.

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

Marvasti, Amir B. Data Analysis. In *Qualitative Research in Sociology*. Chapter 7, pp. 133-144.

Christians, Clifford G. Ethics and Politics in Qualitative Research. In Denzin and Lincoln, *The Sage Handbook of Qualitative Research*. Third Edition, pp. 139-164.

Marvasti, Amir B. Ethics In Qualitative Research. In *Qualitative Research in Sociology*. Chapter 7, pp. 133-144.

Dooley, David. 1995. *Social Research Methods*. Chapter 2, Ethics: Protecting human subjects and research integrity. Pp. 16-36.

W. Lawrence Neuman. *Qualitative and Quantitative Research Methods*. Chapter 6

Creswell John W. Mixed Method Procedures. In *Qualitative, Quantitative and Mixed Methods*. Pp. 203-226.

Unit IV

Levin, Jack and Fox, James Alan. 2006. *Elementary Statistics in Social Research*. Second Impression 2012. Selected Chapters. India: Pearson Education.

Baker, Therese L., *Doing Social Research*, New Delhi: McGraw Hill. 1998, (Pp. 343-358 ; 393-424).

Gupta, S.P., *Statistical Methods*, S. Chand and Sony, New Delhi, 1987.

Kerlinger, Fred N., *Foundation of Behavioral Research*, New York: Prinehart and Winston, 1973.

Kothari, C.R. 1990 (Second edition). *Research Methodology: Methods and Techniques*. New Delhi: Wishwa Prakashan. (Pp. 151-186).

Kumar, Ranjit 1996. *Research Methodology*. London: SAGE Publications, (Pp 347 – 362).

Neuman, W. Lawrence. 1997. The meaning of methodology, in *Social Research Methods: Qualitative and Quantitative Approaches*. (Chapter 12 on Analysing Quantitative Data, Pp. 294 - 326). Boston: Allyn and Bacon.

Rosenberg, Morris 1968. *The Logic of Survey Analysis*. New York: Basic Books Inc. Publishers (Pp 251 - 258)

Schmid, Calvin F. 1977. Basic Statistical Concepts and Techniques, in P.V. Young's *Scientific Social Surveys and Research*. New Delhi: Prentice Hall. (Pp. 274 – 325; 387-431).

Singh, A.K., *Tests, Measurements and Research Methods in Behavioural Sciences*, Bharati Bhawan Publishers and Distributors, India.

Note: Teacher should plan for going through key readings from the list in each unit.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Analysis of Society and Culture in Far-western Nepal

Course Code: SOC 533

Nature of the Course: Theory

Year: Second

Semester: Third

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course intends to introduce the students to the various socio-cultural studies in Far-west Nepal, as well as to encourage them to pursue these topics for further inquiry. The course has been designed so as to enable the students to link the global changes in the field with concurrent socio-cultural study and change in Far-west Nepal.

2. Course Objectives

At the end of this course, students will be able to:

- familiarize themselves with selected and pertinent literatures on society and culture in Far-west Nepal,
- identify and delineate the theoretical underpinnings of such literatures,
- review text in a theoretical-comparative frame
- become theoretically conscious in their own thinking and writing.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Discuss the cultural and social relations highlighted by the authors among the Rana Tharus, and critically examine the theory, methods and findings. • Describe the structural features of marriage, symbolic meanings and negotiation in Far-western mountain. 	<p><u>Unit I: Culture and Social Relations (8 hrs)</u></p> <p style="text-align: center;">Study area (place) Theory and Methods Key findings Linking theory and empirics Critique</p>
<ul style="list-style-type: none"> • Describe the context, historical shift, opportunities and challenges of forest resource management. • Critically examine the findings of forest resource management – local protection, management practices, 	<p><u>Unit II: Forest Resource Management and Medicinal Plant Conservation (10hrs)</u></p> <p style="text-align: center;">Study area (place) Theory and Methods Key findings</p>

<p>similarities and differences among difference user groups and, government sponsored forestry and user group forestry.</p> <ul style="list-style-type: none"> • Describe biodiversity conservation, medicinal plants and development practices in Khaptad National Park. 	<p>Linking theory and empirics Critique</p>
<ul style="list-style-type: none"> • Describe the socio-economic network of Rana Tharus. • Critically examine the theory and methods used to study socio-economic network and findings of the study. • Discuss the study area, theory and methods used for study, and assess the main findings of intercaste relations (Priests and Cobblers) in the changing context. 	<p><u>Unit III: Socio-economic Networks and Intercaste Relations (12hrs)</u></p> <p>3.1 Study area (place) 3. Theory and Methods Key findings Linking theory and empirics Critique</p>
<ul style="list-style-type: none"> • Discuss the study areas, theory and methods used, assess the key findings of ethnogenesis study of 'Humli-Khyampas'. • Describe the debate of Tharuhat Autonomous State Council and critically examine the theory and methods used by the author, and critically examine the main findings. • Describe the cultural practices and social status and state of human development of Raute of Far-west Nepal. 	<p><u>Unit IV: Ethnogenesis, and Identity Politics and Ethnographic Study (6 hrs)</u></p> <p>Study area (place) Theory and Methods Key findings Linking theory and empirics Critique</p>
<ul style="list-style-type: none"> • Discuss the study area, theory and methods used and assess the key findings • Describe the situation of access to education of Nepali girls • Describe the varying ethnic and religious background as the influencing factors of access to education • Link theory and empirics • To identify major weaknesses of the literature 	<p><u>Unit V: Gender, Ethnicity, Religion and the Education (8 hrs)</u></p> <p>Study area (place) Theory and methods Key findings Linking theory and empirics Critique</p>
<p>Describe the perception of malaria among Tharu and Pahari communities. Compare the treatment seeking</p>	<p><u>Unit VI: Health Seeking Behavior (4hrs)</u></p> <p>Study area (place) Theory and Methods</p>

behavior between various communities.	Key findings Linking theory and empirics Critique
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Required Reading:

