

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

**Master of Arts in Sociology**  
**(Second Semester)**

**Second Semester**

Paper	Code No.	Title of Course	Credit hrs	Remarks
1.	So571	Marxist Perspective	3	Required
2.	So572	Quantitative Research Methods in Sociology	3	
3.	So573	Practice of Social Change and Development in Asia	3	*Optional any three
4.	So574	Politics and Society: Interface between Nation, State and the Globe	3	
5.	So575	Sociology of Health	3	
6.	So576	Household and Family in Transition	3	

## So571: Marxist Perspective

**Credit hours: 3**  
**Teaching hours: 48**

### Objectives:

The objectives of this course are the following:

- A. Learn to interpret forms of consciousness and ideas, including Sociology and the Marxist perspective, as products of definite historical and social structures and processes.
- B. Emphasize the two key facets Marxism: (a) The key meta-theoretical or methodological vantage points of historical materialism and dialectical materialism, and (b) the key features of specific modes of production and organization of social relationships and society in general and capitalism in particular. In addition, emphasis will be given to illustrate how the Marxist perspective can be utilized or 'applied' to comprehend a variety of social structures and processes.
- C. Identify the key variants of the Marxist outlook, including, structural Marxism, Critical theory, Leninism and Maoism.
- D. Assess the historical validity and current relevance of Marx's thoughts.
- E. Identify fundamental features of the 'Marxist' thoughts and political platforms in Nepal such that students can engage with 'live Marxism'.

### Unit I: The historical context of the rise of Karl Marx (3 hours)

- Lewis Coser (LC). *Masters of Sociological Thought: Ideas in Historical and Social Context*: 68-87.
- EC Cuff, WW Sharrock and DW Francis (CSF). *Perspectives in Sociology*: 68-76

### Unit II: Key themes (12 hours)

- A. Historical and dialectical materialism, history, mode of production and revolution
  - KM: 136-63, 522-24 and (Engels) 760-5
- B. Historical specificity and capitalism as a specific historical category
  - LC: 43-7
  - Karl Marx in Robert Tucker (KM): *The Marx-Engels Reader*: 3-6, 222-6
- C. Key features of capitalist economy, polity and society
  - KM 302-12, 319-29
  - Chaitanya Mishra (CM). 'Punjabad' in Mary Des Chene and Pratoyush Onta (eds), *Nepalko Sandarbhamā Samajshāstriya Chintan*: 125-54.
  - Antonio Palumbo and Alan Scott's 'Classical social theory II: Karl Marx and Emile Durkheim' in Austin Harrington (ed.) *Modern Social Theory: An Introduction*: 40-50
- D. Class and class struggle
  - KM: 469-93

### Unit III: Variants of Marxism (6 hours)

- A. Structural Marxism
  - George Ritzer (GR). *Sociological Theory*: 293-304
- B. Critical theory
  - Jonathan Turner (JT). *The Structure of Sociological Theory*: 184-212
  - Ruth A. Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 99-101
- C. Lenin
  - Bert N Adams and RA Sydie (AS). *Sociological Theory*: 146-57
- D. Mao Zedong

- Mao Ze-dong. *Selected Works of Mao Tse-Tung*, vol. IV: 411-24

**Unit IV: Critique (3 hours)**

- AS: 141-3
- CSF: 95-7
- WW: 99-101

**Unit V: Application (6 hours)**

A. Consciousness

- KM: 3-6, 163-75
- LC: 53-5

B. Religion

- CSF: 94-5
- KM: 148-55

C. Marriage

- CM: 'Bibahako artha-rajani'. *Mulyankan*.

**Unit VI: Colloquium on Nepal (12 hours)**

- Piers Blaikie, John Cameron, and David Seddon's *Peasants and Workers in Nepal: Chapters 1 and 2* (Pp. 1-23, 24-58)
- Baburam Bhattarai: 'Ajako Marxbad.' *Rato Jhilko*, vol 1, No. 1: 1-12
- CM: 'Kun itihās, kun Marxbad, kun kranti.' *Rato Jhilko*, vol 1, No. 1: 19-34
- CM: *Punjibad*: 13-22, 71-126.
- Ian Carlos Fitzpatrick. *Cardamom and Class: A Limbu Village and its Extension in East Nepal*. xxiii-26, 271-77.
- Jagannath Adhikari. *Changing Livelihoods: Essays on Nepal's Development since 1990*: 17-40.
- Youba Raj Luintel. Capitalism and Underdevelopment in Rural Nepal: Market Relations, Inequality and Social Change in 'Mahesh Khola' (PhD thesis, 2010), Chapters 1 and 2 (Pp. 2-22, 23-62).

