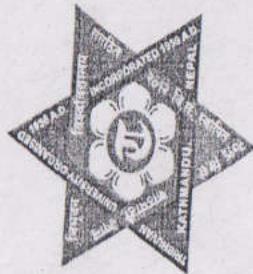


(80),
Tribhuvan University
Faculty of Humanities and Social Sciences
Central Department of Anthropology

University Campus
Kirtipur
Kathmandu



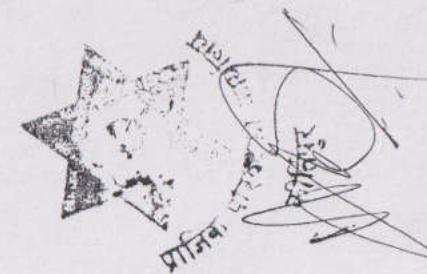
Courses of Study for Bachelor of Arts (B.A)

Major in Anthropology

Approved by:

Anthropology's Subject Committee and
Standing Committee

Ashad, 2073



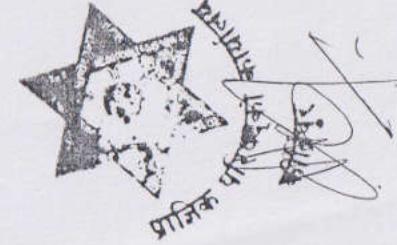
Umesh Upadhyay

**Courses of Study for Bachelor of Arts (B.A) Major in
Anthropology**

Courses and their Code Numbers

1. AN.311 Foundations in Anthropology (First Year)
2. AN.312 Theoretical Perspectives in Anthropology (Second Year)
3. AN.313 Anthropology of Nepal (Second Year)
4. AN.314 Research Methods in Anthropology (Third Year)
5. AN.315 Anthropology and Development (Third Year)
6. AN.316 Anthropology of Contemporary Issues in Nepal—Functional Paper (Third Year)

Note: The 'functional paper' is to be treated as an 'optional paper'.



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AN 311 Foundations in Anthropology

First Year

Teaching hours: 150

Full marks: 100

Pass marks: 35

Course Objectives: The main objective of this course is to make the students familiar with the discipline of anthropology, its scope and nature. This course will help students understand four fields of anthropology, its applications and some basic social and cultural institutions.

Unit I. General Introduction

Definition, scope and nature of anthropology

History of anthropology

Famous schools of anthropology

Principles of anthropology- definition, nature and scope

Archaeological anthropology- definition, nature and scope

Biological anthropology- definition, nature and scope

Ethnology (cultural anthropology)- definition, nature and scope

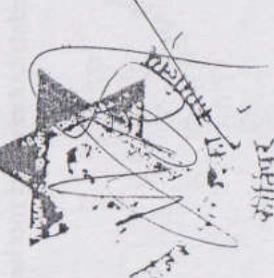
And Anthropology and other social sciences (sociology, history, economics and political sciences)

Unit II. Required Readings

1. Barnard, A. (pp. 1-26)
2. Gottschalk, P. (pp. 1-23)
3. Ember & Ember (pp. 1-15)
4. Evans-Pritchard's *Social Anthropology* (pp.1-85)
5. Ferguson and DeCorse (pp.1-18)

Unit III. Basic Concepts in Anthropology

Culture, norm, values, belief, community, discourse, emic and etic, ethnography, socialization/socialization, gender, myth, person, society, social structure, and ritual.



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Required Reading:

1. Barnard and Spencer (selected sections)

Unit III: Human Society and Culture through Time

The idea of cultural evolution

Evolution of culture: paleolithic, mesolithic and neolithic cultures and their salient features

Origin of agriculture, Industrialization and rise of complex societies

Making a living: foraging, cultivation, pastoralism, mode of production

Required Reading:

1. Scupin & de Corse (pp.7-9 and pp.140-210)
2. Kottak (p.16 and pp.360-387)

Unit IV: Micro Social Institutions

Kinship: meaning of kin and kinship system; kinship types and functions according to connection of blood and distance of relationship; social significance of kinship system.

Marriage institution: definition, types and functions of marriage system, alliance and descent, social significance of marriage institution, issue of same sex marriage; regulation of marriage-incest prohibition, preferential, prescriptive and proscriptive; and types and forms of marital transactions e.g. dowry, bride-price.

Family: definition, types by composition of members, rules of inheritance and descent, and roles and responsibilities; basic structure, function and social significance of family as a social institution.

Recent trends/debates in family, marriage and kinship.

Required Reading:

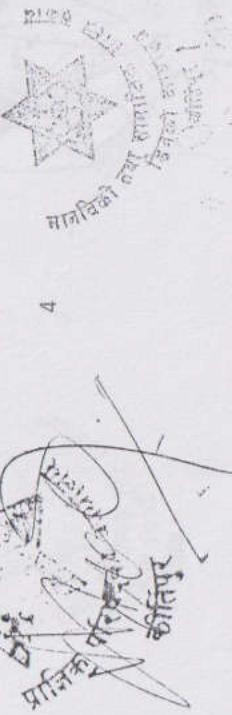
1. Kottak (pp.19-20, and pp.444-489)
2. Ember & Ember (pp.21-22 and pp. 358-401)
3. Levine, N. E. 2008

Unit V: Macro Social Institutions

Economic System

Economy as an institution: economy as an adaptive institution of society; functions of economic institution: production, distribution, exchange (reciprocity, redistribution, and market).

Loyola Jyoti



Community in small-scale, complex and industrial society; economic role of household, community and state level institutions; social significance of household, community and state level economic activities.

Institutions and livelihood: hunting and gathering, horticulture, pastoralism, shifting cultivation, agriculture and peasants, informal economy, poverty, sustainable livelihood and sustainable development.

Required Readings:

1. Ember and Ember (p.18 and pp. 301-321)

Political System

Polity as an Institution: polity as a decision-making component of society, political role of household, community and state level institutions; social significance of political roles performed at and by household, community and state.

Political Institutions in bands, tribes, chiefdoms, state, colonial systems and modern nation-state; power, authority and colonialism.

Required Readings:

1. Kottak (p.17 and pp.388-415)
2. Scupin & de Corse (pp.15-17 and pp.319-386)

Religion as an institution

Religion as a belief system; diversity of religious beliefs in society; religion as a factor of generating integration and conflict in society; significance of religion at household, community and state level institutions; religion and secularization.

Required Readings:

1. Ember and ember (p.26 and pp. 460-474)

Education as an institution

Education as a process of transforming human organism into a cultural being; education as an institution for creation, maintenance and transfer/transformation of culture and knowledge in society; education as a socialization process; role of family, community, state and other types of agencies for providing education/socializing people in society; social significance of education.

Required Readings:

1. Bottomore (pp. 249-271) (pp. 262-272)



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Vijay Patel



Unit VI. Understanding Change: Anthropological Perspective:

The inevitability of change

Understanding change from anthropological perspective

Strategies of influencing change

Required Reading:

1. Dule (pp. 9-48 and pp. 106-123)

Unit VII. Applied Anthropology: Application of Anthropology

Historical glance on applied anthropology

Promoting yourself in the discipline

Applied and action anthropology

Anthropology in solving problems of society

Anthropology in development

Required Reading:

1. Rylko-Bauer, B., Singer M. and Willigen, J. W. (pp. 178-190)
2. Brillar, S.H. and Goldmacher, A. (pp. 13-26)
3. Bennett, J. W. (pp. 23-53)
4. Evans-Pritchard (Vl; pp. 109-130)
5. Ember and Ember (p. 29 and pp. 514-527)

Required Readings (in details)

- Bennett, J. W. 1996. Applied and Action Anthropology: Ideological and Conceptual Aspects. *Current Anthropology* 37(1): 23-53.
- Bourdieu, A. 2000. *History and Theory in Anthropology*. Cambridge, UK: Cambridge University Press.
- Bourdieu, A. and Spivak, J. 2010. *Encyclopedia of Social and Cultural Anthropology* (2nd Edition).



