

Tribhuvan University
Faculty of Humanities and Social Sciences

Master of Arts in Sociology
First Semester

Paper	Code No.	Title of Course	Credit hr	Remarks
1.	So561	Introduction to Sociology	3	Required
2.	So562	Qualitative Research Methods in Sociology	3	
3.	So563	Structural-functional Approach	3	
4.	So564	Caste and Class	3	
5.	So565	Theories of Social Change and Development	3	

So561: Introduction to Sociology

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- A. Create a definite learning expectation among students and as enhance the level of commitment of students for learning.
- B. Generate a sharp and distinctive outline of the sociological vantage point and emphasize the intellectual significance of such a vantage point.
- C. Identify the core and subsidiary areas of Sociology.
- D. Sketch the history of Sociology from the angle not of who said what but from angle of linking the nature of sociological engagement and its output with the historical and social context, i.e. from the angle of sociology of knowledge.
- E. Sketch the growth and development of Sociology in Nepal.

Unit I. Colloquium: What does the future hold for students of Sociology (3 hrs)

- A. Why are the students pursuing Sociology at the Master's level? What do students expect from teachers? What are students prepared to do themselves?
- B. What do teachers expect from Master's level Sociology students?
- C. Where have some students found jobs given the tight labor market for post graduates? What kind of a student is more likely to find a job?
- D. Sketch of what can be learned in next two years? How can the next two years best be utilized?
- E. What have sociologists in Nepal mostly written about?

Unit II. Sociology of knowledge (12 hours)

- A. Reductionism and non-reductionism: Biological, psychological, 'natural,' supernatural, etc. versus sociological explanation of society and social change
 - Emile Durkheim. *The Rules of Sociological Method*: 97-112.
 - W Laurence Neumann (WLN). *Social Research Methods: Qualitative and Quantitative Approaches*: 169-71
 - Jonathan Turner (JT). *The Structure of Sociological Theory*: 251-55
- B. Knowledge and society: Hegel, Marx, Durkheim, Mannheim, Merton, Foucault, Frank
 - Lewis Coser (LC). *Masters of Sociological Thought: Ideas in Historical and Social Context*: 53-5, 72, 139-40, 429-37,
 - Robert Tucker (RT). *The Marx-Engels Reader*: 163-75
 - Robert Merton (RM). *Social Theory and Social Structure*: 510-21.
 - Bert N Adams and RA Sydie (AS). *Sociological Theory*: 27-8, 576-80
 - Andre Gunder Frank: *ReOrient: Global Economy in the Asian Age*: 1-20
- C. Science and scientific temperament
 - WLN: 1-21
- D. Significance of perspective/metatheory and theory

- Ruth A Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 2-6
- JT: 1-37
- RM: 39-72
- WLN: 49-77
- Hubert M Blalock: *Theory Construction: From Verbal to Mathematical Formulations*: 10-26

Unit III. The sociological vantage point

(6 hours)

- A. Making Research Sociological
- Chaitanya Mishra
- B. The sociological imagination
- C Wright Mills

Unit IV. The core and core+ of Sociology

(9 hours)

- A. Social diversity and differentiation
- Tim Curry, Robert Jobu and Kent Schwirian (CJS). *Sociology for the Twenty-First Century*: 2-3
 - Richard T Schaefer (RTS). *Sociology: A Brief Introduction*: 68-75
- B. Nature of social interaction/relationship, social institution and social structure
- CJS: 141-2
 - RTS: 115-22
- C. Hierarchy
- CJS: 172-75, 191-97, 231-236, 208-10, 244-49, 259-62
- D. History and social change
- CJS: 53-74
 - Anthony Giddens: 32-70
- E. Levels of society, i.e. micro and macro
- GR: 537-42
- F. Agency and Structure
- George Ritzer (GR): *Sociological Theory*: 567-88
- G. Discussion: Core+ of Sociology ('Core+' denotes 'sociologies' of diverse aspects of life and society, e.g. sociologies of conflict, health and medicine, education, agriculture, forestry, industry, market, politics, aging, labor and trade unions, governance, bureaucracy, 'social problems,' rural and urban life, and so on.)

Unit V. Historical context of the rise and transition in Sociology

(3 hours)

- A. Economic, political, religious, and intellectual change and the rise and transitions in Sociology
- GR: 1-40
- B. Discussion: Was there Sociology before 1850s Europe? (In essence, this asks whether or not large-scale social transitions took place in diverse regions of the pre-capitalist world, e.g. in Europe, North Africa, West Asia, East Asia, South Asia, and whether or not these transitions intensified description and explanation of the demise of the old society and the rise of a new society.)