Unit I: Gurung, Ganesh M. and Tove C. Kittelson. 1996. Kurma, Kola, and Kurmi as Community Concepts: Patrilineage, Deities, and Inside-Outside Dichotomy among the Rana Tharus. *Occasional Papers in Sociology and Anthropology*, 5:78-93.

Cameron, Mary. 1999. Negotiating Marriage in Nepal: Bride Price and untouchable Women's Work. Stamford, Conn: JAI Press. Available from http://www.fau.edu/anthro/documents/Negotiating_Marriage_in_Nepal.pdf

Unit II:

Chhetri, R. B. and Tulsi R. Pandey. 1992. *User Group Forestry in the Far-western Region of Nepal (Case Studies from Baitadi and Achham)*. Kathmandu, Nepal: International Centre for Integrated Mountain Development (ICIMOD).

Cameron, Mary. 1996. Biodiversity and Medicinal Plants in Nepal. Involving Untouchables in Conservation and Development. *Human Organization*, 55(1): 84-92.

Unit III:

Gurung, Ganesh. 1992. Socio-economic Network of Terai Village: An Account of the Rana Tharus of Urma-Urmi. *Contributions to Nepalese Studies*, 19(1):19-25.

Caplan, A. Patricia. 1972. Priest and Cobblers: A Study of Social Change in a Hindu Village in Western Nepal. San Francisco: Chandler Publishing Company.

Unit IV:

Rauber, Hanna. 1980. The Humli-Khyampas of Far Western Nepal: A Study in Ethnogenesis. *Contributions to Nepalese Studies*, 1(1):57-79.

Maycock, Matthew. 2011. The Influence of the Tharuhat Autonomous State Council (TASC) in Kailali District in the Far-Western Tarai. *Nepal Journal of Social Science and Public Policy*, 1(1):78-89.

Gurung, Om; NabinRawal and Prita B. Bista. 2014. Raute of Nepal. Kathmandu: Central Department of Sociology and Anthropology, Tribhuvan University.

Unit V:

Maslak, Mary Ann. 2003. Daughters of the Tharu: Gender, Ethnicity, Religion, and the Education of Nepali Girls. First Indian Reprint. India: Baba Barkha Nath Printers.

Unit VI:

Budhathoki, CB and RK BC. 2008. Perceptions of Malaria and pattern of treatment seeking behaviour among Tharu and Pahari communities of Jhalari. *Journal of Nepal Health Research Council*, 6(13): 84-92.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Crime and Society

Course Code: SOC 534

Nature of the Course: Theory

Year: Second

Semester: Third

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

Criminology is about the study of crime, crime control and criminalization of social groups. It spans 'street level' crime to global concerns about terrorism and cyber crime. It explores cultural representation of criminality and investigates how this relates to questions of social identity like class, race and ethnicity, gender, age and sexuality.

Criminology does not take the crime and criminal law for granted. As an academic discipline it continually questions why different societies define and respond to crime in different ways, and why approaches to punishment and other forms of social control have varied so much from ere to era.

2. Course aim and objectives:

The aim of this course in to acquaint students with the concept of crime, its nature, scope causes and the different types of crimes. It is expected that after the completion of this course student will be able to discriminate the different types of crimes and the methods of preventing crime. The aim of this course is also to acquaint students with the theories of learning criminal behavior.

3. Specific objectives and contents.

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define and differentiate deviance and crime • To explain the meaning, definitions of criminology • To trace out the nature and scope of criminology. • To discuss the importance of criminology. 	<p>Unit 1: Introduction (8)</p> <p style="padding-left: 40px;">Meaning of deviance and crime and illustrate that there are relative concepts</p> <p style="padding-left: 40px;">Meaning, Definitions and the concept ofcriminology.</p> <p>Nature, scope and essence of criminology.</p> <p>Importance of criminology.</p>