- Hallinan, J. B. 1971. *Sociology: A Guide to Problem and Literature*. Blackie and Son (India) Limited. New Delhi.
- Hillier, S.H. and Goldmacher, A. 2009. Positioning Yourself in the Discipline: Creating Your Anthropological Career and Overcoming Challenges. In *Designing an Anthropology Career*. pp. 13-26. Plymouth, UK: Altamira Press.
- Dube, S.C. 1992. *Understanding Change: Anthropological and Sociological Perspectives*. New Delhi: Vrakash Publishing House.
- Firth, C.R. and Ember, M. 1995. *Anthropology* (13th Edition). New Delhi: Prentice Hall of India.
- Furness-Wilchard, E.E. 1951. *Social Anthropology*. London: Faber and Faber.
- Kottak, C. P. 2011. *Cultural Anthropology: Appreciating Cultural Diversity* (14th Edition). McGraw Hill: The University of Michigan.
- Levine, N. E. 2008. Alternative Kinship, Marriage and Reproduction. *Annu. Rev. Anthropol.* 37: 375-389.
- Hultimo-Hauer, B., Singer M. and Willigen, J. V. 2006. Reclaiming Applied anthropology: Its Past, Present and Future. *American Anthropologist* 108 (1): 178-190.
- Gupta, R. and De Cose, C. R. 2009. *Anthropology: A Global Perspective* (7th Edition). New Delhi: PHI Learning Pvt. Ltd.



AN 312 Theoretical Perspectives in Anthropology

Second Year

Teaching hours - 150
Full marks - 100
Pass marks: 35

Course Objectives: The objective of the course is to acquaint students with the major theoretical approaches in the analysis of culture. In doing so, the course focuses on the rise of anthropology in its historical and political context. This entails students to understand anthropology, like any other field of knowledge, to be the product of larger socio-political processes and events.

Unit I: Understanding Theory in Anthropology (15 hours)

- A. Scope of anthropology
- B. Relativism vs comparison
- C. Problem of defining theory
- D. The Relation between ethnological theory and ethnographic fact
- E. General nature of anthropological inquiry: Anthropology and ethnology, theory and ethnography
- F. Anthropological paradigm
- G. Diachronic, synchronic and interactive perspectives

Required Readings:

1. Kaplan, David and Robert A. Manners (1972). Anthropology: Methods and Issues in Theory Formation, Pp: 1-31 in *Culture Theory*, Prentice-Hall.
2. Barnard, Alan (2004). *History and Theory in Anthropology*. Chapter I: Visions of Anthropology, Pp: 1-14. Cambridge: Cambridge University Press.

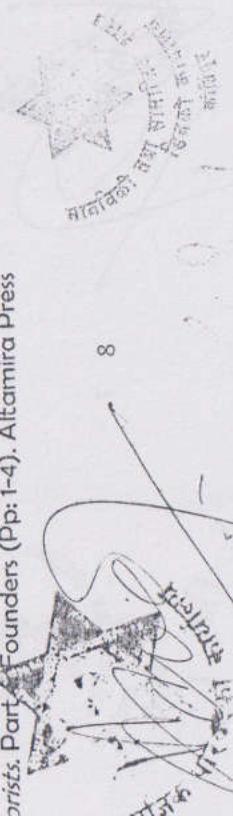
Unit II: Disciplinary History and its Foundations (15 hours)

- A. Precursors of the anthropological tradition
- B. Early history of anthropological theory: Anthropology in antiquity, middle ages, renaissance, voyages of geographical discovery, enlightenment
- C. Nineteenth century foundations and forerunners
- D. Brief overview of the founding fathers

Required Readings:

1. Barnard, Alan (2004). *History and Theory in Anthropology*. Chapter I: Visions of Anthropology, Pp: 15-26. Cambridge: Cambridge University Press.
2. Erickson, Paul E and Liam D. Murphy (eds) (2013). *Readings for a History of Anthropological Theory*. Part I: *The Early History of Anthropological Theory*. University of Toronto Press.
1. Moore, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Theorists*. Part I: Founders (Pp: 1-4). Altamira Press

Loy J. Murphy



Unit III: Evolutionism and the Beginnings of Anthropology during the Nineteenth Century (10 hours)

- A. The of evolutionist anthropology: biological and anthropological traditions, unilinear evolution and contribution of Maine, Lubbock and Morgan, Tylor and Frazer on 'early' evolution, universal evolution and contributions of V. Gordon Child, Leslie White, multilinear evolution
- B. Edward Tylor and the evolution of culture
- C. Lewis Harry Morgan and the evolution of society

Required Readings:

1. Barnard, Alan (2004). *History and Theory in Anthropology*. Chapter III: Changing Perspectives on Evolution, (Pp: 27-41). Cambridge: Cambridge University Press.
2. Moore, Larry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Methods*, Chapter I and II (Pp: 5-32). Altamira Press

Unit IV: Diffusion and Diffusionism (15 hours)

- A. Antecedents of diffusionism
- B. His Pan-Egyptian school (Smith and Perry and Rivers)
- C. Cultural-circle (Graebner, Schmidt)
- D. Culture area and regional approaches (Wissler, Kroeber)

Required Readings:

1. Madsell, Annemarie (1974). *Images of Man: A History of Anthropological Thought*. Chapter 9: Diffusion and Migration (Pp. 160-180). New York: Alfred Knopf.
2. Barnard, Alan (2004). *History and Theory in Anthropology*. Chapter 4: Diffusionist and Culture-area Theories, (Pp: 47-60). Cambridge: Cambridge University Press.

Unit V: The Anthropology of Franz Boas (10 hours)

- A. Basic assumption of Boasian anthropology
- B. Works and culture in context
- C. Integration of cultures

Required Readings:

1. Stocking, George Jr. (1974). Introduction: The Basic Assumptions of Boasian Anthropology. In *The Shaping of American Anthropology, 1883-1911*; A Franz Boas Reader. G. Stocking Jr(ed) Pp. 1-20. New York: Basic Books.
2. Moore, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Methods*, Chapter III (Pp: 33-45). Altamira Press

Unit VI: Functionalism to Structural Functionalism (15 hours)

- A. Functionalism defined
- B. Evolutionist precursor and the organic analogy
- C. Basic features of structural-functionalism
- D. Contributions of A.R. Radcliffe-Brown and B. Malinowski

Required Readings:

1. Barret, Stanley R. (2009) *Anthropology: A Student Guide to Theory and Method*. Part One: Building the Discipline (Pp: 61-70). Toronto: University of Toronto Press.



Pritchard, Alan (2004). *History and Theory in Anthropology*. Chapter 5: Functionalism and structural functionalism, (Pp: 61-65). Cambridge: Cambridge University Press.

Pritchard, Alan (1973). *Theories of Man and Culture*. Chapter V (Pp: 214-238) and VI (Pp. 272-314). Iaje Vento, Colombia University Press. (Ignore Evans Pritchard on Chapter V)

Unit VIII. Action-centered, Processual and Marxist Perspectives: (10 hours)

- A Action centered and processual approaches: Roots in sociology and roots in anthropology
- B French functionalism
- C The Manchester school
- D Marxist approaches: Key concepts in Marxist anthropology, structural Marxism of Godelier, political economy and globalization theory

Required Readings:

- 1. Pritchard, Alan (2004). History and Theory in Anthropology. Chapter 6: Action-centered, Processual and Marxist Perspectives, (Pp: 80-92). Cambridge: Cambridge University Press.
- 2. Hirschman, Marianne (1983) Marxism and Anthropology: The History of a Relationship (Pp: 1-20). Oxford: Clarendon Press.