**Unit VII: Colloquium on linkaging the 'Nepal texts' to the Marxist perspective and its variants (3 hours)**

This unit is utilized to summarize the juxtaposition of the Marxist perspectives and its variants on the one hand and the 'Nepal texts' on the other. It is intended as an exercise in linkaging the theoretical and the empirical and in cultivating a habit of theoretical thinking. It is expected that the colloquium will be summarized, documented, shared, and utilized as a learning device during subsequent semesters in Kirtipur and other campuses.

**Unit VIII: Action Plan: Outlining a research plan implicating elements of the perspective (3 hours)**

This unit is utilized to promote group work intended to develop tentative ideas which link up the Marxist perspective and its variants with group research agendas. It is expected that the 'linkaging' carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas.

## So572: Quantitative Research Methods in Sociology

Credit hours: 3

Teaching hours: 48

### Objectives:

The objectives of this course are the following:

- A. Enable students to identify and interpret fundamental aspects of concepts, categorization, and relationship between variables
- B. Enable them to design survey research through selecting appropriate survey tools and techniques
- C. To familiarize students with various national level surveys of Nepal and survey tools
- D. To enable them to learn the importance of survey data available so far.

### Unit I. Measurements and Relationships

(12 hrs)

- A. Concepts: types and difficulties in defining concept, what is a good concept?
- B. Variable: qualitative and quantitative; independent and dependent; indicators
- C. Measurement: postulates and levels of measurement (nominal, ordinal, interval and ratio)
- D. Reliability: test and improvement of reliability.
- E. Validity: content, construct and criterion validity and validation
- F. Relationship: causal and correlational; symmetrical, asymmetrical and reciprocal relationship; spurious interpretation
- G. Control: notion and significance; techniques for controlling for variable(s)

### Readings:

Goode and Hatt. 2006. Basic Elements of Scientific Methods: Concepts. Methods in Social Research. Chapter 5, pp. 41-55.

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

Baker, Therese L., *Doing Social Research*, New Delhi: McGraw Hill. 1998 ( Pp. 101 -132; 383 - 392 ).

Mueller, John H. and Karl F. Schuessler. 1969. *Statistical Reasoning in Sociology*. New Delhi: Oxford and IBH. (Chapters 2, pp. 1-28)

Rosenberg, Morris 1968. *The Logic of Survey Analysis*. New York: Basic Books Inc. Publishers (Chapter 1 on The Meaning of Relationships pp 3-22).

Simon, H. A. Spurious Correlation: A Causal Interpretation. In H. M. Blalock (ed.) Causal Models in Social Sciences. Pp. 5-17.

## **Unit II: Sampling Method**

**(12 hrs)**

- A. Rationale
- B. Population and sample
- C. Theoretical sampling, saturation and sorting
- D. Rationale of probability and non-probability sampling designs
- E. Procedures, uses and limitations of specific sampling techniques
- F. Determination of sample size
- G. Sampling error

### **Readings:**

Therese L. Baker. Doing Social Research. Pp. 133 -166.

Kothari, C.R. Research Methodology: Methodology and Techniques. Third edition. Pp. 55-68, 152 -183. New Delhi: Bishwa Prakashan.

Kumar, Ranjit. Research Methodology. Pp.163-183. London: SAGE Publication.

Charmaz, Cathy. 2006. Theoretical sampling, saturation and sorting. In

Constructing Grounded Theory: A Practical Guide through Practical Analysis. Chapter 5, pp. 96-122.

Bernard, H. Russle. Research Methodology in Anthropology: Qualitative and Quantitative Approaches. Pp. 71-101. New Delhi: Altamira/Sage Publications.

