

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Syndicate at its meeting held on 19-12-2024 approved the recommendations of the Academic Council made at its meeting dated 20-11-2024 regarding revised Curriculum of M.Phil/Ph.D. Sociology according to HEC guidelines of the Institute of Social & Cultural Studies with effect from the Academic Session 2025.

The revised Curriculum of M.Phil/Ph.D. Sociology is attached, vide Annexure 'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore.**


Sd/-
**Tasneem Kamran
Registrar**

No. D/ 1039 /Acad.

Dated: 28-04-2025

Copy of the above is forwarded to the following for information and further necessary action: -

1. Dean, Faculty of Behavioral & Social Sciences
2. Director, Institute of Social & Cultural Studies
3. Chairperson, DPCC
4. Controller of Examinations
5. Director I.T. Centre (for uploading on website)
6. Assistant Registrar (Statutes)
7. Secretary to the Vice-Chancellor
8. Secretary to the Registrar
9. Admin Officer (Syllabus)


**Assistant Registrar (Academic)
for Registrar**
Salut

Program Curriculum

MPHIL SOCIOLOGY



Institute of Social and Cultural Studies
University of the Punjab
Lahore

Programme	MPHIL Sociology				
Duration	2 Years	Semesters	04	Credit hours	30
Department	Institute of Social And Cultural Studies				
Faculty	Behavioural and Social Sciences				
Department Introduction					
The Department of Sociology at Punjab University was set up in 1954 with the help of Dr. John B. Edlefsen of Washington State University, Pullman, who came to the Punjab University under the Inter College Exchange Program. Regular MA classes were started in the Department of Sociology in September 1955 with 35 students, 26 males and nine females. From then onwards, the Department of Sociology has progressed well and is presently running ten different academic programs, while the number of students has risen from 35 in 1955 to 100 in 2001 and to more than 2000 students in 2016. The department was up-graded to Institute of Social and Cultural Studies in December 5, 2006.					
Department Vision					
We intend to create indigenous sociological knowledge and apply professional research skills to influence social policies for desirable social change in our own cultural domain					
Department Mission					
To provide theoretical and methodological insights to the graduates and to enable them to analyze societal dynamics.					
Department Goals					
<ul style="list-style-type: none">• Students shall be academically prepared for careers both in academia and administrative• Faculty and students shall be encouraged and supported for national and international academic collaboration for academic scholarship.• Students and Alumni shall be successful in applying analytical and research skills in their organizational endeavors or in other advanced studies.• Students graduating from the ISCS shall have the necessary attitudes and skills to become more productive employees, and to continue learning• Graduates of ISCS shall be managerial leaders in a variety of organizations.					

- The faculty shall demonstrate teaching effectiveness by employing appropriate and creative pedagogical techniques in the classroom

Program Introduction

The M.Phil. Sociology is a post graduate degree program that is designed to produce qualified Sociologists/professionals who are able to make meaningful contribution in enhancing understanding about sociological issues of Pakistan. This program is running successfully since 2006 and is a blend of theoretical and practical knowledge to equip students with contemporary Sociology. This is achieved through providing high quality education and research skills to our students. Like most of the developing countries, Pakistan continue to face a diverse set of socio-cultural challenges, including high population growth, poverty, crime, violence, unemployment, and sizable population migration. These and other social trends have important repercussions in all possible domains of life; from public and domestic violence, voting behavior, living arrangements, labour markets, cities, economic growth, and the demand for education, health and social services.

Program Objectives

1. To enhance critical thinking and intellectual curiosity of the graduates about the social dynamics of the contemporary world.
2. To equip the graduates with social research skills through class lectures, workshops, and collaborated programs.
3. To collaborate with relevant governmental, nongovernmental, and international organizations to provide students an exposure to the real world challenges and the process of social policy formulation.

Market Need / Rationale of the Program

Sociology is the branch of social sciences concerned with the study of human behavior and group life. It helps us look more objectively at our society and other societies. It directs attention to how the parts of society fit together and change, as well as makes us aware of the consequences of that social change. The Sociology Program prepares one for a lifetime of change by developing one's appreciation of diversity, love of learning, writing and study skills, and knowledge base about human behavior, social organization, culture, and social

change. By focusing on the external forces that affect attitudes, values, and behaviors, sociology helps us better understand ourselves and the motivations of others around us.