Unit VIII. Cultural Evolution makes a comeback (10 hours)

- A Brief overview of cultural evolution and its basic features
- B Contribution of Leslie A. White
- C Contribution of Julian Steward
- D Contribution of Marvin Harris

Required Readings:

- 1. Marcus, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Method*, Chapter 13 and 14 (Pp: 175-203). Altamira Press
- 2. Marcus, Julian (1988). The Concept and Method of Cultural Ecology, In Bohannan and Glazer (eds.) *High Points in Anthropology*, Pp. 322-332. Alfred. A. Knopf
- 3. Harari, Stanley R. (2009) *Anthropology: A Student Guide to Theory and Method*. Part Two: Evolution, King the Foundation (Pp: 85-90). Toronto: University of Toronto Press.
- 4. Harris, Marvin. (1979). *Cultural Materialism: The Struggle for a Science of Culture*, (Pp-29-45). New York: Random House

Unit IX The Anthropology of Claude Levi-Strauss (10 hours)

- A Kinship and structural linguistics
- B Thick lectures of structuralism
- C Contribution of Levi-Strauss: Structural anthropology, structural approach to kinship, structural approach to myth

Required Readings:

- 1. Harari, Stanley R. (2009) *Anthropology: A Student Guide to Theory and Method*. Part Three: Domination and Reconstruction (Pp: 146-153). Toronto: University of Toronto Press.
- 2. Marcus, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Method*, Chapter 17 (Pp: 231-246). Altamira Press
- 3. Pritchard, Alan (2004). *History and Theory in Anthropology*: Chapter 8: Structuralism, from structural anthropology, (Pp: 121-135). Cambridge: Cambridge University Press.

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Unit X. Symbols and Interpretation of Culture (15 hours)

- A The symbolic anthropology of Victor Turner: Background, Turner on symbols, liminality, communitas and pilgrimage
- B Interpretive anthropology of Clifford Geertz: Background, 'thick description' and 'culture as text', Javanese funeral
- C Mary Douglas: Symbols and structures, purity and pollution

Required Readings:

1. Moore, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Theorists*. Chapter 18 and 19 and 20 (Pp: 247-287). Altamira Press

Unit XI. Representation, Agency, Structure, Power and Practice (15 hours)

- A Overview of structure, practice, agency and power
- B Poststructuralism and anthropology
- C Bourdieu's practice theory
- D Foucault's theory of knowledge and power
- E Feminism in anthropology

Required Readings:

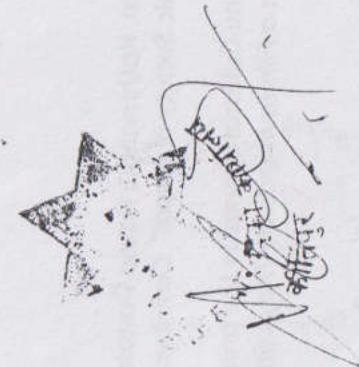
1. Moore, Jerry D. (2009). *Visions of Culture: An Introduction to Anthropological Theory and Theorists*. Part VI (Pp: 311-342). Altamira Press
2. Barnard, Alan (2004). *History and Theory in Anthropology*. Chapter 8: Structuralism, from linguistics to anthropology, (Pp: 139-144, 142-148). Cambridge: Cambridge University Press.
3. Ortner, Sherry .B. (1984). Theory in Anthropology since the sixties. Comparative studies in society and history 26(1): 126-166.

Unit XII. Subaltern Studies and Indigenism (5 hours)

- A Introduction to subaltern studies and its historical origins
- B Nations, politics and globalization and new departures
- C Context, assimilation and critique
- D Primary attachments, indigenism and ethnonationalism
- E Forms of resistance, liberation and equality
- F Who are the 'indigenous'?

Required Readings:

1. David Ludden (ed.) (2002). *Reading Subaltern Studies: Critical History, Contested Meaning and the Globalization of South Asia*. Pp. 1-42. New Delhi: Permanent Black.
2. Niren, Ronald (2003). A New Global Phenomenon? In *The Origins of Indigenism*, Pp.1-28. Berkeley: University of California.



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Jyoti Joshi

AN 313 Anthropology of Nepal

Second Year

Teaching hours: 150
Full marks - 100
Pass marks: 35

Course Objectives This course is a general introduction of anthropology of Nepal. It offers an outline of history of anthropology and introduces issues in Nepali society and cultural diversity through reading of selected anthropological works. The course has three specific objectives as follows: (i) to familiarize the students with the historical development of the Anthropology in/of Nepal; (ii) to familiarize the students with the issues related to Nepali society and cultural diversity, and (iii) to introduce anthropological approaches applied in studying society and culture.

Unit I. Anthropology of Nepal

- History of anthropology
- Key issues in development of anthropology
- Future of anthropology in Nepal

Required Readings:

- Bhatta, D.B. 1987. Nepal School of Sociology and Anthropology. Occasional Papers in Sociology and Anthropology 1: 6-10.
Bhatta, D.B. 1987. "Himalayan Research: What, Whither, and Whether." In *Himalayan Anthropology* ed. James Fisher. Pp. 67 – 74. Paris: Mouton.
Bhatta, D.B. 1998. "The Historical Development of Himalayan Anthropology," by James Fisher. *Mountain Research and Development* 5(1), 1985. Pp. 99-111.
Bhatta, D.B. (2008). For ethnography. *Social sciences in a multicultural world: Proceedings of the international conference held on 11-13 December 2006, Kathmandu*. K. N. Pyakuryal (ed.). Kathmandu, Sociological/Anthropological Society of Nepal: Pp. 9-19.

Unit II. Cultural diversity

- Nature of cultural diversity
- Approaches to diversity
- Challenges of respecting diversity

Required Readings:

- Bhatta, D.B. 1971. People of Nepal. Second edition. Kathmandu: Ratna Pustak Bhandar.
Pionier, Hohenendorf, 1960. "Caste in the Multi-ethnic Society of Nepal" Contributions to Indian Ethnology 4, 12-32.
Puri, C. Pramoda, J. Soma, 1992. Vestiges and visions: Cultural change in the process of nation-building in Nepal. In *Nationalism and ethnicity in a Hindu kingdom: The politics of culture in*



- Nationality in Nepal*. D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton, eds. Amsterdam: John Benjamins. Pp. 420-470.
- Carney, H.B. 1997. "State and Society in Nepal". In *Nationalism and ethnicity in a Hindu Kingdom: the politics of culture in contemporary Nepal*. Edited by D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton. Amsterdam, The Netherlands: Harwood

Unit III. Caste, ethnicity and identity politics

- * Composition of caste and ethnicity
- * Changes in the basis of social classification
- * Dimensions of identity politics

Required Readings:

- Hall Czarnocka, J. (1990). Durga Puja Festival or Displaying Political Supremacy on Ritual Occasions. *International Seminar on the Anthropology of Tibet and the Himalaya*, Zurich, pp. 270-286. Ethnological Museum of the University of Zurich.
- Gellner, D. N. (2009). *Ethnic activism and civil society in South Asia*. New Delhi : London, IACI.
- Jaini, M.S. 2014. Identity and social classification in Nepal. In *Social Inclusion Research: A Summary Book*. M.S. Tamang and M. Thapa Tuladhar, eds. Kathmandu: Mandala Book Publ., Pp. 85-116.
- Jaini, M. S. (2007). "Identity politics among Dalits in Nepal." *Himalaya, the Journal of the Association for Nepal and Himalayan Studies* 27(1).