<ul style="list-style-type: none"> • To describe the meaning and definition of crime. • To differentiate the crime with tort and sin. • To analyze the classification of crime. 	<p>Unit II: Crime concept (7)</p> <p>2.1 Meaning and definitions of crime.</p> <p>2.2. Difference between crime tort sin, and breach of contract.</p> <p>2.3 Classification of crime.</p>
<ul style="list-style-type: none"> • Describe various non-sociological and sociological theories of crime. • To discuss the meaning and schools of criminology. • To Identify the types of schools of criminology. • To elaborate the causes of crime in Nepalese society. 	<p>Unit - III (10)</p> <p>3.1.Physiological and psychological theories of crime and critiques</p> <p>Functionalist (Emile Durkheim, Robert K. Merton, Albert K. Cohen), Interactionist (Howard S. Becker, Edwin M. Lemert, Aaron V.Cicourel, Erving Goffman), Marxist perspectives</p> <p>- and critiques</p> <p>. Causes of crimes in Nepalese society.</p>
<ul style="list-style-type: none"> • To explain the concept of crime behavior. • To analyze the theories learning of criminal behavior. • To identify the impact of crime in society. 	<p>Unit IV: criminal behavior and society. (10)</p> <p>Concept of criminal behavior.</p> <p>Theories of learning of criminal behavior (Theory of imitation, Differential association Theory, Differential opportunity theory Psychiatric variation theory)</p> <p>Impact or consequences of crime in a society.</p>
<ul style="list-style-type: none"> • To identify the different types of crimes. • To show the causes of different crimes and their challenges. 	<p>Unit V: Some major types of crimes and their course (10)</p> <p>Types of crime. (White color crime, cybercrime, Alcoholism and drug addiction sex offences, crime against women jubvenile delinquency.</p> <p>Causes of major crimes.</p>
<ul style="list-style-type: none"> • To discuss the concept of preventing of the crime and punishment • To describe the theories and objectives of punishment. • To explain the forms of punishment at present • To identify the ideal penal policy and it's characteristics 	<p>Unit VI:</p> <p>Crime prevention and punishment (15)</p> <p>6.1 Methods of preventing crime.</p> <p>6.2. Punishment :concept, objectives and theories of punishment.</p> <p>(Expiation Theory, Retributive Theory, Deterent Theory, Reformative theory Preventive theory.</p> <p>Forms of punishment at present. (Admonition, imprisonment, Parole, Probation, Capital punishment, Amnesty.</p> <p>Ideal penal policy (meaning and characteristics)</p>

References:

Unit 1:

For 1.1 Haralambos, Michael with Robin Heald. 1980. Sociology: Themes and Perspectives [Chapter 10: Deviance, Pp 406-408]. Delhi: Oxford University Press.

Unit 2:

For 3.1 and 3.2 Haralambos, Michael with Robin Heald. 1980. Sociology: Themes and Perspectives [Chapter 10: Deviance, Pp 408-450]. Delhi: Oxford University Press.

Books recommended for Study:

1. Siddique A (1993) criminology, problems and perspectives (2nd - ed). Lucknow: Eastern book House.
2. Sutherland H.E. and cressey D.R. (1974) principles of criminology, Philadelphin: leppincott.
3. George vold and Thomas J. Bernard (1986) Theoretical criminology: New York: Oxford university press.
4. Titus Reid (1982) crime and criminology, New York: holt, rinchard and winston.
5. Sharma, Prayag Raj (2004) The state and society in Nepal: Historical foundations and contemporary trends. Lalitpur Nepal, Himal Books. Walter C. Recklers. (1967) The crime problem.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Cultural and Regional Dimensions of Social Inequality and Differences

Course Code: SOC 535

Full Marks: 100

Nature of the Course: Theory

Pass Marks: 50

Year: Second

Total Teaching Hours: 48

Semester: Third

Level: M.A.

1. Course Description

This course is about various dimensions; theoretical and empirical, of inequality. On the one hand, it includes a number of theories that help to comprehend with various dimensions of inequality and readings on empirical aspects of inequality in Nepal on the other. Some literatures included on it attempt to highlight the interlocking aspects of inequality from multiple angles.

2. Course objectives:

The general objective of this course is to familiarize students with various theories of inequality and develop knowledge and skill to apply those theories of inequality to analyze inequality empirically in the context of Nepal as well as in the world. Specific objectives are to:

- familiarize students with basic ideas of stratification, differentiation and inequality,
- comprehend them with various dimensions and theories of inequality,
- enable them to apply theories of inequality to analyze inequality in the context of Nepal, and
- enable them to envision and apply intersectional approach of inequality analysis. .

3. Specific objectives and contents

Specific Objectives: at the end of this course the students will be able:	Contents	Teaching hrs.
<ul style="list-style-type: none"> • To define and explain the idea of stratification, • To discuss the concept of differentiation and inequality, • To describe intersectionality as new approach of explaining inequality. 	<p>Unit I: Introduction</p> <p>The Idea of Stratification</p> <p>Differentiation: the hierarchy and the difference and the difference and inequality</p> <p>Notions of Intersectionality</p> <p>Approaches to inequality measurement</p>	(8)
<ul style="list-style-type: none"> • To explore inequality in access to health across caste/ethnicity, • To examine the extent of inequality in ownership and employment by gender, 	<p>Unit II: Cultural Dimensions of Inequality</p> <p>Caste/ethnicity-access to health and HDI</p> <p>Gender –access to ownership (land house)</p>	(10)