Potential students for the program

The candidate having MA / M.Sc. / BS (4-Years) in Sociology, Anthropology, Gender Studies, Population Sciences/Demography, Criminology & Security Studies from a HEC recognized university (at least 16 years of education) with no third division in entire academic career.

a. Potential Employers

The potential employers for MPhil Sociology graduates are Govt. departments such as Government degree colleges, Population Welfare Department, Social Welfare Department, Women Development, Pakistan Bureau of Statistics and affiliated departments; NGOs such as NRSP, Shirkat Gah, Green Star, Rahnuma-Family Planning Association of Pakistan. Additionally these graduates may also find placements in international development organizations such as UN, USAID and the World Bank.

b. Academic Projections

The academic programs in Sociology are being offered in most public and private universities. However, our PhD Sociology program was the first post graduate program in the province. Most of the faculty of the Sociology departments around Punjab and Capital are the Alumni of our Institute. Our students are working in diverse organizations, both government and private sector, on senior positions in Pakistan and abroad. A large number of our students have won prestigious scholarships for masters and PhDs including Fulbright, Common Wealth, and Erasmus Mundus and are studying around the world.

Faculty

The ISCS started with only one Masters in Sociology Program in 1955 is currently running thirteen programs with two PhD programs, two MPhil, two BS Associated Degree Programs and six BS (Hon.) programs. A large body of the permanent faculty, almost all of them PhD has interest and expertise of teaching various courses in the field of Sociology. The faculty is from diverse subject areas within Sociology and are both nationally and internationally trained. In addition, the Institute also hires experts in the field as visiting faculty for some subjects offered at the under-graduate level such as English, Islamic Studies, and Pakistan

Studies. Time and again special lectures are also arranged for MPhil students from scholars and subject experts from within country and abroad.

c. Physical Facilities

ISCS has large infrastructure and resources available to run this program. This includes well equipped class rooms, computer lab, and a library. All class rooms have multimedia available for lectures and other audio visuals. The computer lab have large number of computers with all required software e.g. SPSS, NVIVO, software for GIS with a full time lab attendant. The Institute library also has a large collection of new books and journals in soft and hard form for the students and faculty. In addition to the full time faculty, the Institute has office space assigned for visiting faculty. The Institute has one large auditorium with a seating capacity of around 130 and four conference rooms. These spaces are used regularly for conferences and seminars.

Admission Eligibility Criteria

The candidate having MA / M.Sc. / BS (4-Years) in Sociology, Anthropology, Gender Studies, Population Sciences/Demography, Criminology & Security Studies from a HEC recognized university (at least 16 years of education) with no third division in entire academic career.

- No third division in the whole career.
- Qualifying marks in the admission test conducted by the University shall be 50%.
- Qualifying marks in the interview shall be 50%.Any other (if applicable) time to time changes by the HEC and university of the Punjab Lahore

Categorization of Courses as per HEC Recommendation and Difference

Semester	Courses	Category(Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	
1	SOC- 701	Philosophy of Social Sciences	Core Course				
1	SOC-702	Quantitative Research Methods	Core Course				
1	SOC-703	Gender and Society	Core Course				
1	SOC-707	Advance Urban Social Theory			Minor Elective		

2	SOC-704	Qualitative Research Methods	Core Course				
2	SOC-705	Sociological Theories	Core Course				
2	SOC-706	Media and Society	Core Course				
2	SOC-708	Contemporary Debates in Sociology of Education			Minor Elective		
3-4		Research Work/Thesis					06
PU		24					30
HEC Guidelines		24					30
Difference (HEC &) PU							NILL

**Core: Compulsory, Basic: Foundation, Major Electives: Professional Minor Electives: Specialization*

Note: The course/column heads are customizable according to nature and level of the program.