Unit IV. State and democracy

- * State of Nepali state
- * Diversity and democracy

Required Readings:

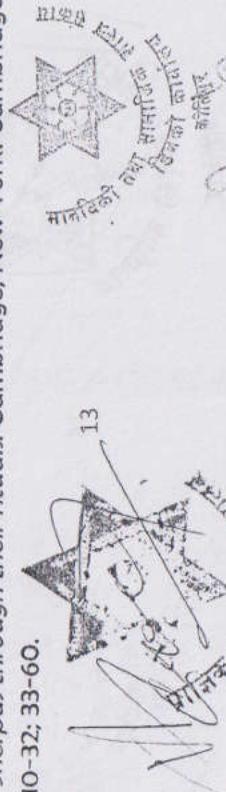
- Mishra, P. (2011). "Nepal between 1990 and 2010: Weak, failing, or failed state? " *Athithi* 18 (4): 379-406.
- Gellner, D. N. (2011). "Preconditions of democracy: An outsider's reflections and their reception in Nepal." *European Bulletin of Himalayan Research* 38.
- Carol Loffin, 2010. How to combine citizenship and diversity? *France, India and Nepal* 27, Fall 37 Autumn-Winter 2010. pp-27-59
- Gal, C.R. (2009). "Nepaliya Hunalai..." *Studies in Nepali History and Society* 14(2): 367-404.

Unit V. Religion and secularism

- * Religious diversity in the country
- * Understanding secularism
- * Impact of socio-economic change on religion

Required Readings:

- Miller, Harry B. *Sherpas through their rituals*. Cambridge; New York: Cambridge University Press, 1978; 10-32; 33-60.



Umesh Upadhyay

- Bhakta, C., David H. *Order in paradox: Myth, ritual, and exchange among Nepal's Tamang*. Ithaca, N.Y.: Cornell University Press, 1989; 1-10; 142-183.
- Bhakta, C. (2010). "Shaping secularism in Nepal" *European Bulletin of Himalayan Research* 39.
- Bordoloi, R. (1999). "No time to worship the serpent deities: Women, economic change, and religion in north-western Nepal." *Gender & Development* 7(1): 31-39.

10hrs

- Unit VI. Nature and culture**
- * Understand the relation between nature and culture
 - * Problems of nature conservations
 - * Approaches to sustainable management

Required Readings:

- Gundahl, Ben 2005. "Nature's discontent in Nepal". In *Conservation and society* 3:2, 2005. Pp. 323-353.
- Hartley, I., D. (2005). *Social equity in farmer-managed irrigation in the Terai of Nepal*. *Occasional Papers in Sociology and Anthropology*- Volume 9, 2005.
- Hartmann, Anne 2009. "When is housing an environmental problem". In *Current Anthropology* 50:4, 2009. Pp. 513-533.
- Léonie Illoüine, M. (2009). The Nepalese landscape: Exegesis and appropriation of the community. *Reading Himalayan landscapes over time: Environmental perception, knowledge, and practice in Nepal and Ladakh*. J. Smadja and B. Sellers. Pondicherry Villejeau, Institut français de Pondichéry. Centre national de la recherche scientifique: 161-191.
- Malhotra, C. (2010). The sacred confluence, between nature and culture. In *Nature, culture, and religion at the crossroad of Asia*. M. Lecomte-Tilouine. New Delhi, Social Science Press: 344-369.

Unit VII. Development Processes and cultural Transformations

- * Social changes in Nepal
- * Issues in development
- * Causes of failed development and underdevelopment

Required Readings:

- Hilti, D. (1991) *Fatalism and development: Nepal's struggle for modernization*. Calcutta: Orient Longman.
- Ishani Lava, 2007 "Failed development' and rural revolution in Nepal" In *Anthropological Quarterly* 80:1, PP. 127-172
- Joshi, A. d. (2011). "Time, Identity and historical change in the Hills of Nepal." *European Bulletin of Himalayan Research* 39.
- Joshi, C. Villnura 2001. "Discourses of awareness: Notes for a criticism of development in Nepal" In *Studies in Nepali History and Society* 6(2), PP. 271-313.

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Unit VIII: Women and Gender Relations

Topics

- Diversity of gender relationship
- Women's empowerment and choices
- Engagement in political struggle.

Required Readings:

- McHugh, Kathryn S. (1983) "Weaving, writing and gender", In *Man* Vol. 18(4): 729-744.
- McHugh, Kathryn S. (2009). "Between love and property". In *American Ethnologist* 36:3, 2009. pp 545-562.
- McHugh, Kathleen McHugh (2004) "Moral choices and global desires". In *Ethos* 32:4, 2004. pp. 575-597.
- Chaudhary, A. Banskota and R. Manchanda (2003). "Where there are no men: Women in the Maoist insurgency in Nepal". In *Understanding the Maoist Movement of Nepal*, ed. Narayan Thapa. Kathmandu: Centre for Social Research and Development.

Unit IX: Labor Migration

- Nature of labour migration
- Causes of migration
- Future trends

Required Readings:

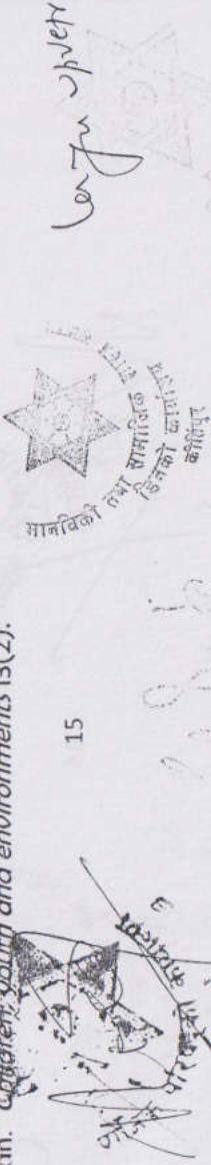
- Chaplin, Lionel. 1991. 'Bravest of the Brave': Representation of 'the Gurkha' in British Military writings. *Modern Asia Studies* 25(3):571-597.
- Yamamoto, Yannanaka 2000, Nepalese labour migration to Japan: From global warriors to global workers. *Ethnic and Racial Studies Volume 23, Issue 1*, pages 62-93
- Bruslé, (2012) "What kind of place is this?" Daily life, privacy and the inmate metaphor in a Nepalese workers' labour camp (Qatar), *South Asia Multidisciplinary Academic Journal* [Online]. 6 | 2012, Online since 28 December 2012, connection on 12 July 2013. URL : <http://samaj.revues.org/3446> pp.1-25
- Himachal, H. (2012). "From sentries to skilled migrants: The transitory residence of the Nepali community in Singapore." *European Bulletin of Himalayan Research* 40.
- Patnaik, A.C. Sinha, G.S. Nepal, D.R. Nepal eds. New Delhi: Concept Publishing Company. pp. 175-184

Unit X: Inequality and social inclusion

- Nature in social inequality in Nepal
- Causes of inequality and exclusion
- Justification of social inclusion

Required Readings:

- Chaitin, S. M. and S. Gates (2003). *Spatial-horizontal inequality and the Maoist insurgency in Nepal*. Tokyo, United Nations University Centre.
- Chaitin, S. (2003). "Children of the looms: Rescuing the 'carpet kids' of Nepal, India and Pakistan." *Children, youth and environments* 13(2).