<ul style="list-style-type: none"> • To discuss inequality across different linguistic community, • To describe the extent of inequality across religious groups. 	<p>and employment (agricultural-non-agricultural, professional/technical) and HDI</p> <p>2.3 Language-mother tongue, education and linguistic access</p> <p>2.3 Religion-recognition and practice</p>
<ul style="list-style-type: none"> • To conceptualize human development, • To explain the situation of human, development through HDI in the regional context of Nepal, • To discuss the distribution of access to facilities and household well-being index across regions, • To examine the distribution of school attendance ratios across various background characteristics. 	<p>Unit - III Regional Dimensions of Inequality (10)</p> <p>3.1. Basic needs and human development,</p> <p style="padding-left: 40px;">Human development in regional context (focus on rural-urban, development and eco-development regions),</p> <p style="padding-left: 40px;">Access to facilities and household well-being indexes.</p> <p style="padding-left: 40px;">School attendance ratios across various background characteristics (residence, ecological region, development region, and subregion)</p>
<ul style="list-style-type: none"> • To discuss consumption quintiles and deciles and class categories, • To describe the distribution of productive employment and actual employment across deciles, • To explain the hours of work and productive ability across deciles, • To examine the distribution of access to different indicators of agriculture across quintiles, • To explore the school attendance ratios across wealth quintile 	<p>Unit IV: Class based inequality (10)</p> <p style="padding-left: 40px;">Consumption quintiles and deciles as classcategories,</p> <p style="padding-left: 40px;">Productive employment and actual employment (focus on consumption quintilesand deciles),</p> <p style="padding-left: 40px;">Hours of work and productive ability (focuson consumption quintiles and deciles),</p> <p style="padding-left: 40px;">Agriculture: agricultural land, agricultural households and area of land, land size, and landtenure (with focus on consumption quintiles),</p> <p style="padding-left: 40px;">School attendance ratios across wealthquintile.</p>
<ul style="list-style-type: none"> • To describe the methods of analyzing inequality from intersectional perspective • To discuss inequality in access to education across caste/ethnicity and gender, • To examine inequality in access to employment across caste/ethnicity, gender, rural-urban, region and class. 	<p>Unit V: Intersectionality approach of analyzing inequality (10)</p> <p style="padding-left: 40px;">Methods of analyzing intersectionality,</p> <p style="padding-left: 40px;">Education: inequality across caste/ethnicity and gender (focus on adult literacy (15+), gross enrollment at basic, secondary and tertiary level),</p> <p style="padding-left: 40px;">2 Employment: inequality across gender, region, caste/ethnicity, and class.</p>

Books and articles recommended for the course:

Unit I

- Shahi, Motilal and Bijayalaxmi, Nanda. 2010. Understanding Social Inequality: An Introduction. In *Understanding Social Inequality* edited by Shahi Motilala and Bijayalaxmi Nanda, pp. 1-22. India: Macmillan Publishers India.
- Gupta, Dipankar. 2013. Hierarchy and Difference: An Introduction. In *Social Stratification* edited by Dipankar Gupta (ed.), pp. 1-22. India: Oxford University Press.
- Walby, Sylvia, Jo Armstrong and Sofia Strid. 2012. "Intersectionality: multiple inequalities in social theory," *Sociology*, vol. 46 (2), pp. 224–240.
- Collins, Randall. 2000. Situational Stratification: A Micro-Macro Theory of Inequality. *Sociological Theory*, Vol. 18, No. 1 (Mar., 2000), pp. 17-43.
Stable URL: <http://www.jstor.org/stable/223280>. Accessed: 07/05/2009 05:31.
- Pederson, Axel West. 2004. Inequality as Relative Deprivation: A Sociological Approach to Inequality Measurement. *Acta Sociologica*, Vol. 47, No. 1 (Mar., 2004), pp. 31-49.
URL: <http://www.jstor.org/stable/4195006>. Accessed: 28/06/2011 12:01.

Unit II

- Brewer, Richard I. and Haslum, Mary N. 1986. Ethnicity: The Experience of Socio-Economic Disadvantage and Educational Attainment. *British Journal of Sociology of Education*, Vol. 7, No. 1 (1986). URL: <http://www.jstor.org/stable/1392777>, Accessed: 27/07/2011 09:29.
- Das, Arun Kumar Lal and Gautam, Tika Ram. 2014. Health. In *Poverty and Exclusion in Nepal: Further Analysis of Recent Surveys and Census* edited by Om Gurung and Mukta S. Tamang. Chapter II, pp. 5-16. Kathmandu: Central Department of Sociology/Anthropology, TU.
- Das, Arun Kumar Lal and Gautam, Tika Ram. 2014. Economic Indicators. In *Poverty and Exclusion in Nepal: Further Analysis of Recent Surveys and Census* edited by Om Gurung and Mukta S. Tamang. Chapter IV, pp. 23-50 (Selected indicators only). Kathmandu: Central Department of Sociology/Anthropology, TU.
- Das, Arun Kumar Lal, Gautam, Tika Ram, Subba, Chaitanya, Gurung Yogendra, Shakya, Kushum and Suwal, Rudra. 2014. Cultural Dimension Index. In *The Nepal Multidimensional Social Inclusion Index* edited by Om Gurung and Mukta S. Tamang. Chapter 6, pp. 53-66 (Selected indicators only). Kathmandu: Central Department of Sociology/Anthropology, TU.
- Maslak, Mary Ann. 2003. Religion and Religious Ritual: Their Implications for Girls' Education. In *Daughters of Tharu: Gender, Ethnicity, Religion, and the Education of Nepali Girls*. Chapter 6, pp. 148-176. First Indian Reprint. India: Baba Barkha Nath Printers.
- Gurung, Yogendra, Suwal, Bhim Raj, Pradhan, Meeta S. and Tamang, Mukta S. 2014. Culture. In *Nepal Social Inclusion Survey 2012*, edited by Om Gurung and Mukta S. Tamang. Chapter 8, pp. 98-105). Kathmandu: Central Department of Sociology/Anthropology, TU.