Scheme of Studies

S. #.	Course Code	Title of the Course	Credit Hours
1	SOC- 701	Philosophy of Social Sciences	03
2	SOC-702	Quantitative Research Methods	03
3	SOC-703	Gender and Society	03
4	SOC-704	Qualitative Research Methods	03
5	SOC-705	Sociological Theories	03
6	SOC-706	Media and Society	03
7	SOC-707	Advance Urban Social Theory	03
8	SOC-708	Contemporary Debates in Sociology of Education	03
9		Thesis	06
Total Credit Hours			30

Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
Semester I							
1.	SOC- 701	Philosophy of Social Sciences	Core Course	Sociological Theories	03		
2.	SOC-702	Quantitative Research Methods	Core Course	Research Methods	03		
3.	SOC-703	Gender and Society	Core Course	Gender Studies	03		

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
4.	SOC-707	Advance Urban Theory	Minor Elective	Sociology	03		
Total Credit Hours							12
Semester II							
1.	SOC-704	Qualitative Research Methods	Core Course	Research Methods	03		
2.	SOC-705	Sociological Theories	Core Course	Sociological theory	03		
3.	SOC-706	Media and Society	Core Course	Sociology of Media	03		
4	SOC-708	Contemporary Debates in Sociology of Education	Minor Elective	Sociology of education	03		
Total Credit Hours							12

1. Type of course may be core (compulsory), basic (foundation), major elective (professional), minor elective (specialization) etc.

Research Thesis / Project /Internship					
06 credit Hours (Semester III-Semester IV)					
Award of Degree					
HECs Graduate Education Policy 2023 and University of the Punjab Lahore rules					
NOC from Professional Councils (if applicable)					
Not applicable					
Faculty Strength					
Degree		Area/Specialization		Total	
PhD		Research Methods, Human Rights, Migration, Health & Illness, Gender, Politics, Education, Crime, Disaster, Urbanization, Media,		09	
MPhil				01	
Total				10	
Present Student Teacher Ratio in the Department					
Total Faculty	10	Total Students	72	Ratio	1:7
Course Outlines separately for each course					

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	MPhil Sociology	Course Code	SOC-701	Credit Hours	3
Course Title	Philosophy of Social Sciences				
Course Introduction					
<p><i>Philosophy of Social Sciences</i> explores the fundamental questions and theoretical foundations that underpin the study of human societies and behavior. This course is designed to critically examine the nature, methods, and goals of the social sciences, including disciplines such as sociology, psychology, economics, anthropology, and political science.</p> <p>Throughout the course, we will delve into key philosophical issues such as the distinction between the natural and social sciences, the problem of objectivity, and the debate over whether social sciences can (or should) adopt the same scientific methods as the natural sciences. We will critically analyze the assumptions, concepts, and ethical considerations involved in social scientific research, as well as the implications of social theories for real-world issues such as inequality, power, and justice. One central theme we will explore is the debate between <i>positivism</i> and <i>interpretivism</i>. Positivist approaches advocate for the application of scientific methods to study human behavior, while interpretivist approaches emphasize understanding social phenomena through subjective, context-sensitive interpretations. We will also examine the role of <i>critical theory</i>, which challenges existing social structures and seeks to uncover hidden power dynamics within society.</p> <p>In addition to engaging with traditional philosophical readings, we will draw on contemporary debates and case studies that highlight the ways in which philosophical reflections on the social sciences impact current research and policy. By the end of this course, you will have a deeper understanding of the intellectual foundations of social scientific inquiry and be able to critically assess the methods and assumptions behind social scientific research.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none">1. Understand key philosophical debates about the nature and methods of the social sciences.2. Critically evaluate the assumptions and ethical implications of social scientific research.3. Analyze the differences between positivist, interpretivist, and critical theoretical approaches.4. Apply philosophical concepts to assess contemporary social science case studies.5. Develop a deeper awareness of how philosophy shapes social science practices and real-world issues.					
Course Content				Assignments/Readings	