- Himal, S. (2015). "Getting into and out of poverty: An exploration of poverty dynamics in eastern Tarai, Nepal." *Studies in Nepali History and Society* 20 (1): 137-167.
- Iromong, M. S. (2014). Perspectives on social inclusion and implications for research in Nepal in O. Gurung, M. S. Tamang and M. Turin (eds.) *Perspectives on social inclusion and exclusion in Nepal*. Kathmandu, Central Department of Sociology/Anthropology, Tribhuvan University: 11-37.
- Iromong, G. (2014). The inclusive state: A philosophy and sociology of social inclusion. In O. Gurung, M. S. Tamang and M. Turin (eds.) *Perspectives on social inclusion and exclusion in Nepal*. Kathmandu, Central Department of Sociology/Anthropology, Tribhuvan University: 218-240.



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An 314 Research Methods in Anthropology

Third Year

Teaching hours: 150

Full marks: 100

Pass mark: 35

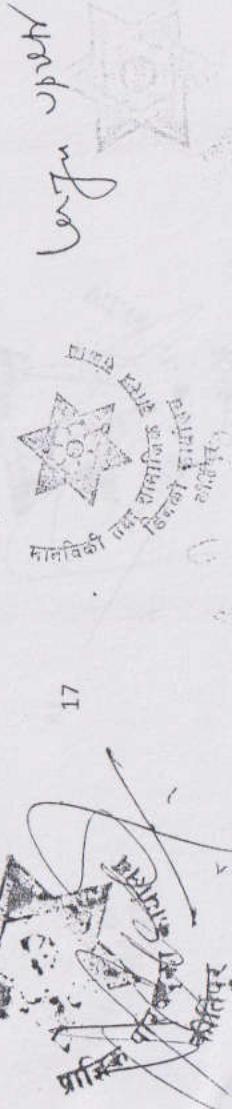
Course Objectives: The main objective of this course is to provide the students with basic knowledge and skills required to undertake research studies in the fields of anthropology and social sciences. Of the total 100 full marks, 20 marks will be allocated for practicum (for writing a short-term paper based on empirical data) to be implemented by the department itself in each campus and exam of 80 marks will be centrally conducted.

Unit I: Introduction (40 hrs)

- A. Meaning, objectives and importance of social research
- B. Theory and research
- C. Anthropology and social sciences
- D. Foundations, dimension and type of social research: Pure research, applied research and action research
- E. Language of social research: Variables, concepts, problem and hypothesis, qualitative and quantitative data, measurements, reliability, validity, operationalization, induction, deduction, generalization, universe, census and sample
- F. Ethnographic research
- G. Qualitative and quantitative research approaches
- H. Anthropological research trends in Nepal

Required Readings:

- Neuman, W. L. (2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Pp 1-4.
- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Methods*. New York: Altamira Press. Pp 1-26, 27-64.
- Goode, W. J. & Hatt, P. K. (1981). *Methods in Social Research*. New Delhi: McGRAW- Hill. Pp 29-40.
- LeCompte, M.D. & Schensul, J. J. (1999). *Designing & Conducting Ethnographic Research*. New Delhi: Altamira. (Pp 1-28).
- Upadhyay, L. P. (2008). Understanding the fundamentals of conventional qualitative research. In Nepali. *Journal of qualitative research*. Vol.2, 62-92.



Dahal, D. R. (2016). Anthropological Tradition in Nepal: History & Practices. In *Nepali Anthropology: New Direction and Contributions*. (Forthcoming Seminar Proceedings). Central Department of Anthropology, TU: Kathmandu.

Unit II: Research Design (10 hrs)

- A. Research design: meaning and importance
 - B. Types of research design: Descriptive, exploratory and experimental research designs cross- sectional and longitudinal research designs

Required Reading

- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Methods*. New York: Altamira Press. Pp 105-140

LeCompte, M.D. & Schensul, J. J. (1999). *Designing & Conducting Ethnographic Research*. New Delhi: Altamira. Pp 61-96.

Unit III: Qualitative and Quantitative sampling (20 hrs)

- A. Meaning and definition: Population, sample frame and unit of analysis
 - B. Probability and non-probability sampling and their subtypes: Simple random sampling, systematic random sampling, stratified random sampling, multistage sampling, judgmental sampling, snowball sampling; uses and limitations of various sampling designing
 - C. Ethnographic sampling: Approaches to selection in ethnographic research; requirements for and cautions about the use of samples
 - D. Qualitative sampling

Required Readings

- Neuman, W. L. (2007). *Basics of Social Research: Qualitative and Quantitative Approaches*. Pp 140-165.

Schensul, S., Schensul, J. J. and Lecompte, M. D. (1999). *Essential Ethnographic Methods*. New Delhi: Altamira. Pp 231-270.

- A. Fieldwork and the field
 - B. Preparation for fieldwork: Site selection, rapport building
 - C. Field Notes: How to take them code them manage them

Buddhist Paintings

- Bernard, H. R. (1988). *Research Methods in Cultural Anthropology*. Pp110-125, 180-202.
 Pelto and Pelto (1999). New York: Cambridge University Press. *Anthropological Research: The Structure of Inquiry*, pp. 1-229.

Schensul, S. L.; Schensul, J. J. & Lecompte, M. D. (1999). *Essential Ethnographic Methods*. New Delhi: Altamira. 69-90.
Emerson, Robert M., Rachel I. Fretz & Linda L. Show (1995). *Writing Ethnographic Field Notes*. Chicago: Chicago University Press. 1-16.

Unit V: Qualitative and Quantitative Data Collection Tools and Techniques (25 hrs)

- A. Social survey, questionnaire/interview schedule
- B. Observation: Participant and non-participant observation
- C. Interviews: Key informant interviews, informal interview
- D. Case study/ narrative inquiry and life history
- E. Content analysis and archival study
- F. Focus group discussion and participatory research techniques
- G. Uses and limitations of different types of research tools
- H. Research ethics in qualitative and quantitative research

Required Readings:

- Pelto, P. J. & Pelto, G. H. (1996). *Anthropological Research: The Structure of Inquiry*. New York: Cambridge University Press. Pp 67-102, 103-122.
- Bernard, R. H. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: Altamira Press. Pp 240-426.
- Berreman, G. (1997). *Hindus of the Himalaya: Ethnography and Impression Management*. Delhi: Oxford University Press. Pp xvii-ivi.
- Cliford, James (1990). "Notes on (Field) Notes". In Roger Sanjek (ed), *Field Notes: The Making of Anthropology*. New York: Cornell University Press (Pp 47-70)
- Prichard, Evans (1973). "Some Reminiscences and Reflections on Field Work". *Journal of Anthropological Society of Oxford*. 4 (1):1-12.
- Bernard, R. H. (1988). *Research Methods in Cultural Anthropology*. Pp 290-316.
- Kitzinger, Jenny (1994). "The Methodology of Focus Groups: The Importance of Interaction between Research Participants". *Sociology of Health and Illness*, 16 (1). Pp 269-271.
- Chhetri, Ram B. (2004). "Research Ethics: Concepts and Issues in Relation to Researchers and their Subjects". In P. K. Jha et. al. (eds.), *Research Methods and Practice*. Pp. 17-26. Kathmandu: Buddha Academic Publishers.