Unit VI. Sketch of classical Sociology**(9 hours)**

- A. Auguste Comte: Method of social inquiry and the idea of human progress
 - LC: 3-8
- B. Karl Marx: Overall doctrine
 - LC: 43-47
- C. Emile Durkheim: General approach, division of labor, suicide, individual and society, religion
 - LC: 129-39
- D. Max Weber: Types of authority, and the Protestant ethic and the rise of capitalism
 - LC: 226-30
- E. Charles Cooley: The 'looking-glass self' and the history and nature of human groups
 - LC: 305-10
- F. Talcott Parsons: Voluntaristic frame of social action in *Structure of Social Action*
 - JT: 58-62

Unit VII. Sketch of Sociology in Nepal**(6 hours)**

- A. Bhattachan, Krishna B. and James F. Fisher. (1994). "Contemporary Sociology in Nepal". In *International Handbook of Contemporary Developments in Sociology*. Raj P. Mohan and Arther S. Wilke, eds., 731-742. Westport, CT: Greenwood Press.
- B. Chaitanya Mishra. 'Sociology in Nepal: Underdevelopment amidst growth'
- C. Chaitanya Mishra. 'Sociology and Anthropology in Nepal: Suggestions for improvement'

So562: Qualitative Research Methods in Sociology

Credit hours: 3

Teaching hours: 48

Objectives:

The objectives of this course are the following:

- a) Enable students to comprehend with sociological research and its fundamental components
- b) Enable students to design research framework
- c) Familiarize students with basic techniques of qualitative research in sociology
- d) Develop skill of linking theory and research

Unit I. Social Research and Making Research Sociological (9 hrs)

A. Social research and its basic components

- The initial research idea and topic and its justification
- Literature review, i.e. what have others said about this research topic? Linking literature review to research problem
- The research problem and research questions; empirical, social and theoretical justification of research problem or significance; research objectives

Readings:

W. Lawrence Neuman. Social Research Methods. Qualitative and Quantitative Approaches. Chapter 1, pp. 1-22 & Chapter 5, pp. 110-146.

Ranjit Kumar (RK). Research Methodology. Chapter 2, 3 & 4.

B. Making research sociological

Readings:

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

C. Sociological Research Trends in Nepal

Readings:

Chaitanya Mishra. 2007. Sociology in Nepal: Underdevelopment Amidst Growth. Essays on the Sociology of Nepal. Pp. 267-321.

Unit II. Metatheory and Research (6 hrs)

A. Metatheory and Research

Readings:

W. Lawrence Neuman. Theory and Research. Chapter 3, pp. 49-78.

- B. Interrelationship between metatheory and research agenda: Positivist, interpretivist, critical, feminist and post-modern meta-theories and corresponding research protocols

W. Lawrence Neuman. The Meaning of Methodology. Chapter 5, pp. 79-122.

Unit III. Qualitative Research (6 hrs)

A. Introduction: The discipline and practice of qualitative research

Denzin and Lincoln, pp. 1-32

B. Locating the field

Denzin and Lincoln, pp.33-42

Unit IV. Qualitative Data Collection Techniques (12 hrs)

A. Strategies of inquiry: Qualitative case studies

Stake, Robert E., 2005, in Denzin and Lincoln (Eds.), pp. 443-466.

B. Methods of collecting qualitative data

1. Interview

The interview: from neutral stance to political involvement

Fontana and Frey, 2005, in Denzin and Lincoln (Eds.), pp. 695-728.

Marvasti, Amir B. Interviews. Chapter 2, pp. 14-33.

2. Observation

Recontextualizing observation: Ethnography, pedagogy, and the Prospects for a Progressive Political agenda

3. Focus group Discussion

Focus Groups: Strategic Articulations of Pedagogy, Politics and Inquiry

Kamberelis and Dimitriadis, 2005, in Denzin and Lincoln (Eds.), pp. 887-908.

C. Practicum

Students will be divided into small groups, 5-10 students each, and will be instructed to collect data using appropriate data collection techniques.

Guidelines:

Ranjit Kumar. Chapter 13: How to write a research proposal. In Research Methodology. Pp. 217-236.

Unit V. Qualitative Data Analysis Techniques (15 hrs)

A. Methods of analyzing qualitative data

Readings:

The art and practice of interpretation, evaluation and presentation

Marvasti, Amir B. Data Analysis. Chapter 5, pp. 81-118.