Unit III

- Mishra, Chaitanya. 2007. *Essays on Sociology of Nepal*. Basic Needs: Some Answers, Many More Questions, pp. 215-224. Kathmandu: Fine Print.

Nepal Human Development Report. 1998. Understanding Human Development, Chapter 2, pp. 21-31. Kathmandu: NESAC.

Caston, Richard J. 1989. Dimensions of Occupational Inequality and Duncan's Socioeconomic Index. *Sociological Forum*, Vol. 4, No. 3 (Sep., 1989), pp. 329-348.

[URL:// www. Jstor.org/stable/684607](http://www.jstor.org/stable/684607). Accessed: 28/06/2011 12:01.

Nepal Human Development Report. 2014. Progress in Human Development. Chapter 2, pp. 11-25. Kathmandu: GON and UNDP.

Nepal Human Development Report. 2014. Regional Access to Facilities and Household Well-being Index. Chapter 3, pp. 27-37. Kathmandu: GON and UNDP.

Nepal Demographic and Health Survey. 2011. School Attendance Ratios, pp. 30-33. Kathmandu: USAID, New ERA and MoHP.

Unit IV

Harris, Scott R. Critiquing and Expanding the Sociology of Inequality: Comparing Functionalist, Conflict, and Interactionist Perspectives. *Quarterly Journal of Ideology*.

Nepal Human Development Report. 2014. Youth Productive Ability and Employment Status. Chapter 5, pp. 53-64. Kathmandu: GON and UNDP.

Nepal Living Standard Survey. 2011. Agriculture. Statistical Report, Vol. two. Chapter IX, pp. 5-16. Kathmandu: CBS.

Nepal Demographic and Health Survey. 2011. School Attendance Ratios, pp. 30-33. Kathmandu: USAID, New ERA and MoHP.

Unit V

Choo, Hae Yeon and Myra Marx Ferree (2010) "Practicing intersectionality in sociological research: a critical analysis of inclusions, interactions and institutions in the study of inequalities" *Sociological Theory*, vol. 28(2), pp. 129-149.

Das, Arun Kumar Lal and Gautam, Tika Ram. 2014. Education. In *Poverty and Exclusion in Nepal: Further Analysis of Recent Surveys and Census* edited by Om Gurung and Mukta S. Tamang. Chapter II, pp. 17-22. Kathmandu: Central Department of Sociology/Anthropology, TU.

Gautam, Tika Ram (2015) Intersectionality: Employment across region, class, caste/ethnicity and gender in Nepal, an unpublished paper, Kathmandu: Tribhuvan University.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Social Demography of Nepal

Course Code: SOC 541

Nature of the Course: Theory

Year: Second

Semester: Fourth

Level: M.A.

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course is designed to bridge the gap between the population and the social structure, utilizing the theories and evidences available from sociology and demography in understanding human society through the analysis of population process.

2. Course Objectives

At the end of this course, students will be able to:

- Describe the history of population growth and framework for analyzing the cause of population growth.
- Describe and analyze the population and social structure.
- Discuss and examine the determinants of mortality, its social effects and mortality trends in Nepal.
- Discuss and examine the determinants of fertility, its social effects and fertility trends in Nepal.
- Discuss and analyze the types, trends and causes of internal and international migration in Nepal.
- Discuss and analyze the causes and consequences of urbanization in Nepal.

3. Specific Objectives and Contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Describe history of human population growth. • Discuss the framework for analyzing the causes of population growth. • Discuss the future growth of human population. • Describe the relationship between population growth 	<p><u>Unit I: Social Demography: Key Issues (12 hrs)</u></p> <ul style="list-style-type: none"> • The history of human population growth • Framework for analyzing the causes of population growth • The future growth of world population • Balance between future population growth and future increases in the means of subsistence • The geographic distribution of population

<p>and means of survival.</p> <ul style="list-style-type: none"> • Discuss the geographic distribution of population. • Describe social effects of high and low population densities. • Describe the population and social structure. • Describe the population and political power. • Discuss and analyze some aspects of Nepal's social demography. 	<ul style="list-style-type: none"> • Social effects of high and low population densities • Population and social structure: Age-sex composition, population growth and economic development • Population and political power • Population legislation and policy (fertility, mortality and migration). • Some aspects of Nepal's social demography.
<ul style="list-style-type: none"> • Discuss the methods of measuring mortality. • Describe the determinants of mortality. • Describe the social effects of societal differences in mortality. • Describe and analyze the mortality trend in Nepal. 	<p><u>Unit II: Mortality (12 hrs)</u></p> <ul style="list-style-type: none"> • Measurement of mortality • Determinants of mortality • The social effects of societal differences in mortality • Mortality trend in Nepal
<ul style="list-style-type: none"> • Discuss the methods of measuring fertility. • Describe fertility differentials. • Describe the determinants of fertility. • Describe the social effects of societal differences in fertility. • Describe and analyze the fertility trend in Nepal. 	<p><u>Unit III: Fertility (6 hrs)</u></p> <ul style="list-style-type: none"> • Fertility measurement • Differential fertility • Determinants of fertility • Fertility trend in Nepal
<ul style="list-style-type: none"> • Describe the types of migration. • Describe the trend and differentials in migration. • Discuss and analyze the determinants of migration. • Describe and assess the international and internal migration trends in Nepal. 	<p><u>Unit IV: Migration (12 hrs)</u></p> <ul style="list-style-type: none"> • Concept and measurement • Trend and differentials • Determinants of migration • International migration trend in Nepal • Internal migration trend in Nepal • Migration from India to Nepal
<ul style="list-style-type: none"> • Describe and differentiate between rural and urban. • Describe global, regional and 	<p><u>Unit V: Urbanization (6 hrs)</u></p> <ul style="list-style-type: none"> • Concept of rural and urban