Unit VI Data Analysis and Presentation (25 hrs)

Quantitative Data Analysis

- A. Descriptive Statistics: frequency distribution of grouped/ ungrouped data; Measures of central tendency; measures of dispersion; construction and reading of tables, ratio, proportion and rate.
- B. Measures of association of nominal/qualitative variables; assumptions, calculation
- C. Measures of association of ordinal variables; assumptions, calculation and Interpretation of the ratio statistic.
- D. Measures of association of interval/ratio variables; assumptions, calculation and Interpretation of percentage



Qualitative Data Analysis

- Qualitative data analysis: coding, transcribing, interpretation, presentation
- Analysis of narrative-bibliographical interview
- Computer assisted analysis of qualitative data
- Discourse analysis
- Triangulation in qualitative research

Required Readings:

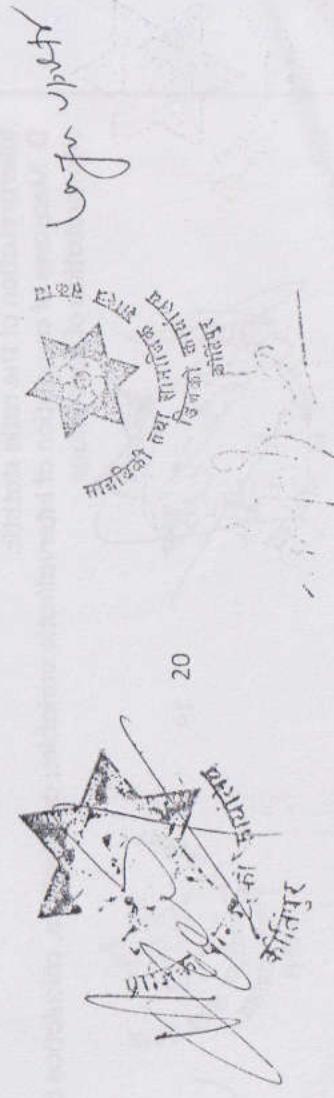
- Levin, J. & Fox, J. A. (1997). *Elementary Statistics in Social Research*. New York: Longman. Pp 17-104.
- Bernard, R. H. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: Altamira Press. Pp 516-614.
- LeCompte, M. & Schensul, J. J. (1999). *Designing & Conducting Ethnographic Research*. New York: Altamira. Pp 147-160.
- Bernard, R. H. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: Altamira Press. Pp 440-515.

Unit VII: Writing Research Proposal and Field-based Term Papers (20 hrs.)

- A. Components of research proposal: Statement of the research problem, objectives of research, review of the literature, selection of the research sites, research design, population and sample, techniques of data collection and analysis
- B. Reasons for reviewing the literature
- C. Citation and annotated bibliography
- D. Practical session of 'writing proposal' & 'field-based term-paper' (to earn 20 marks internally)

Required Readings:

- Galvan, Jose L. (1999). *Writing literature reviews: A guide for students of the social and behavioral science*. Los Angeles: Pyrczak Publishing (selected pages)
- Davis, Martha, 1997. *Scientific Papers and Presentations*. (Ch. 3: Organizing and Writing, a Rough Draft, Pp. 18-29; Ch. 5: Research Proposal, Pp. 44-56).
- Kumar, Ranjit (2011). *Research Methodology: A Step by Step Guide for Beginners*. New Delhi: SAGE. (How to write research proposal- chapter only)
- Neuman, W. Lawrence. 1997. The meaning of methodology, in **Qualitative and Quantitative Approaches**. (Chapter 5 on Reading Other People's Research, Pp. 88-105) (Appendix C: The Research Report and Proposals, Pp. 488-505). Boston: Allyn and Bacon.



उत्तर विजय

AN 315 Anthropology and Development

Third Year

Teaching hours: 150

Full marks: 100

Pass mark: 35

Course Objectives:

The main objective of this course is to make students familiar with the basic concepts of development, relation between anthropology and development and developmental practices in Nepal.

Unit I: Introduction: (10 hrs)

Meaning of Development over time, culture and development, unit of development, development anthropology and anthropology of development, applied and action anthropology

Required Reading:

Bennett, John (1996). "Applied and Action Anthropology. Ideological & Conceptual Aspects". *Current Anthropology*, Vol. 37 No 1 (23-53).

Hulme, D. & Turner, Mark (1990). *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf. (Pp 1-12).

Pieterse, J. N (2001). *Development Theory: Deconstruction/ Reconstruction*. New Delhi: Vistar Publication. (Pp 1-17).

Olivier de Sardan, Jean-Pierre (2005). *Anthropology and Development: Understanding Contemporary Social Change*. London & New York: Zed Books. (Pp 23-41).

Unit II: Basic Concepts of Development: (50 hrs)

Growth, change, development, transformation, people and state, planned and induced development, innovative development, grassroots, development from above and development from below, development processes, modernization, westernization, sanskritization, indigenization, localization, community development: community-oriented and community-based development practices, endogeneity and exogeneity of development. Development analysis: social, cultural, political, holistic, humanistic, monolithic, polycentric, local, national and third world perspective

Required Reading:

Bongard, Heinz & Dahal, D. (1996). *Development Studies: Self-help Organizations, NGOs and Civil Society*. Kathmandu: FES (selected chapters)

Devkota, P.L. (2008). *Anthropological Approach to Rural Development in Nepal: The Interlocking of Theory and Practice*. Kathmandu: Academic Book Centre (selected chapters)

Unit III: Perspectives of Change and Development (15 hrs)

Modernization, dependency, world systems, postmodernism, neo-liberalism, development populism and social science populism



Required Readings

- Pieterse, J. N (2001). *Development Theory: Deconstruction/ Reconstruction*. New Delhi: Vistar Publication. (Pp 34-50).
- Olivier de Sardan, Jean-Pierre (2005). *Anthropology and Development: Understanding Contemporary Social Change*. London & New York: Zed Books. (Pp 110-125)
- Pokharel, B. (2013). "Theories and Practices of development: An Anthropological Perspective". *Dhaulagiri Journal of Sociology and Anthropology*. VOL. VII. (Pp 1-30)
- Hulme, D. & Turner, Mark (1990). *Sociology and Development: Theories, Policies and Practices*. New York: Harvester Wheatsheaf. (Pp 33-67).
- Gardner, K & Lewis, D. (1996). *Anthropology, Development and Post-modern Challenge*. London: Pluto Press. (Pp 12-25),

Unit IV: Historical Roots of Development Practices in Nepal (35 hrs)

- A. Early developmental practices: *Parma, Guthi, Nagayar, Rodi, Bheja, Dharam Bhakari*, philanthropic works, *harguhar, bethi*, community-based cooperative activities, sharing of agricultural seeds: communal hunting/fishing and distribution among the members
- B. Nepal's plan development intervention on the following sectors: agriculture, forestry, road, water and renewal resources. Special focus will be given on policies, strategies and practices
- C. Recent developmental practices in Nepal:
Decentralization and devolution of powers and resources, local self-governance, human rights-based development, sustainable and equitable development, socio-political and economic empowerment, reservation policy in various sectors of government
- D. Local organizations: CBOs, user groups (forest, water), mother groups and their dynamics, cooperative movement

Required Readings

- Adhikary, S. P (1982). *Rural development in Nepal: Problems and Prospects*. Lalitpur: Sajha Prakashan (Chapter II PP 19-25).
- Bhattachan, K. B. & Mishra, C. (eds) (1996). *Developmental Practices in Nepal*. Kathmandu: CDSA. (selected chapters)
- Devkota, P.L. (2008). *Anthropological Approach to Rural Development in Nepal: The Interlocking of Theory and Practice*. Kathmandu: Academic Book Centre (selected chapters).
- Government of Nepal. Recent Development Plan documents
- Geiser, A. (2005). Social Exclusion and Conflict Transformation in Nepal: Women, Dalit and Ethnic Groups. *FAST Country, Risk Nepal*, Bern, Swiss Peace.
- Pradhan, B.B. (1986) *Integrated Rural Development Program in Nepal*. Kathmandu.
- Upetry, L.P. 2013. Economics and Sociology of Co-operatives in Nepal: A Perspective in D. R. Dahal, L.P. Upetry, and B.Acharya (eds.) *SASON Journal of Sociology and Anthropology*, Vol. IV: Kathmandu: SASON.