Week 1	<p>Introduction to Social Science</p> <p>What is a Social Science</p> <ul style="list-style-type: none"> • Definition and scope • Key areas of study in social sciences 	<p><i>Giddens, A. (2006). "Sociology" (5th ed.). (Chapter 1: "The Sociological Imagination")</i></p>
	<p>Physical Sciences vs. Social Sciences</p> <ul style="list-style-type: none"> • Comparison of approaches, methods, and goals • Differences in subject matter and objectives 	<p><i>Boudon, R. (2003). "The Social Science of Sociology." (Chapter 2: "The Social Sciences and the Natural Sciences")</i></p>
Week 2	<p>Assumptions about the Social Sciences</p> <p>Key Assumptions in Social Science</p> <ul style="list-style-type: none"> • Assumptions about human behavior, society, and research • Importance of understanding these assumptions 	<p><i>Durkheim, É. (1895). "The Rules of Sociological Method." (Chapter 1: "The Subject Matter of Sociology")</i></p>
	<p>Objectivity of Social Sciences</p> <ul style="list-style-type: none"> • Debates on objectivity in social sciences • Challenges to achieving objectivity 	<p>Max Weber, M. (1949). "Objectivity in Social Science and Social Policy."</p>
Week 3	<p>Process of Theorizing</p> <p>What is Theory?</p> <ul style="list-style-type: none"> • Theory definition and significance • Importance of theory in social research 	<p><i>Bryman, A. (2016). "Social Research Methods." (Chapter 2: "Theory and Research")</i></p>
	<p>Concept Development in Social Science</p> <ul style="list-style-type: none"> • Meaning of concepts and their role in theory • Examples of key concepts in social sciences 	<p>Sartori, G. (1970). "Concept Misformation in Comparative Politics."</p>
Week 4	<p>Models and Theory Construction</p> <p>Models in Social Science</p>	<p><i>Hempel, C.G. (1965). "Aspects of Scientific Explanation."</i></p>

	<ul style="list-style-type: none"> • Definition of models • How models are used in theory building 	(Chapter 3: "Models and Explanation")
	Theory Construction <ul style="list-style-type: none"> • Process of theory construction • Testing and refining theories 	<i>Laudan, L. (1977). "Progress and Its Problems."</i> (Chapter 4: "The Structure of Scientific Theories")
Week 5	History of Theories Ancient Social Philosophy <ul style="list-style-type: none"> • Early philosophical contributions to social science • Key thinkers (e.g., Plato, Aristotle) 	<i>Plato (2008). "The Republic."</i> (Book I: "Justice and the Ideal City")
	Medieval Social Philosophy <ul style="list-style-type: none"> • Influence of religion and medieval thought on social theory • Thinkers like Augustine, Aquinas 	<i>Aquinas, T. (1947). "Summa Theologica."</i> (Part II-II, Question 105: "The Role of Law")
Week 6	Contemporary Social Philosophy Contemporary Social Philosophy <ul style="list-style-type: none"> • Modern contributions to social theory • Major shifts in the understanding of society 	<i>Habermas, J. (1984). "The Theory of Communicative Action."</i> (Vol. 1: "Reason and the Rationalization of Society")
	Islamic Social Philosophy <ul style="list-style-type: none"> • Key features of Islamic social philosophy • Major contributors to Islamic thought 	Al-Farabi (2001). "The Virtuous City."
Week 7	Theories of Knowledge Plato and Aristotle on Knowledge <ul style="list-style-type: none"> • Theories of knowledge and their influence on social theory • Knowledge, ethics, and society in Ancient Greece 	Philosophy of Social Sciences y Ian Banton (2010)
	Descartes, Berkeley, and Hume <ul style="list-style-type: none"> • Epistemology and skepticism 	Philosophy of Social Sciences y Ian Banton (2010)