<p>national trends of urbanization.</p> <ul style="list-style-type: none"> • Describe the causes and consequences of urbanization. • Describe and assess the urbanization trend in Nepal. 	<ul style="list-style-type: none"> • Urbanization trend • Causes of urbanization • Consequences of urbanization • Urbanization in Nepal
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Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Required Readings:

Unit I: Social Demography: Key Issues

Heer, David M.1987. Society and Population. New Delhi: Prentice-Hall of India Private limited. [Pp 3-41 and 103-142].

United Nations. 2014. The World Population Situation in 2014: A Concise Report (Pp 1-28). New York: United Nations.

Sharma, Pitamber. 2014. Some Aspects of Nepal's Social Demography. Kathmandu: Himal Books. [Pp 1-55].

Pathak, Ram Sharan and Kamala Lamichhane (2014). Population Size, Growth and Distribution. In Population Monograph of Nepal, Volume 1, Pp 15-37. Kathmandu: CBS.

Adhikari, Upendra Prasad. 2014. Age, Sex Composition. In Population Monograph of Nepal, Volume 1, PP 39-69. Kathmandu: CBS.

Unit II: Mortality

Heer, David M.1987. Society and Population. New Delhi: Prentice-Hall of India Private limited. [Pp 45-58].

WHO.2012. Trends in Maternal Mortality: 1990 to 2010 [Pp 3-29]. Geneva: WHO

Joshi, P.L. 2014. Mortality Levels and Patterns in Nepal. In Population Monograph of Nepal, Volume 1, PP 127-140. Kathmandu: CBS.

Pradhan, Ajit. 2014. Maternal Mortality. In Population Monograph of Nepal, Volume 1, PP 141-159. Kathmandu: CBS.

Unit III: Fertility

Heer, David M.1987. Society and Population. New Delhi: Prentice-Hall of India Private limited. [Pp 59-86]

Dangol, Bishnu Das Singh. 2014. Fertility Levels, Patterns and Trends. In Population Monograph of Nepal, Volume 1, PP 115-126. Kathmandu: CBS.

Unit IV: Migration

Heer, David M.1987. Society and Population. New Delhi: Prentice-Hall of India Private limited. [Pp 87-99]

Khatiwada, Padma Prasad. 2014. International Migration and Citizenship in Nepal. In Population Monograph of Nepal, Volume 1, Pp 221-239. Kathmandu: CBS.

Suwal, Bhim Raj. 2014. Internal Migration in Nepal. . In Population Monograph of Nepal, Volume 1, Pp 241-283. Kathmandu: CBS.

Mishra, Chaitanya, Laya Prasad Uprety and Tulsi Ram Pandey.2000. Seasonal Agricultural Labor Migration from India to the Nepal Tarai (Pp, 1-33). Kathmandu: Centre for Nepal and Asian Studies, Tribhuvan University.

Unit V: Urbanization

Sharma, Pitamber. 2003. Urbanization and Development . In Population Monograph of Nepal, Volume 2. [Chapter 10, Pp 375-412]. Kathmandu: CBS.

Subedi, Bhim Prasad. 2014. Urbanization in Nepal: Spatial Pattern, Social Demography and Development. In Population Monograph of Nepal, Volume 3, PP 95-149. Kathmandu: CBS.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Social Movements

Course Code: SOC 542

Nature of the Course: Theory

Year: Second

Semester: Fourth

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course intends to orient the students about the ways through which people in a collectivity engage into movements to put pressure to existing structure of society to bring change into it at different levels of its components. The feature of human collectivities involved in this kind of pressure building activities, however, differs in a number of ways. These differences can be noticed in terms of size of the collectivities involved in these actions, the intensity of change desired by them and the component of social structure at which they want to bring the change. This paper introduces the students about these collective activities and their contribution to social change.

2. Course Objectives

- To introduce students about the concept and type of social movements.
- The make them aware of the fact that different types of movements lead to introduce different level of social change.

3. Specific Objectives and Contents

Specific objectives	Contents
<ul style="list-style-type: none"> • Introduce students about the concept and types of social movement • Make them aware of the perspectives used for understanding social movement • Help them to understand the dimensions of social movements • Enable them to differentiate between social movements and other types of social processes and organizations 	<p>Unit I. Concept social movements and its types (8)</p> <p>Concept of social movement, Perspectives followed for analyzing social movements: Collective behavior perspective, Resource mobilization perspective, Political process perspective, and New social movement</p> <p>Four aspects of social movement Dynamics: (a) Networks and interaction, (b) Shared beliefs and solidarity, (c) Collective action on conflictual issues, (d) Actions that occur outside the</p>