Unit V Developmental Practices in Nepal (40 hrs)

- E. State, market, donor, INGO/NGO-led development strategies with special focus on their perspectives, strategies, actions and achievements made so far in the development of Nepal
- F. Recent discourse on development: Empowerment, policy lobbying, advocacy and awareness raising development programs, social inclusion, cooperative movements and social movement, mega projects and debates
- G. Conflict and development: geographical/spatial, social, cultural, economic, political and psychological roots of conflict in Nepal, and reviews of conflict mitigation strategies in Nepal
- H. Practicing development in Nepal: development practitioners' role as animator, match-maker, change agent, facilitator, agency, watch-dog, friend philosopher and guide
- I. Climate change and resilience, disaster reduction strategy

Required Readings:

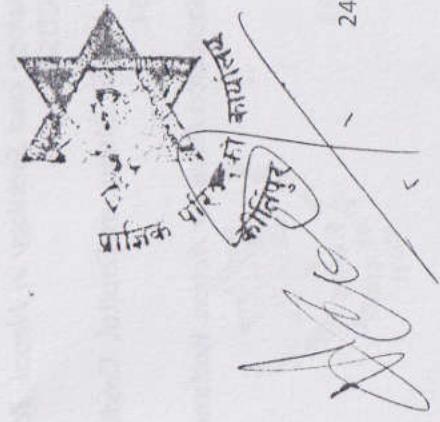
- Bhattachan, K. B. & Mishra, C. (eds) (1996). *Developmental Practices in Nepal*. Kathmandu: CDSA. (selected chapters)
- Geiser, A. (2005). *Social Exclusion and Conflict Transformation in Nepal: Women, Dalit and Ethnic Groups*. FAST Country, Risk Nepal, Bern, Swiss Peace.
- Devkota, P. L. (2008). *Anthropological Approach to Rural Development in Nepal: The Interlocking of Theory and Practice*. Kathmandu: Academic Book Centre (selected chapters).
- Bhattachan, K.B.; Dahal, D.R.; Rana, S.; Gyawali, J.; et al. (2001). *NGO, Civil Society and Government in Nepal*. Kathmandu: CDSA & FES.
- Dahal, D. R. (2010). "Inclusion and Exclusion in Nepal: Issues of Dalit Empowerment and Development". In Chhetri, R. B., Pandey, T. R. & Uperty, L. P. (eds). *Anthropology and Sociology in Nepal: Taking Stock of Teaching Research and Practice*. Kathmandu: CDSA.
- Dhakal, S. (2010). "Participation and Representation in Community Based Organizations of the Villages of Morang District of Eastern Nepal". In Chhetri, R. B., Pandey, T. R. & Uperty, L. P. (eds). *Anthropology and Sociology in Nepal: Taking Stock of Teaching Research and Practice*. Kathmandu: CDSA.
- Rawal, N. (2010). Gender Based Discrimination Across Caste and Ethnicity. In Chhetri, R. B., Pandey, T. R. & Uperty, L. P. (eds). *Anthropology and Sociology in Nepal: Taking Stock of Teaching Research and Practice*. Kathmandu: CDSA.
- Chhetri, R. B. (1995). Rotating Associations in Nepal: Dhikur as Capital, Credit, Saving and Investment". *Human Organizan*, 54 (4), 449-454.
- GoN (2011). *National Framework on Local Adaptation Plans for Action*. Kathmandu: Ministry of Environment.



GoN (2010). *Nepal National Adaptation Program of Action (NAPA)*. Kathmandu: Ministry of Environment.

GoN, UNDP and EC (2008). *National Strategy for Disaster Risk Management in Nepal*. Kathmandu: GoN.

Upadhyay, L.P. 2013. Economics and Sociology of Co-operatives in Nepal: A Perspective in D. R. Dahal, L.P. Upadhyay, and B.Acharaya (eds.) *SASON Journal of Sociology and Anthropology*, Vol. IV: Kathmandu: SASON.



24

लग उपर



उमा विजय

AN 316 Anthropology of Contemporary Issues in Nepal (Functional Paper)

Third Year	Optional	Teaching hours - 150
		Full marks - 100
		Pass marks: 35

Courses Objectives: The course has two-fold objectives as follows: (i) to familiarize students on contemporary issues in Nepal, and (ii) to enable students to approach and analyze the issues from anthropological perspectives.

Unit 1: Culture of politics and politics of culture

- Interconnectedness of culture and politics
- Understand the issues in cultural politics in Nepal
- Changes in the political culture

Required Readings

Pfaff-Czarnecka, Joanna. 1997. Vestiges and visions: Cultural change in the process of nation-building in Nepal. In *Nationalism and ethnicity in a Hindu kingdom : the politics of culture in contemporary Nepal*. D. N. Gellner, J. Pfaff-Czarnecka, and J. Whelpton, eds. Amsterdam: Harwood. Pp. 420-470.

Gellner, David, 2007. Introduction: Transformation of the Nepalese state. In *Resistance and the state: Nepalese experiences*, D. Gellner, ed. New Delhi: Social Science Press. Pp. 1-30.
Burghart, Richard, 1996. The category "Hindu" in the political discourse in Nepal. In *The conditions of listening: essays on religion, history and politics in South Asia*. Delhi: Oxford University Press.

Gurung, Harka 2003. *Trident and Thunderbolt Cultural Dynamics in Nepalese Politics*. Kathmandu: Social Science Baha.

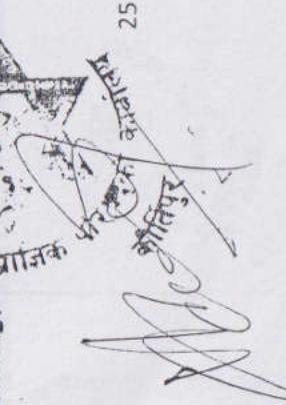
Adhikari, Krishna P. and Gellner, David N. 2012. New identity politics and the 2012 collapse of Nepal's constituent assembly: When the dominant becomes 'other'. *Modern Asian Studies*.

Prashant Jha 2014. *Battle for new republic: A contemporary history of Nepal*. London: Hurst Publishers.

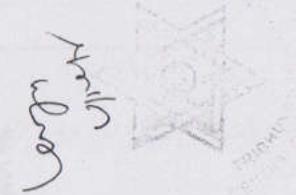
Unit 2: Violence and symbolic violence

- Nature and history of violence in Nepal
- Symbolic and structural violence
- Ways to non-violence and peace

Required Readings



25



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Holmberg, D. (2006). "Violence, non-violence, sacrifice, rebellion, and the state" *Studies in Nepali History and Society* 11(1): 31-64.

Karn, S. (2011). "Everyday violence in Madhes: Identity politics, armed groups and the parallel economy" *Studies in Nepali History and Society* 16(2): 297-319.

Lecomte-Tilouine, M. (2004). "Regicide and Maoist revolutionary warfare in Nepal: Modern incarnations of a warrior kingdom." *Anthropology Today* 20(1): 13-19.

Lawoti, Mahendra, 2007. Contentious politics in democratizing Nepal. In *Contentious politics and democratization in Nepal*. M. Lawoti, (ed.) New Delhi: Sage Publications.

Unit 3: Constitution and its discontents

- Evolution of constitutionalism in Nepal
- Issues of exclusion and inclusion
- Causes of failure and problem with new constitution

Required Readings:

Malagodi, Mara (2013) *Constitutional nationalism and legal exclusion: equality, identity politics and democracy in Nepal (1990-2007)*. Oxford University Press, New Delhi, India

Suhrke, Astrid 2015. *Restructuring the state: Federalist dynamics in Nepal*. Bergen: CMI.