W. Lawrence Neuman, Pp. 201-226.

## **Unit III: Survey Research**

**(18 hrs)**

- A. Rationale and features
- B. Census and sample survey; reconnaissance, pilot and main survey; household survey; attitude survey/opinion poll; questionnaire, interview and telephone survey
- C. Planning, preparation and execution of survey research
- D. Survey instruments: construction and standardization of questionnaire and interview schedule
- E. Limitations of survey research
- F. Causality in survey data: symmetrical, asymmetrical and reciprocal relationships; conditional relationships; spurious relationships/interpretations; test factors
- G. History of survey practices in Nepal

### **Readings:**

W. Lawrence Neuman. Survey Research. Chapter 10, 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.

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

Mishra, Chaitanya (2010). Introduction. In Use and Misuse of Social Science Research in Nepal.

#### **Unit IV. Qualitative and Quantitative Research Designs (3 hrs)**

A. Triangulation

B. Qualitative and Quantitative Research Orientation

C. QualQuan approaches

#### **Readings:**

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 V: Survey Instrumentation and Its Practices in Major Surveys in Nepal (3 hrs)**

A. NLSS and NDHS (Discussion on the structure, theme, nature and administration of questionnaire)

## So573: Practice of Social Change and Development in Asia

Credit hours: 3

Teaching hours: 48

### Objectives:

Sociologists have long sought to understand the dynamics of social change and have provided critiques of various explanations of development. Linking the classical as well as contemporary sociological debates on change and development, and drawing arguments from other social sciences, this module critically examines the conceptual and theoretical underpinnings of the shifting development debates from interdisciplinary perspectives. It then attempts to contextualize those debates in the development experience of Asia in general and Nepal in particular.

By the end of the module students should have acquired an understanding of key theoretical and policy debates and of the main competing approaches in the sociology of development. They should also develop an understanding of the practice of development in Asia in general, and Nepal in particular.

### Unit I: Key concepts

(4 hrs)

- A. What is development? Quality of life? Growth? Development as freedom and functioning? Development as the practice of liberal capitalism?
- B. Why development studies? Linking sociology, applied sociology, and development studies

### Readings:

- 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.
- Cowen, M. P. and Shenton, R. W. (1996) *Doctrines of Development*. London: Routledge [Read Chapter 1, "The invention of development," pp. 3-59].
- Thomas, Alan (2000b) 'Development as practice in a liberal capitalist world,' *Journal of International Development*, 12, pp. 773-787.
- Hulme, David and Turner, Mark (1990a) *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf [Read Chapter "Sociological aspects of change in developing countries," pp. 68-98].
- Kothari, Uma (2005) 'A radical history of development studies: Individuals, institutions and ideologies', in Kothari, U. (ed.), *A Radical History of Development Studies: Individuals, Institutions and Ideologies*. London: Zed Books, pp. 1-13.

**Unit II: Substantive development issues (14 hrs)**

- A. Poverty, inequality and development
- B. Empowerment, social inclusion and development
- C. Livelihood diversification and rural peasants
- D. Migration (labour/urban/overseas), remittance and development
- E. Markets, social change and development
- F. Globalization, social change and development

**Readings:**

- Sen, Amartya (1992) *Inequality Reexamined*. Cambridge: Harvard University Press [Read Chapter 7, "Poverty and affluence," pp. 102-116].
- Estivill, Jordi (2003) *Concepts and Strategies for Combating Social Exclusion: An Overview*. Geneva: International Labour Office [Read Chapter 1, "Social exclusion: The concept and the reality," pp. 5-34, and Chapter 2, "The manifestations of exclusion," pp. 35-60].
- Batliwala, Srilatha (2007) 'Taking the power out of empowerment - an experiential account,' *Development in Practice*, 17(4), pp. 557-565.
- Ellis, Frank (1998) 'Household strategies and rural livelihood diversification,' *Journal of Development Studies*, 35(1), pp. 1-38.
- Ratha, Dilip, Mohapatra, Sanket and Silwal, Anil (2009) *Migration and Remittance Trends 2009*. Available at: <http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1110315015165/MigrationAndDevelopmentBrief11.pdf> (Accessed: 4 January 2010 [Keep yourself updated from "Migration and Development Brief" series published by the World Bank and available in the website mentioned]).
- Haas, Hein de (2007) *Remittances, Migration and Social Development: A Conceptual Review of the Literature*. Geneva: United Nations Research Institute for Social Development (UNRISD).
- 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].
- Castells, Manuel (1999) *The Information Age: Economy, Society and Culture*. Cambridge, MA: Blackwell [Read chapter 1, "Prologue: The net and the self," pp.1-27].