B. Ethics and research

Readings:

Christians, Clifford G. Ethics and Politics in Qualitative Research. In Denzin and Lincoln, 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.

C. Practicum

Based on collected data in practicum of unit IV, each group will prepared a brief research report and present in the class.

Guidelines:

Ranjit Kumar. Chapter 17: Writing a research report. In Research Methodology. Pp. 311_321.

So563: Structural-Functional 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 structural-functional perspective, as products of definite historical and social structures and processes.
- B. Learn the defining features of the structural-functional perspective. In addition, identify the logics of ‘implementing’ or ‘applying’ structural-functionalism to comprehend a variety of social institutions and processes.
- C. Identify the key variants of the structural-functional outlook, including the Durkheimian, Parsonian, and Luhmannian ones.
- D. Assess the historical validity and current relevance of structural-functional vantage point.
- E. Identify fundamental features of the structural-functional thoughts and specific platforms for comprehending society in Nepal.

Unit I: Historical context

(6 hours)

- George Ritzer (GR). *Sociological Theory*: 209-10, 230-35
- Ruth A Wallace and Alison Wolf (WW). *Contemporary Sociological Theory: Expanding the Classical Tradition*: 15-44
- Jonathan Turner (JT): *The Structure of Sociological Theory*: 37-56

Unit II: Key arguments

(9 hours)

- A. Whole, parts and systemic relationships
- B. Consensus, stability, order versus conflict, instability, disorder and change
- C. Functional prerequisites or imperatives
- D. Merton’s reformulation of assumptions of functional unity, universality and indispensability
- E. Manifest and latent functions and dysfunctions
- F. Protocols of functional analysis
 - Robert Merton (RM). *Social Theory and Social Structure*: 73-108,
 - GR: 230-62

Unit III: Variants

(6 hours)

- A. Durkheim
 - WW: 18-24
- B. Parsons
 - WW: 25-44
- C. Luhmann
 - WW: 61-4
 - Bert N Adams and RA Sydie (BS). *Sociological Theory*: 369-83

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

- TB Bottomore: *Sociology as Social Criticism*: 11-29
- John Holmwood's 'Functionalism and Its Critics' in Austin Harrington (ed.) *Modern Social Theory*: 87-109.

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

A. Stratification

- Kingsley Davis and Wilbert E Moore's 'Some principles of stratification: The functionalist position' in Dipankar Gupta (ed.) *Social Stratification*: 441-53
- GR: 235-7

B. Deviance

- Tim Curry, Robert Jiobu and Kent Schwirian (CJS). *Sociology for the Twenty-First Century*: 119-24
- RM: 185-211

C. Religion

- CJS: 403-12

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

- A. GS Nepali: *The Newars*. Table of Contents page and Chapters 6 and 9 (Pp. 146-90, 232-62)
- B. Gerard Toffin. *Newar Society: City Village and Periphery*. Introduction. Pp. 1-21. This text should be read largely as a critique of GS Nepali's book.
- C. Dor Bahadur Bista's 'The process of Nepalization' in Dor Bahadur Bista, Shuigeru Iijima, Hiroshi Iishi, Yashuhiko Nagano and Yoshio Nishi's *Anthropological and Linguistic Studies of the Gandaki Area in Nepal*. Tokyo: Tokyo University of Foreign Studies, 1982.
- D. Prayag Raj Sharma: Chapters 1 (Pp. 3-33) and 6 (Pp. 127-49) of the *State and Society in Nepal: Historical Foundations and Contemporary Trends*.
- E. Youba Raj Luintel. *Bhramansheel Raute. The Nomadic Raute: A Sociological Study*, Kathmandu: Royal Nepal Academy, 1998.
- F. Lynn Bennett. *Dangerous Wives and Sacred Sisters: Social and symbolic Roles of High-Caste Women in Nepal*. Preface and Chapters 1-3.

Unit VII: Colloquium: Reflecting back on the perspective and variants**(3 hours)**

This unit is utilized to summarize the juxtaposition of the structural-functional perspective and its variants on the one hand and the 'Nepal texts' on the other. It is intended as an exercise in linking the theoretical and the empirical and to cultivate a habit of theoretical thinking. It is expected that 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 structural-functional perspective and its variants with group research agendas. It is expected that the 'linking' carried out in the preceding unit will provide valuable inputs for the preparation of group research agendas.