Williams, Damian 2015. Nepali constitution-making after the revolution. *Constellations*, Volume 22, Issue 2, pages 246-254.

Tamang, M.S. 2012. *Social Inclusion and protection of the rights of minorities, indigenous people and excluded communities in the new constitution*. Kathmandu,SPCBN/UNDP.

Adhikari, Bipin, 2102. Some initial comments on the failed constitution building process. *Studies in Nepali History and Society* 7(1):143-153.

International Crisis Group, 2016. *Nepal's Divisive New Constitution: An Existential Crisis*.

Unit 4: Nationalism and patriotism

- History of nationalism in Nepal
- Diversity and discontents with nationalism
- Emerging new form of nationalism

Required Readings:

Onta, Pratyoush, 1996. *Creating a brave Nepali nation in British India: The rhetoric of Jati improvement, rediscovery of Bhanubhakta and the writing of Bir history. Studies in Nepali Society and History* 1(1):37-76.

Gellner, David, 2008. Introduction: Ethnicity and nationalism in the world's only Hindu state. In *Nationalism and ethnicity in a Hindu kingdom : the politics of culture in contemporary Nepal*. D. N. Gellner, I. Pfaff-Czarnecka, and J. Whelpton, eds. Amsterdam: Harwood. Pp. 3-32.

Mishra, Pramod K. 2011. Linguistic nationalism: Contestation over Nepal's multicultural future, *Studies in Nepali Society and History* 1(1): 1-172.



2011

Lal, C.K. 2015. Faux patriotism redux, *República*, 1 November 2015.
<http://myrepublica.com/opinion/story/30469/faux-patriotism-redux.html#sthash.iCjqIASt.dpuf>

Unit 5: Social movements:

- Types and nature of social movements
- Commonality and differences between social movements
- Movement's interface with democracy

Required Readings:

INSEC. 2004. "Indigenous peoples in Nepal and human rights". In *Human rights year book 2004*. Kathmandu: INSEC, Pp.109-130.

Onta, Pratyush Onta 2006. The growth of the Adivasi Janjiti movement in Nepal after 1990: The non-political institutional agents. *Studies in Nepali Society and History* 11 (2): 303-354. Sijapati, Bandita 2013. In pursuit of recognition: regionalism, Madhesi identity and the Madhes Andolan, in eds. Lawoti, Mahendra and Hangen, Susan, *Nationalism and Ethnic Conflict in Nepal: identities and mobilization after 1990*. London and New York: Routledge. Pp. 145-172. Tamang, Siera 2009, The politics of conflict and difference or the difference of conflict in politics: the women's movement in Nepal, *Feminist Review*, 90: 61-80. Folmar, S. (2007). "Identity politics among Dalits in Nepal." *Himalaya, the Journal of the Association for Nepal and Himalayan Studies* 27(1).

Unit 6: Hydropower and people; power

- Importance and risks of hydropower
- Hydropower and potential for empowerment of people
- Challenges of sustainable hydropower

Required Readings:

Alley, K. D., R. Hile, et al. (2014). "Visualizing hydropower across the Himalayas: Mapping in a time of regulatory decline." *Himalaya, the Journal of the Association for Nepal and Himalayan Studies International Journal of Human Rights* 16(4): 624-647.

Jones, P. S. (2012). "Powering up the people? The politics of indigenous rights implementation: International Labour Organisation Convention 169 and hydroelectric power in Nepal." *The International Journal of Human Rights* 16(4): 624-647. Lord, A. (2014). "Making a 'hydropower nation': Subjectivity, mobility, and work in the Nepalese hydroscape." *Himalaya, the Journal of the Association for Nepal and Himalayan Studies* 34(2). Pandey, B. (1996). "Local benefits from hydro-development." *Studies in Nepali History and Society* (2): 313-344.

Unit 7: Changing agriculture and environment

- Changing nature of subsistence agriculture
- Himalayan environmental crisis revisited and new crisis
- Future of agriculture and sustainable environment



Vijay Singh

Required Reading:

Aase, T. H. and P. S. Chapagain (2005). "Nepali Agriculture in Crisis?" *Studies in Nepali History and Society* 10(1): 39-56.

Dolfus, P., M. Lecomte-Tilouine, et al. (2009). Agriculture in the Himalayas: A historical sketch. *Reading Himalayan landscapes over time: Environmental perception, knowledge, and practice in Nepal and Ladakh*. J. Smadja and B. Sellers. Pondicherry Villejuif, Institut français de Pondichéry. Centre national de la recherche scientifique: 279-324.

Guthman, J. (1997). "Representing crisis: The theory of Himalayan environmental degradation and the project of development in post-Rana Nepal." *Development and Change* 28: 45-69.

Saito-Jensen, Moeko 2014. Social and environmental tensions: Affirmative measures under REDD+ carbon payment initiatives in Nepal. *Human Ecology*.

Gurung, Om 1997. Demographic and environmental effects of the mining industry of western Nepal. *Studies in Nepali History and Society* 2(2) :273-290.

Unit 8: Challenges of education and health improvements

- Issues of equal educational outcomes
- Issues of equal health outcomes
- Inequality and challenges in education and health situation

Required Readings:

Stash, S. and E. Hannum (2001). "Who goes to school? Educational stratification by gender, caste, and ethnicity in Nepal." *Comparative Education Review* 45(3): 354-378.

Pherali, Tejendra, 2015. A critical analysis of conflict, education and fragility in Nepal. In *The contested role of religion in conflict and peace: Implications for education*. Z. Gross and L. Davies eds, Springer Publications. Pp. 119-133.

Mathema, K. B. (2007). "Crisis in education and future challenges for Nepal." *European Bulletin of Himalayan Research* 31.

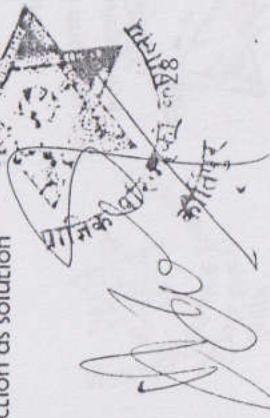
Martha Caddell (2009). Private schools as battle field: Contested visions of learning and livelihood in Nepal. *Education in Nepal, problems, reforms and social change*. P. Bhatta. Kathmandu, Martin Chautari: 121-150.

Harper, Ian 2002. Capsular promise as public health: A critique of the Nepal national vitamin A programme. *Studies in Nepali History and Society*. 7(1): 137-173.

Ian Harper, Nabin Rawal and Madhusudan Subedi, 2011, Disputing distribution: Ethics and pharmaceutical regulation in Nepal, *SI/NHAS* 6(1):1-39.

Unit 9: Inequality and affirmative action

- Nature of inequality in Nepal
- Causes and consequences
- Affirmative action as solution



Wojcik

Required Readings

- Cellner, D. (2007). "Caste, ethnicity and inequality in Nepal." *Economic and Political Weekly* May 19: 1823-1828.
- Bennett, Lynn et al. 2005. *Unequal citizens, gender and social exclusion assessment*. Washington: World Bank and DFID.
- Murshed, S. M. and S. Gates (2003). *Spatial-horizonal inequality and the Maoist insurgency in Nepal*. Tokyo, United Nations University Centre.
- Shneiderman, Sara and Middleton T. 2008., Reservations, federalism, and the politics of recognition in Nepal. *Economic & Political Weekly* May 10.
- Gurung, Harka 2003. Affirmative action in Nepal. *Readings on governance and development*, Mukti Rijal ed.



Laljha