**Unit III: Does Asia show the way? Review of Asian development “models” (15 hrs)**

- A. The East Asian model
  - From “Asian tigers” and the East Asian “miracle”
  - Neoliberal critique of the miracle
  - What lessons can be learned?



## B. The Kerala model

- Aspects of social equality in Kerala
- Mass science education and local planning
- Does Kerala show an alternative model of sustainable development?

## C. The Grameen Bank model

- Understanding micro-credit and micro-finance: What is it for?
- Method of “Grameen Bank action” (From 16 decisions, 10 indicators, and credit delivery to breaking the vicious cycle of poverty)
- A critical look at micro-credit financing
  - (i) The mobilization-organization-finance nexus
  - (ii) The sociology of peer group lending
- How empowering are micro-credit programmes?

## D. Chinese growth model

- China’s take off and its economic transformation
- Implications of Chinese success

## E. Going beyond Eurocentrism? Is Asia rising?

### Readings:

The World Bank (1993) *The East Asian Miracle: Economic Growth and Public Policy*. New York: Oxford University Press [Read Chapter 1, "Growth, equity, and economic change," pp. 27-59].

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

Park, Jong H. (2002) 'The East Asian model of economic development and developing countries,' *Journal of Developing Societies*, 18(4), pp. 330-353.

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

Isaac, T. M. Thomas, Franke, Richard E. and Parameswaran, M. P. (1997) 'From anti-feudalism to sustainable development: The Kerala peoples science movement,' *Bulletin of Concerned Asian Scholars*, 29(3), pp. 34-44.

Veron, Rene (2001) 'The "new" Kerala model: Lessons for sustainable development,' *World Development*, 29(4), pp. 601-617.

Yunus, Muhammad (2009) *What is micro-credit?* Available at: [http://www.grameen-info.org/index.php?option=com\\_content&task=view&id=28&Itemid=108](http://www.grameen-info.org/index.php?option=com_content&task=view&id=28&Itemid=108) (Accessed: 10 January 2010).

Elahi, Khandakar Quadrat- I. and Rahman, M. Lutfur (2006) 'Micro-credit and micro-finance: Functional and conceptual differences,' *Development in Practice*, 16(5), pp. 476-483.

- Grameen Bank (2010) *Grameen Bank Methodology*. Available at: [http://www.grameen-info.org/index.php?option=com\\_content&task=blogsection&id=6&Itemid=169](http://www.grameen-info.org/index.php?option=com_content&task=blogsection&id=6&Itemid=169) (Accessed: 10 January 2010).
- Dale, Reidar (2001) 'People's development with people's money: The mobilization-organization-finance nexus,' *Development in Practice*, 11(5), pp. 606-621.
- Anthony, Denise (2005) 'Cooperation in microcredit borrowing groups: Identity, sanctions, and reciprocity in the production of collective goods,' *American Sociological Review*, 70(3), pp. 496-515.
- Mahmud, Simeen (2003) 'Actually how empowering is microcredit?,' *Development and Change*, 34(4), pp. 577-605.
- Huang, Yasheng (2012) "How did China take off?" *The Journal of Economic Perspectives*, 26(4), pp. 147-170.
- Brandt, Loren and Rawski, Thomas (2008) "China's great economic transformation," *China's Great Economic Transformation*, Cambridge: CUP, pp. 1-25.
- Basu, Kaushik (2009) "China and India: Idiosyncratic paths to high growth," *Economic and Political Weekly*, 44(38), pp. 43-49.
- Frank, Andre Gunder (1998) *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press [Read Chapter 1, "Introduction to real world history vs. Eurocentric social theory," pp. 1-51].