	How these thinkers influenced the study of human behavior?	
Week 8	<p>Kant and Peirce</p> <p>Kant and Knowledge</p> <ul style="list-style-type: none"> • Kant's theories of knowledge and society • The role of reason and experience in forming knowledge 	<p>Kant, I. (1781). "Critique of Pure Reason." Categorical Imperative (Moral Philosophy)</p>
	<p>Peirce and Pragmatism</p> <ul style="list-style-type: none"> • Pragmatism as an epistemological framework • Impact of Peirce on contemporary social science 	<p>Peirce, C.S. (1903). "Pragmatism as the Logic of Abduction."</p>
Week 9	<p>Classical Paradigms in Social Theory</p> <p>Functionalism</p> <ul style="list-style-type: none"> • Key features and theorists of functionalism • Application of functionalism in social science 	<p>Parsons, T. (1951). "The Social System." (Chapter 1: "The Concept of the Social System")</p>
	<p>Structuralism</p> <ul style="list-style-type: none"> • Structuralist approach and key thinkers (e.g., Lévi-Strauss) • Structuralism vs. functionalism 	<p>Lévi-Strauss, C. (1963). "Structural Anthropology." (Introduction and Chapter 1)</p>
Week 10	<p>Humanism and Conflict Paradigm</p> <p>Humanism</p> <ul style="list-style-type: none"> • Humanism in social theory • Emphasis on individual agency and human dignity 	<p>Rosenberg, A. (2008). "Philosophy of Social Science: A New Introduction." (Chapter 4: "Humanism and Social Science")</p>
	<p>Conflict Paradigm</p> <ul style="list-style-type: none"> • Origins and proponents (e.g., Marx, Weber) • The role of conflict in shaping societies 	<p>Marx, K. (1867). "Capital: Critique of Political Economy." (Chapter 1: "The Commodity")</p>

Week 11	<p>Contemporary Paradigms in Social Theory</p> <p>Interpretive Paradigm</p> <ul style="list-style-type: none"> Understanding social phenomena through interpretation Key thinkers (e.g., Weber, Dilthey) 	Weber, M. (1949). "The Methodology of the Social Sciences."
	<p>Feminism in Social Theory</p> <ul style="list-style-type: none"> Feminist theories of society Intersectionality and gender analysis in social science 	Tong, R. (2009). "Feminist Theory: A Primer." (Chapter 3: "Feminism and Social Theory")
Week 12	<p>Postmodernism and Islamic Discourse</p> <p>Postmodernism in Social Theory</p> <ul style="list-style-type: none"> Key concepts in postmodern theory Critiques of grand narratives and universal truths 	Lyotard, J.-F. (1984). "The Postmodern Condition." (Chapter 1: "The Incredulity Toward Metanarratives")
	<p>Islamic Discourse in Social Theory</p> <ul style="list-style-type: none"> Islamic perspectives on theory Unique features of Islamic social thought 	Nasr, S.H. (2002). "Islamic Science: An Illustrated Study." (Chapter 5: "Islamic Science and the Social Sciences")
Week 13	<p>Islamic Perspective on Theory Building</p> <p>Islamic Approach to Theory Building</p> <ul style="list-style-type: none"> Methodologies and frameworks in Islamic social sciences Contributions from classical Islamic scholars 	Sardar, Z. (2013). "Islamic Futures: The Shape of Ideas to Come."
	<p>Islamic Modernity and Westernization</p> <ul style="list-style-type: none"> The challenge of modernity and its relationship with Westernization Debates on the role of tradition and modernity 	Akbar, S. (1986). "The Islamic State."
Week 14	<p>Towards a Framework for Integration and Synthesis</p> <p>Integration of Various Theoretical Paradigms</p>	Giddens, A. (2009). "Sociology." (Chapter 9: "Contemporary Social Theory and Globalization")