	<p>institutional sphere, (Diani) Difference between social movements, organizations and political events. Old and new social movements, Defining characteristics of new social movements(Calhoun)</p>
<ul style="list-style-type: none"> • Introduce students about the features of identity politics and its variants seen in the political space of Nepal. 	<p>Unit II. Movements of identity politics and the case of Nepal (15)</p> <p>Indigenous nationality movement in the pre and post 990 Nepal (Hangen), Compliance and resistance in the hill and Tarai, Politics of religion, `language and ethnicity (H. Gurung),</p> <p>Identity politics among Dalits in Nepal: Dalit identity in Nepal and related discrimination, Dalits and caste, Social political strategies adopted by Dalits, dalit oppression and changes in Dalit status, Identity politics of Dalits in the local settings (Folmer)</p> <p>2.3 Gendered dimension of inequality and its expression (Tamang) ,</p>
<ul style="list-style-type: none"> • Enable the students to understand that social movements launched for the purpose of bringing revolutionary change in society are different from other types of movements. • Make them aware of the multiple perspectives used for understanding social revolution • Make them aware the national and international factors that contribute to bring the revolution • To increase awareness of the student that that social movements are launched only if the existing structure of society creates conditions for them to happen. In other situations they are constrained 	<p>Unit III. Movements for revolutionary change of society (10)</p> <p>Definition of revolution,</p> <p>Marxist, psychological, value consensus and structural approaches followed for the analysis of revolution,</p> <p>National and international factors leading to the growth of revolution and their consequences in France, Russia and China in the past (Skocpol)</p> <p>Maoist insurgency in Nepal and its structural reasons (Lawoti)</p>

<ul style="list-style-type: none"> The students should be aware that Social movements also follow some processes 	<p>Unit IV. Opportunity structure and political process involved in social Movements (8)</p> <p>4.1: Political opportunities and constraints of social movements: dimensions of opportunities, Threats and opportunities, making and diffusing opportunities, Declining opportunities and constraints. (Tarrow)</p> <p>4,2. Social movement as politics: The WUNC framework of movement analysis and other political features of social movement (Tilly)</p>
<ul style="list-style-type: none"> Highlight on the role of transnational facture connected to social movement Explain how social movements retain transnational features both in terms of the effect of globalization and the effect of transnational networking 	<p>Unit V International factors connected to social movements.(7)</p> <p>Globalization and transnational social movements</p> <p>The typology of transnational contentions</p> <p>Transnational dynamics and Transnational networking for change (Tarrow)</p>

4. Required Readings

Unit I. Concept social movements and its types (8)

Diani, Mario. 1992. "The Concept of Social Movement" in *The Sociological Review*, Vol. 40, pp. 1-25

Calhoun, Craig 1993. "New Social Movements of the Early Nineteenth Century" in *Social Science History*, Vol. 17. No. 3, pp. 385-428.

Unit II. Movements of identity politics and the case of Nepal (15)

Hangen, Susan L. 2010. *The Rise of Ethnic Politics in Nepal: Democracy in the Margins*, New York: Routledge, (Cf. chapters 1 and 2).

Gurung, Hark 1997, "The state and Society in Nepal" In Gallner, et al. (eds.)in *Natioanlism and Ethnicity in a Hindu Kingdom*, Amsterdam: Hardwood Academic Publication.

Folmer, Steven. "Identity Politics among Dalits in Nepal" in *Dalits of Nepal: Towards Dignity, Citizenship and Justice*. Kathmandu: Himal Books.

Gaige, Fredrick H. 1976. *Regionalism and National Unity in Nepal*, New Delhi: Sage Publication (selected chapters).

Tamang, Sera 2000, "Legalizing State Patriarchy in Nepal" in *Studies in Nepali History and Society*, Vol 5, No. 1, pp. 127-156.

Unit III. Movements for Revolutionary change of society (12)

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

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

Unit IV. Opportunity structure and political process involved in social Movements (8)

Tarrow, Sydney 2004. "States and Oportunities: the Political Structuring of Social Movements" in McAdam, Doug, John D. McCarthy, and Mayer N. Gald (eds), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structure and Cultural Framings*. Cambridge: Cambridge University Press.

Tilly, Charles: 2004. "Social Movements as Politics" in *Social Movements 1768-2004*. London: Paradigm Publication.

Unit V International factors connected to social movements. (7)

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

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Rural Sociology

Course Code: SOC 543

Nature of the Course: Theory

Year: Second

Semester: Fourth

Full Marks: 100

Pass Marks: 50

Total Teaching Hours: 48

1. Course Description

This course is about a branch of sociology called rural sociology. As an introductory part of the discipline, the course aims to familiarize the students to the basic concepts of rural sociology including nature and scope. It also attempts to describe the characteristics of structure of rural society. Based on theories on rural sociology the course also aims to enable the students to analyze rural social structure and social change in Nepal as well as in other rural societies in the world.

2. Course objectives:

The general objective of this course is to familiarize students with concepts, various theories, methods on rural sociology and develop knowledge and skill to analyze rural social structure and social change. Specific objectives are to:

- familiarize students with basic concepts on rural sociology,
- comprehend them with various dimensions and theories of rural social structure,
- enable them to apply theories of rural sociology to analyze rural social structure in the context of Nepal, and
- enable them to envision and analyze rural social change particularly in Nepal.