**Unit IV: Nepal's experience of development after the 1960s (15 hrs)**

- A. Population, resources and social change in West Nepal
- B. Road building, market development and peripheralization of West-Central Nepal
- C. Caste, ethnic and gender dynamics and contemporary social change
- D. Global-local articulation and social change in peri-urban Nepal
- E. Modernism, consumerism and the expanding middle class in Kathmandu

**Readings:**

- Macfarlane, Alan (2001) 'Sliding down hill: Some reflections on thirty years of change in a Himalayan village,' *European Bulletin of Himalayan Research*, 20-21 (Double issue), pp. 105-124 [Read this paper together with Macfarlane's (1976) *Resources and Population: A Study of the Gurungs of Nepal*. Cambridge: CUP].
- Blaikie, Piers, Cameron, John and Seddon, David (2002) 'Understanding 20 years of change in west-central Nepal: Continuity and change in lives and ideas,' *World Development*, 30(7), pp. 1255-1270 [Read this paper together with Blaikie, Cameron and Seddon (1980) *Nepal in Crisis*. Delhi: OUP].

- Cameron, Mary M. (1995) 'Transformations of gender and caste divisions of labour in rural Nepal: Land, hierarchy, and the case of untouchable women,' *Journal of Anthropological Research*, 51, pp. 215-246.
- Gellner, David N. (2007) 'Caste, ethnicity and inequality in Nepal,' *Economic and Political Weekly*, 42(20), pp. 1823-1828.
- Rankin, Katharine Neilson (2004) *The Cultural Politics of Markets: Economic Liberalization in Nepal and Social Change*. London: Pluto Press. [Read Chapter 6, "Global-local articulation....," pp. 164-186].
- Liechty, Mark (2008) *Suitably Modern: Making Middle-Class Culture in a New Consumer Society*. Kathmandu: Martin Choutari (originally published by Princeton University Press in 2002) [Read Chapter 4, "Consumer culture in Kathmandu," pp. 87-116].

## **So574: Politics and Society: Interface between Nation, State and the Globe**

**Credit hours: 3**

**Teaching hours: 48**

### **Course Description and Objectives:**

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, class room discussion of students on related themes and written tests on both terminal and final examinations.

### **Unit I: Concept of Power and Its Social Role (9 hours)**

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

### **Unit II: Democracy, Liberal Democracy and Its Critique (12 hours)**

Models of democracy, Liberal democracy and its features: Political pluralism, Diffusion of power in multiple power centers and 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.

### **Unit III: Nation, Nationalism and Political Processes (9 hours)**

Nation in comparative perspective: (a) Constructivist conception of nation or nation as an imagined community, (b) Structural conception of nation or nation as a shared culture and identity of belonging in a nation state, Politics of identity: ethnicity-old and new.

### **Unit IV: Relationship Between State and Society (9 hours)**

Relationship between State Power and Social Forces, Weak State, Strong State and Politics of Survival, State failure: Causes and Consequences

### **Unit V: Globalization and Governance (9 hours)**

Governance in a Globalizing World: Dimensions of globalization, Developmental effect of globalization in developing world, Politics of aid in international development.

## **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 *Contemporary Political Sociology: Globalization, Politics, and Power* .Second Edition. New York: John Wiley & Sons.

### **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.

Veltmeyer, Henry and James Petras 2008. "Peasants in an Era of Neoliberal Globalization:Latin America on the move"

### **Unit III: Nation, Nationalism 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.

## So575: Sociology of Health

Credit hours: 3

Teaching hours: 48

### Objectives:

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

- Understand 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.

### Unit I: Colloquium

(3 hrs)

- A. By almost any measure, the world is better than it was ever been. Extreme poverty rates have been cut in half in the past 25 years. People are living longer, healthier lives. Child mortality and maternal mortality are plunging, and life expectancy at birth has substantially increased. What are the causes for such changes?
- B. What is health? What are the risk factors for illhealth? What are the connection between social factors and disease patterns?
- C. Are there evidences linking social conditions to disease?