	<ul style="list-style-type: none"> Combining different paradigms to form a holistic view Challenges and benefits of synthesis 	
	<p>Synthesis in Social Science Theory</p> <ul style="list-style-type: none"> How theoretical integration helps in understanding complex social phenomena 	Collier, A. (1994). "Critical Realism: An Introduction to Roy Bhaskar's Philosophy."
Week 15	<p>Debates in Social Science</p> <p>Natural Science vs. Social Science</p> <ul style="list-style-type: none"> The differences and similarities between the two fields Debates on the scientific status of social science 	Nagel, E. (1961). "The Structure of Science." (Chapter 4: "The Model of the Natural Sciences")
	<p>Objectivity vs. Subjectivity in Social Science</p> <ul style="list-style-type: none"> The tension between objective methods and subjective interpretation How subjectivity affects research outcomes 	Giddens, A. (2009). "Sociology." (Chapter 3: "Social Research Methods and Objectivity")
Week 16	<p>Future Directions in Social Science</p> <p>Is the Study of Social Phenomena a Scientific Enterprise?</p> <ul style="list-style-type: none"> Examining the scientific nature of social research The implications of this debate for the discipline 	Popper, K. (1959). "The Logic of Scientific Discovery."
	<p>Future Directions of Theory and Research</p> <ul style="list-style-type: none"> Emerging trends in social science theory Future challenges and opportunities in the study of society 	Beck, U. (2000). "The Risk Society and Beyond."
Textbooks and Reading Material		
<ul style="list-style-type: none"> Barrens, H. E. (1948). An introduction to the history of sociology. The University of Chicago Press. Bois, J. S. (1978). The art of awareness. Wm. C. Brown Company Publishers. Burrell, G., & Morgan, G. (1985). Sociological paradigms and organizational analysis. Heinmann Educational Books Inc. 		

- Chisholm, R. M. (1996). Theory of knowledge. Prentice-Hall Inc.
- Hayek, F. A. (1979). The counter-revolution of science. Liberty Fund Inc.
- Lament, C. (1999). Social theory: The multicultural and classical reading (2nd ed.). Macmillan Education Australia Pvt Ltd.
- Ritzer, G. (1992). Sociological theory (3rd ed.). McGraw-Hill Inc.
- Rudner, R. S. (1996). Philosophy of social science. Prentice-Hall Inc.

Teaching Learning Strategies

1. Class room lectures
2. Assignments
3. Field visits
4. Quiz/research projects

Assignments: Types and Number with Calendar

1. Written Assignment (5)
2. Field reports (5)
3. Quiz (5)
4. Assignment presentations (5)
5. Class Participation (5)

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Social and Cultural Studies
University of the Punjab, Lahore
Course Outline



Programme	MPhil Sociology	Course Code	SOC 702	Credit Hours	3
Course Title	Quantitative Research Methods in Sociology				
Course Introduction					
<p>The aim of this course is to introduce our students to a number of issues involved while conducting empirical social inquiry. Specifically, we will cover essential concepts in social research, sampling, surveys and designs of research, measurement, and testing of hypotheses. This course is advanced scholarship and techniques oriented, due attention will be given to theory and assumptions of the methods presented. It is assumed that the students have a background in basic social statistics and in social theory. It is also assumed that the students are familiar with the use of SPSS statistical package.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none">1. Understanding the key theoretical concepts associated with quantitative social research methods2. Create a set of research questions that can be addressed by quantitative data3. Select and apply appropriate statistical methods to analyse specific types of quantitative data4. Use computer software programs to analyse quantitative data5. Understand key concepts and terminology associated with various quantitative data analysis					
Course Content				Assignments/Readings	
Week 1	Unit-I 1.1 Fundamentals of quantitative social research 1.1.1 Language of research 1.1.1.2 Logic of Research 1.1.1.3 Theory testing and deductive approach				
	Unit-II 2.1 Headings Concepts, variables and hypothesis 2.1.1 Types of data				

	2.1.2 Unit of analysis and unit of observation 2.1.3 Structure of research	
Week 2	Unit-I 1.1 Sampling 1.1.1 External validity 1.1.2 Sampling terminology/Terms 1.1.3 Population/Target Population 1.1.4 Unit of analysis	
	Unit-II 2.1 Probability Sampling and Non-probability sampling	
Week 3	Unit-I 1.1 Construct validity 1.2 Research Questions and Quantitative Methods	
	Unit-II 2.1 Measurement 2.1.1 Theory of measurement 2.1.2 Conceptualization 2.1.3 Operationalization 2.1.4 Levels of Measurement	
Week 4	Unit-I 1.1 Reliability 1.1.1 Types and application of concept of reliability	
	Unit-II 2.1 Validity 2.1.1 Types and application of concept of validity	
Week 5	Unit-I 1.1 Scales	
	Unit-II 2.1 Indices	