So564: Caste and Class

Credit hours: 3

Teaching hours: 48

Objectives:

This course intends to introduce the students with the fact that society is a stratified structure of relationship among different groups of human population. The social categories which contribute to form these strata are sometimes identified in terms of nominal variations of their social and cultural attributes and at others in terms of hierarchical ordering of these variations. Caste and class are those social categories which classify the population in terms of the order of these hierarchies. While the hierarchies formed under the conception of class are manifested under the social perception of variations in ritual status that under class are formed in terms of differentials in access to economic resources and political power. This course aims to familiarize the students with the social space of these hierarchical divisions of society as they appear under the framework of caste and class based categories. 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: Introduction

(6 hours)

Distinction between hierarchy and difference, Social categories differentiated in terms of nominal variation, Social categories that assume the feature of hierarchical ordering of the population.

Unit II: Concept of caste and theoretical variations on understanding of caste based division of society

(9 hours)

Concept and features of caste (Ghurye), Theories of caste: (a) Caste as an ideology of hierarchy (Dumont), (b) Caste as an experience of material differences (Berreman, Gupta), (c) caste of mind, Caste and economic frontiers (bailey)

Unit III Caste in Nepal

(9 hours)

The structure of caste system in Nepal (Hoffer) and its empirical/regional variations (Nepali, CBS), The debates on caste based inequality in Nepal and its implication (Gunaratne)

Unit IV: Change in Caste System

(6 hours)

Unit V. Class: concept and theories

(12 hours)

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, Class in micro and macro level social setting, Class as a distributive category vs class as a force of social change, Class alliance and political role of classes, relationship between class and the state.

Unit VI. Class and cross sections of society in Nepal

(6 hours)

Debates on class and class based division of the population, Discussion on structure of class in Nepal, Political and economic role of class

Readings

Unit I. Introduction

1. Gupta, D 2000. "Hierarchy and Difference: An introduction" in D. Gupta (ed) *Social Stratification*. Delhi: Oxford University Press.

Unit II: Concept of Caste a Theoretical Variations on Understanding of Caste Based Division of Society

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. Bailey, F. G. 1957. *Caste and the economic frontier: a village in highland Orissa*. Manchester: Manchester University Press.
5. Dirks, N.B. 2001 "Introduction: The Modernity of Caste" in *Castes of Mind Colonialism and Making of Modern India* Princeton: Princeton University Press.

Unit III Caste in Nepal

1. Höfer, Andras, 2004. *The Caste Hierarchy and the State in Nepal: A Study of Muluki Ain 1854*. Himal Books: Lalitpur.
2. Nepali, G. S. 1965. *The Newars*. Chapter on Caste. Bombay: Asia Publishing House.
3. Gunaratne, Arjun (ed) 2010. *Dalits of Nepal: Towards Dignity, Citizenship, and Justice*. Kathmandu: Himal Books.

Unit IV: Change in Caste System

Subedi, Madhusudan. 2013. Some Theoretical Considerations on Caste. *Dhaulagiri Journal of Sociology and Anthropology*.

Subedi, Madhusudan. 2014. Changing Livelihood and Caste Relations in Nepal. *Himalayan Journal of Sociology and Anthropology*.

Luitel, Youba Raj and Madhusudan Subedi (??)

Unit V. Class: concept and theories

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 VI. Class and cross sections of society in Nepal

1. Seddon, D. et al. 1979. Chapter 1 and 2 in Peasants and Workers in Nepal, New Delhi: Vikas Publications.
2. Pandey, Tulsi R. "Theoretical Debates on the Structure of Class"
3. Pandey, Tulsi R. 2010. "Class as a Missing Component in the Debates on inclusive Development in Nepal" in Anthropology and Sociology in Nepal" Kathmandu: Central Department of Sociology and Anthropology, Tribhuvan University

So565: Theories of Social Change and Development

Credit hours: 3

Teaching hours: 48

Objectives:

This module has been designed to have a balanced introduction to key debate in sociology in understanding and analysing social change. Social change is the result of complex social process whose effects are multi-faceted and not always entirely predictable. Sociologists have long sought to understand the dynamics of social change and have provided critiques of various explanations. Linking the classical as well as contemporary sociological debates on social change, and drawing arguments from other social sciences, this module critically examines the conceptual and theoretical underpinnings of the shifting development debates. By the end of the module students should have acquired an understanding of key theoretical and policy debates and the main competing approaches in the sub-field of sociology of social change and development.

Unit I: Key concepts

(6 hrs)

- A. What is social change?
- B. Is it progress; social transformation; modernity; structural societal change?