### Readings:

- Marmot, Michael (2005). Social Determinants of Health Inequalities, *Lancet*, 365:1099-1104.
- Link, Bruce G. and Jo Phelan (1995). Social Conditions As Fundamental Causes of Disease. *Journal of Health and Social Behavior*, 35:80-94

### Unit I: Introduction

(3hrs)

- A. Link between Medical Sociology and Sociological Theory
- B. Social Construction and Health
  - The cultural meanings of illness
  - What is normal and abnormal?
  - Illness responses embedded in cultural context
  - Social construction of medical knowledge
- C. Social Epidemiology

## **Required Readings**

For A:

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

For B:

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, Pp 14-31

For C:

Krieger, Nancy. 2002. A Glossary for Social Epidemiology. *Epidemiological Bulletin* Vol 23, No1.

Krieger, Nancy. 2002. A Glossary for Social Epidemiology. *Epidemiological Bulletin* Vol 23, No2.

## **Unit II: Theoretical Perspectives**

**(12 hrs)**

- A. Parsonian perspective and sick role
  - Characteristics of the medical profession
  - Sick role
- B. Symbolic interaction theory and health
  - The illness experience
  - Lines of inquiry
  - Embodied selves in health and illness
  - Critique
- C. Political Economy and Marxist
  - Class, health and social change
  - Health inequality
- D. Foucault and the Sociology of Medical Knowledge
  - Foucault's sociology of health
  - Power-knowledge discourse



- History of medicine
- View of the body

E. Gender and Health

- Gender specific health problem
- Gender inequality on health
- Feminism and medicine
- Intersectionality

**Required Readings**

For A:

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

For B:

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.

For C:

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.

For D:

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.

For E:

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)**

A. Biomedical and social models of disability

- B. Definition and classification of Disability in Nepal
- C. Challenges to measure and compare disability
- D. Social stigma and discrimination
- E. Disability, poverty and global challenges
- F. Social inclusion and disability policy

### **Required Readings**

For A:

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: Rutledge, Pp 197-204.

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

For B:

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

For C:

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

For D:

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.

For E:

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

For F:

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

CBS.2014. Population Monograph of Nepal [Chapter: Disability]

### **Unit IV: Health Care Issues in Access and Delivery**

**(12 hrs)**

- A. Health as a Fundamental Right
- B. Primary Health Care (Alma Ata Declaration)
- C. Ottawa Charter
- D. Second Long-term Health Plan of Nepal (1997) and Critique
- E. Free Health Care Policy of Nepal

## Required Readings

For A:

WHO.1998. World Health Report 1998 [Chapter 5: Achieving Health for All]. WHO: Geneva, Pp 139-144.

WHO.2002. 25 Questions and Answers on Health and Human Rights. WHO: Health and Human Rights Publication Series Issue I.

For B:

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

For C:

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

For D:

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.

For E:

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.

## Unit VI: Health-Related Research in Nepal

(9hrs)

- A. Medicalization
- B. Health Politics
- C. Women and Health
- D. Development Discourse

## Required Readings

For A:

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.

For B:

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

For C:

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

For D

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.

## **So576: Household and Family in Transition**

**Credit hours: 3**

**Teaching hours: 48**

### **Objective of the Course**

Household and family are two basic institutions of society. They recruit its individual members, transmit existing values of society to those members, and nurture them through engagement in economic activities. Theoretically, these two institutions have some differences. These differences are established in terms of variations in some of their social features. The social forces which have contributed to bring change in the structure of larger society have produced changes on composition of these institution and the rolesplayed by them and their members. This course aims to introduce students the features and roles of these institutions and the changes experienced by them.

### **Unit 1: Definition, Function and Social Significance of**

#### **Household and Family**

**9 Hours**

Definition of household, definition of family, relationship between family and household, functions of household and .family, theoretical significance of household and family, Development cycle of domestic group.