Week 6	Unit-I 1.1 Survey Research design 1.1.1 Issues in survey research design 1.1.2 Types of Survey	
	Unit-II 2.1 Construction of a Survey Instrument 2.1.1 Question content 2.1.2 Question ordering 2.1.3 Question Format	
Week 7	Unit-I 1.1 Research Designs 1.1.1. Internal Validity 1.1.2. Threats to Internal Validity	
	Unit-II 2.1 Design Types	
Week 8	Unit-I 1.1 Experimental Designs 1.1.1 Types of experimental designs	
	Unit-II 2.1 Quasi Experimental Designs 2.1.1 Types of experimental designs	
Week 9	Unit-I 1.1 Non-reactive and Secondary data analysis	
	Unit-II 2.1 Quantitative content analysis	
Week 10	Unit-I Analysis 1.1 Conclusion validity 1.2 Data preparation	
	Unit-II 2.1 Descriptive statistics	

	Research design and statistical test using Analysis of variance	
Week 11	Unit-I Inferential statistics 1.1 Research design and statistical test using t-tests	
	Unit-II 2.1 Research design and statistical test using Analysis of Variance	
Week 12	Unit-I 1.1 Research design and statistical test using regression	
	Unit-II 2.1 Research design and statistical test using regression	
Week 13	Unit-I 1.1 Research design and statistical test using Factor analysis	
	Unit-II 2.1 Research design and statistical test using Factor analysis	
Week 14	Unit-I 1.1 Research design and statistical test using SEM	
	Unit-II 2.1 Research design and statistical test using Factor analysis	
Week 15	Unit-I 1.1 Research design and statistical test using Secondary data analysis	
	Unit-II 2.1 Research design and statistical test using Secondary data analysis	

Week 16	Unit-I 1.1 Write up 1.2 Key elements 1.3 Formatting	
	Unit-II 2.1 References and Citations	
Textbooks and Reading Material		
Textbooks. <ol style="list-style-type: none"> 1. Walliman, N. (2021). <i>Research methods: The basics</i>. Routledge. 2. Field, A. (2018). <i>Discovering statistics using SPSS</i>. London; Sage. 3. Goertzen, M. J. (2017). Introduction to quantitative research and data. <i>Library technology reports</i>, 53(4), 12-18. 4. Bacon-Shone, J. H. (2013). <i>Introduction to quantitative research methods</i>. Graduate School, The University of Hong Kong. 5. Nardi, P. M. (2018). <i>Doing survey research: A guide to quantitative methods</i>. Routledge. 6. Patten, M. L. (2016). <i>Understanding research methods: An overview of the essentials</i>. Routledge. 7. Neuman, W. L. (2007). <i>Basics of social research</i>. 8. Singh, K. (2007). <i>Quantitative social research methods</i>. SAGE Publications India Pvt Ltd, https://doi.org/10.4135/9789351507741 9. Babbie, E. 2004. <i>The Practice of Social Research</i>. Wadsworth/Thomson Learning, Belmont, U.S.A. 10. William. M. K Trochim (2005). <i>Research Methods: The concise Knowledge base</i>. Atomic Dog Pub. 11. Blalock, H.M. 1988. <i>Social Statistics</i> 2nd ed London: McGraw-Hill book Company 12. Elifson, Kirk W. 1990 <i>Fundamentals of Social Statistics</i> 2nd ed London: McGraw-Hill Book Co 13. Healey, Joseph F. 2002 <i>Statistics: A tool for Social Research</i> 6th ed. Belmont: Wadsworth 14. Neuman, W.L. 2000. <i>Social Research Methods: Qualitative and Quantitative Approaches</i>, 4th ed. Allyn and Bacon: Boston (only Quantitative part) 15. Vaus, David de. 2002. <i>Analyzing Social Science Data</i> London: Sage Publication 16. https://statstinking21.github.io/statstinking21-core-site/index.html#why-does-this-book-exist 17. https://libguides.unomaha.edu/c.php?g=946374&p=6822893 18. https://stats.oarc.ucla.edu/ 19. https://spssanalysis.com/ 20. http://bayes.acs.unt.edu:8083/BayesContent/class/Jon/SPSS_SC/ 		
Teaching Learning Strategies		