Readings:

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

Sztompka, Piotr (1993b) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 5, pp. 69-85].

Castles, Stephen (2001) 'Studying social transformation,' *International Political Science Review*, 22(1), pp. 13-32.

Elias, Norbert (1994) *The Civilizing Process: The History of Manners and State Formation and Civilization*. First English edition, Oxford: Blackwell (originally published as *Über den Prozess der Zivilisation* as two separate volumes in 1939 by Haus zum Falker, Basel) [Read Appendix 1, pp 181-215].

Unit II: Classical sociological interpretation of social change

(12 hrs)

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

Readings:

Sztompka, Piotr (1993c) *The Sociology of Social Change*. Oxford and Cambridge: Blackwell [Read Chapter 7, "Classical evolutionism," pp. 99-112].

Smith, Anthony D. (1973) *The Concept Social Change: A Critique of the Functionalist Theory of Social Change*. London: Routledge & Kegan Paul Ltd. [Read Chapter 1, "Functionalism and social change," pp. 1-13, and Chapter 2, "Neo-evolutionary revival," pp. 14-25].

Parsons, Talcott (1953) 'Some comments on the state of the general theory of action,' *American Sociological Review*, 18(6), pp. 618-631.

Noble, Trevor (2000a) *Social Theory and Social Change*. London: Macmillan Press Ltd. [Read Chapter 4, "Theories of revolutionary change: Marx and contradiction," pp. 71-100].

Unit III: Classical and critical theoretical debates

(12 hrs)

A. Modernization theory

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

B. Dependency theory

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

C. The world-system theory

Readings:

Noble, Trevor (2000b) *Social Theory and Social Change*. London: Macmillan Press Ltd. [Read the section entitled "Parsons and social system," pp. 176-187].

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.

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

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

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

Unit IV: Contemporary theoretical debates

(18 hrs)

A. Neoliberalism and development approach

- The theoretical and ideological underpinning of neoliberalism
- The main thrusts of structural adjustment policy
- The debates over "Washington consensus" and the "post-Washington consensus"

- From Washington consensus to the MDGs
- Main premises and critique

B. Human development approach

- Difference between growth theory and human development paradigm
- Four pillars of human development – enlarging people's choices
- Four pillars of enlarging people's choices
- The capability approach and human development paradigm
- Main premises and critique

C. Post-development and agency-centred debates

- Development as the discourse of Western hegemony
- A critique on post-development assertion: Is it turning from methodology to ideology?
- Agency-structure debate in development sociology
- The salience of gender and class in development

Readings:

- Brohman, John (1996) *Popular Development: Rethinking the Theory and Practice of Development*. Oxford: Blackwell Publishers [Read Chapter 4, "The South (1): Neoliberal policy and strategy," pp. 132-197].
- Williamson, John (2004) *The Washington Consensus as Policy Prescription for Development*. A lecture in the series of "Practitioners of development" delivered at the World Bank on 13 January 2004. Institute for International Economics (Available at <http://www.iie.com/publications/papers/williamson0204.pdf>).
- Stiglitz, Joseph E. (1999) 'More instruments and broader goals: Moving toward the post-Washington consensus,' *Revista de Economia Politica*, 19(1), pp. 94-120.
- Maxwell, Simon (2005) *The Washington Consensus is Dead! Long Live the Meta-Narrative!* Working Paper No. 243. London: Overseas Development Institute (ODI).
- Portes, Alejandro (1997) 'Neoliberalism and the sociology of development: Emerging trends and unanticipated facts,' *Population and Development Review*, 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].
- Fukuda-Parr, Sakiko (2003) 'The human development paradigm: Operationalizing Sen's ideas on capabilities,' *Feminist Economics*, 9(2-3), pp. 301-317.
- 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.
- Escobar, Arturo (1997) 'The making and unmaking of the Third World through development', in Rahnama, M. and Bawtree, V. (ed.), *The Post-Development Reader*. London: Zed Books, pp. 85-93.

- Esteva, Gustavo (1992) 'Development', in Sachs, W. (ed.), *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books, pp. 6-25.
- Pieterse, Jan Nederveen (2000) 'After post-development,' *Third World Quarterly*, 21(2), pp. 175-191.
- Fuchs, Stephan (2001) 'Beyond agency,' *Sociological Theory*, 19(1), pp. 24-40.
- Sen, Gita and Grown, Caren (1987) *Development, Crises and Alternative Visions*. New York: Monthly Review Press [Read chapter 1, "Gender and class in development experience," pp. 23-49].