3. Specific objectives and contents

Specific Objectives	Contents
<ul style="list-style-type: none"> • Define and explain the concept of rural sociology, • Differentiate between sociology, social anthropology and rural sociology, • Describe nature, subject matter and methods of rural sociology, • Claim rural sociology as a science 	<p>Unit I: Introduction (8)</p> <p>What is rural sociology? Sociology, social anthropology and ruralsociology Nature, subject matter and methodsof rural sociology Rural sociology as a science</p>
<ul style="list-style-type: none"> • Explain language of rural sociology, • Describe the new methodology of rural sociology, 	<p>Unit II: Some Key Concepts and Methods of Rural Sociology</p>

<ul style="list-style-type: none"> • Discuss the concept of village unity, sanskritization and westernization, • Differentiate little and great traditions, • Conceptualize parochialisation and universalization 	<p>(10)</p> <p>Changing language of rural sociology, Emergence of new methodology, Village unity, sanskritization and westernization, Little and great traditions, Parochialisation and universalization</p>
<ul style="list-style-type: none"> • Conceptualize rural and rural people, • Explain the determinants of rural social transformation, • Discuss the agrarian social structure, • Examine the history of agrarian structure, • Explore the land tenure systems and land reforms in Nepal. 	<p>Unit - III Sociology of Rural Life and Agrarian Social Structure (10)</p> <p>3.1. Rural, rural people and rural society Determinants of rural social transformation, Study of agrarian structure: what is agrarian social structure? History of the study of agrarian structure and, Land tenure system and land reforms in Nepal</p>
<ul style="list-style-type: none"> • Discuss social stratification and its forms, • Describe the rural social stratification, • Explain the theoretical approach to the study of rural stratification, • Examine the changing rural caste system in Nepal, • Explore the changing rural class stratification 	<p>Unit IV: Rural Stratification: Caste and Class (10)</p> <p>Social stratification and forms of stratification, Rural social stratification, Theoretical approach to the study of rural stratification, Changing rural caste stratification, Changing rural class stratification.</p>
<ul style="list-style-type: none"> • Describe the physical and social structure of rural society, • Discuss different aspects of rural social structure, • Examine social change and changing rural society. 	<p>Unit V: Rural Social Structure and Social Change (10)</p> <p>Physical structure of rural society, Social structure of rural society: social institutions, organizations, ecological entities, groups, collectives, Social reorganization, social change and social problems, Changing rural society</p>

4. Required Readings:

Unit I

Doshi, S. L. and P. C. Jain. 2014. *Rural Sociology*. Chapter 1 and 2. Pp. 11-50. Reprinted. New Delhi: Rawat Publications.

Chitamber, J. B. 2015. *Introductory Rural Sociology*. Part I. Pp. 3-46. New Delhi: New Age International Publishers.

Raj, Hans. 2013. *Rural Sociology*. Ninth Reprint. Chapter 1 and 2. Pp. 1-21. Delhi: Surjeet Publications.

Young, Kimball. 1989. Social Psychology, Rural Sociology, and Anthropology at Wisconsin. *Sociological Perspectives* 32 (3), pp. 383-402. Accessed on <http://www.jstor.org/stable/1389124>. Accessed: 22-12-2015 00:54 UTC

Unit II

Doshi, S. L. and P. C. Jain. 2014. *Rural Sociology*. Chapter 4. Pp. 70-97. Reprinted. New Delhi: Rawat Publications.

Raj, Hans. 2013. *Rural Sociology*. Ninth Reprint. Chapter 3 and 5. Pp. 22-40; 51-59. Delhi: Surjeet Publications.

Unit III

Doshi, S. L. and P. C. Jain. 2014. *Rural Sociology*. Chapter 5 and 6. Pp. 98-124. Reprinted. New Delhi: Rawat Publications.

Regmi, M. C. 1977. *Landownership in Nepal*. First Edition. Chapter 2. Pp. 15-21. USA: Androit Publishers.

Regmi, M. C. 1999. *A Study in Economic History*. Second Reprint. Chapter II & III. PP. 15-54. Delhi: Androit Publishers.

Unit IV

Doshi, S. L. and P. C. Jain. 2014. *Rural Sociology*. Chapter 8. Pp.150-178. Reprinted. New Delhi: Rawat Publications.

Chitamber, J. B. 2015. *Introductory Rural Sociology*. Part IV. Pp. 163-216. New Delhi: New Age International Publishers.

Subedi, Madhusudan. 2014. "Changes in Livelihood and Caste Relations in Udipur". *Himalayan Journal of Sociology and Anthropology*, 6: 86-102.

Pandey, Tulsi Ram. N.d. Livelihood Diversification and Class in Rural Settings of Nepal Tarai. An Unpublished Paper.

Mishra, Chaitanya. 2014. "Nepalko Bartaman Arthik Abastha: Antarbata". Pp. 190-196. In *Punjibad ra Nepal*. Reprint. Chapter 2. Kathmandu: Fine Print.

Unit V

Chitamber, J. B. 2015. *Introductory Rural Sociology*. Part III and V. Pp. 87-162; 217-248. New Delhi: New Age International Publishers.

Doshi, S. L. and P. C. Jain. 2014. *Rural Sociology*. Chapter 16. Pp.345-357. Reprinted. New Delhi: Rawat Publications.

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.

Far Western University
Faculty of Humanities and Social Sciences
Graduate Course of Sociology

Course Title: Thesis

Course Code: SOC 544

Nature of the Course:

Year: Second

Semester: Fourth

Full Marks:

Pass Marks:

Total Teaching Hours: