Editorial Note

THINKING THROUGH COMPARISON

This issue marks the beginning of the 31st year of publication for this journal, *Studies in Nepali History and Society* (SINHAS).

For 30 years, since its inception in 1996, SINHAS has welcomed scholarship from across disciplines and genres so long as contributions have "a substantive focus on Nepal." With this issue, we launch a recurring column published annually in June that features scholarship from beyond Nepal. *Thinking Through Comparison* publishes research articles, methodological essays, roundtable dialogues, and interviews regardless of their geographic focus. The column is premised on the idea that comparison affords space to rethink, critique, and chart new courses for and through Nepal Studies as a field of knowledge production. Contributions do not need to—though they can—undertake comparative analysis with materials from Nepal, leaving the task to SINHAS readers. By bringing evidence and debates from unfamiliar places on themes relevant to Nepal studies, the column aims to offer anchors to ground reflection and experimentation within the community of Nepal scholars.

We welcome a diverse range of contributions so long as they offer ideas to the community of Nepal scholars on approaching evidence, framing questions, theorizing phenomena, and making scholarship act in the world. We particularly welcome—but are not limited to—contributions on the following four themes.

We seek scholarly work on the construction, trajectories, and (im) possibilities of fields of inquiry held together by the nation-state, such as "Nepal Studies," as well as other geographically defined scales of investigation. Contributions can investigate these fields of study on their own terms, making sense of their conceptual anchors and narrative arcs through investigations into histories, episodes, and tensions.

We seek scholarly work forwarding critical debates and case studies on topics including—but not limited to—development, imperialism, globalizations, migration, indigeneity, social justice, and the environment.

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These contributions can be organized around scales and political geographies beyond the nation-state.

We seek scholarly work on the uses of academic knowledge in the world. Contributions can focus on the impact—or lack thereof—of scholarly knowledge on public debates about themes ranging from identity, to economy, to visions for the past and future. Contributions can also investigate how scholarly research is (un)integrated into pedagogy whether through schools, cultural institutions, or social movements.

We seek scholarly work about heterodox or experimental modes of knowledge production. Contributions can articulate new approaches to evidence, the field, the archive or to synthesis, analysis, and narrative. Contributions can offer critiques of disciplinary forms of knowledge and advocate for alternate modes of knowledge production. Contributions can also consist of case studies detailing particular experiments in knowledge production.

Thinking Through Comparison particularly welcomes contributions from places where researchers, collectives, and institutions are striving to produce knowledge in the face of political, structural, and resource constraints.