#### **Readings**

1. Goode, William J. 1962. "The Theoretical Importance of the Family." In *The Family*. Englewood: The Prentice-Hall, Inc. pp, 1-14.
2. Wilk, Richard R and Robert Netting. 1984. " Households: Changing Forms and Functions" in Netting, R., Richard Wilk and Eric Arnould (eds.). *Households: Comparative and Historical Studies of the Domestic Group*. London: Los Angeles. Pp. 1-28.
3. Sylvia Junko, Yanagisako. 1979. "Family and Household: The Analysis of Domestic Groups." In *Annual Review of Anthropology*, Vol. 8, pp. 161-205.

### **Unit 2. Structure of Household and Family and Its Change**

**15**

Historical overview of changes in the structure and formation of household and family, Dynamics of the production and reproduction process of the domestic unit, Reasons for change in the structure and formation of household and family, comparing household and family structure and its change across societies, understanding changes in the structure and formation of household and family in Nepal.

#### **Readings**

1. Goode, William J. 1963. "World Changes in Family patterns" in *World Revolution and Family Pattern*. New York: The Free Press, pp. 1-26.
2. Cherlin, Andrew. 1983. " Changing Family and Household: Contemporary Lessons from Historical Research." In *Annual Review of Sociology*, Vol. 9, pp. 51-66. Wall, Richard. 1997 "Comparing Household and Family Structures across Europe: Problems and Perspectives." In *Population: An English Selection*, Vol. 9, pp. 101-122.
3. "Comparing Household and Family Structures across Europe: Problems and Perspectives." Wall, Richard, 1997. In *Population: An English Selection*, Vol. 9, pp. 101-122.
4. Glick, Paul C. 1984. "American Household Structure in Transition." In *Family Planning Perspectives*, Vol. 16, No. 5, pp. 205-211.
5. Mishra, Chaitanya. 2014. Pathways to

### **Unit 3. Household Economy and the International System**

**9**

The economic function of household, the influence of world economy on economic function of household: such as on its earning opportunities, labor process, gender division of labor, and use of income and resources

#### **Readings**

1. Bossen, Laurel. 1981. "The Household as Economic Agent." In *Urban Anthropology*, Vol. 10, No. 3, pp. 287-303.
2. Wallerstein, Immanuel and Joan Smith. 1992. "Households as an institution of the world-economy." In *Smith, John et al (eds.). In Creating and Transforming Households: The constraints of the world-economy*. Cambridge: Cambridge university press.
3. Shelley, Feldman. 2007. "Households, Labor, and Global Capitalism: A Close Encounter with Joan Smith." *Review*, Vol. 30, No. 4, pp.243-260.

### **Unit 4. The Empty Nest Household**

**6**

Effect of change on composition of household, The empty nest and the position of elderly, Various experiences of empty nest in composition of family

#### **Readings**

1. Gratton, Brian and Myron P. Gutmann, 2010. "Emptying the Nest: Older Men in the United States, 1880–2000." *Population and Development Review*, Vol. 36, No. 2, pp. 331-356.
2. Schnaiberg ,Allan and Sheldon Goldenberg. 1989."From Empty Nest to Crowded Nest: The Dynamics of Incompletely-Launched Young Adults." *Social Problems*, Vol. 36, No. 3, pp. 251-269.

### **Unit. 5 Intra-household Relationship and Change**

**9**

Patterns and changes in intergenerational linkages among family members: Solidarity, cooperative conflict and life course transition. Changing gender practices within household.

- 1 George Linda K and Deborah T. Gold. 1991. "Intergenerational solidarity in Families: Understanding Ties That Bind." In Pfeifer, Susan P. and Marvin B. Sussman (eds), *Families: Generational and Inter-general Connections*. New York: the Haworth Press, pp. 11-39.
- 2 George Linda K and Deborah T. Gold. 1991. "Life Course Perspective on Intergenerational and Generational Connection." In Pfeifer, Susan P. and Marvin B. Sussman (eds), *Families: Generational and Inter-general Connections*. New York: the Haworth Press, pp. 67-88.
- 3 Sen, Amartya. K. 1989. "Cooperation, Inequality, and the Family." *Population and Development Review*, Vol. 15, pp. 61-76.
- 4 Sullivan, Oriol. 2004. "Changing Gender Practices within the Household: A Theoretical Perspective" In *Gender and Society*, Vol. 18, No. 2, pp. 207-222.