5. Class discussions 6. Problem solving 7. On hand data analysis 8. Utilization of computer software package			
Assignments: Types and Number with Calendar			
6. Developing quantitative research questions 7. Utilizing secondary data sources 8. Data collection and analysis 9. Reporting the data			
Assessment			
Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
5.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
6.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Institute of Social and Cultural Studies
University of the Punjab, Lahore
Course Outline**



Programme	M.Phil. Sociology	Course Code	S0C 703	Credit Hours	3
Course Title	Gender and Society				
Course Introduction					
Gender always matters when we are thinking about the social world. Gender (dis)parity impacts several aspects of people’s everyday lives as well as the functioning of social institutions. This course explores the complex processes contributing to the social construction of gender and examines different perspectives generated to explain gender. The course pays particular attention to the intersection of gender with other social structures e.g. class, ethnicity, race. This course also discusses contemporary gender issues in Pakistan.					
Learning Outcomes					
On the completion of the course, the students will:					
6. Understand social construction of gender and its intersection with other social structures					
7. Comprehend debates surrounding the concept of gender					
8. Analyze various indicators to measure gender (in)equality and their limitations					
9. Identify key gender gaps in Pakistan and interventions for gender mainstreaming					
Course Content				Assignments/Readings	
Week 1	Understanding gender: Biological and social constructionist perspectives			Weekly review 1	
Week 2	Intersectionality			Weekly review 2	
Week 3	Masculinities			Weekly review 3	
Week 4	Gender, work and family			Weekly review 4	
Week 5	Gender, knowledge, and structures			Weekly review 5	
Week 6	Gender, human rights, and humanitarianism			Weekly review 6	
Week 7	Gender, globalization, and development			Weekly review 7	
Week 8	Gender and environmentalism			Weekly review 8	

Week 9	Challenges in transforming gender relations	Weekly review 9
Week 10	Indicators of measuring gender (in)equality and their critique	Weekly review 10
Week 11	Gender Disparities in Pakistan	Weekly review 11
Week 12	Institutional framework for gender mainstreaming in Pakistan	Weekly review 12
Week 13	Contemporary gender issues in Pakistan Theme I: Student's Presentation	Group assignment and presentation
Week 14	Contemporary gender issues in Pakistan Theme II: Students' Presentation	Group assignment and presentation
Week 15	Contemporary gender issues in Pakistan Theme III: Students' Presentation	Group assignment and presentation
Week 16	Contemporary gender issues in Pakistan Theme IV: Students' Presentation	Group assignment and presentation
Textbooks and Reading Material		
<p>Connell, R.W. (2005). <i>Masculinities</i> (2nd edition). University of California Press.</p> <p>Driver, A. (Ed.). (2018). <i>Gender studies: Theories, issues and concerns</i>. Willford Press.</p> <p>Heath, M., Darkwah, A., Beuku-Betts, J., and Purkayastha, B. (Eds.) . (2022). <i>Global Feminist Autoethnographies During COVID-19: Displacements and Disruptions</i>. New York: Routledge.</p> <p>Kimmel, M. and Aronson, A. (2016). <i>The gendered society reader</i> (6th edition). Ontario: Oxford University Press.</p> <p>MacGregor, S. (Ed.). (2019). <i>Routledge handbook of gender and environment</i>. Routledge.</p> <p>Pandey, U.C. and Kumar, C. (2020). <i>SDG5: Gender equality and empowerment of women and girls</i>. Emerald.</p> <p>Patel, R. (2010). <i>Gender equality and women's empowerment in Pakistan</i>. Oxford University Press.</p> <p>Saeed, F. (2022). <i>Tapestry: Strands of Women's Struggles Woven into the History of Pakistan</i>. Oxford University Press.</p> <p>Skjerven, A., and Fordham, M (Eds.). (2023). <i>Gender and Sustainable Development Goals: Infrastructure, empowerment and education</i>. New York: Routledge.</p> <p>World Economic Forum. (2024). <i>Global gender gap report</i>. https://www.weforum.org/reports/global-gender-gap-report-2024/</p>		
Teaching Learning Strategies		
<p>9. Lectures</p> <p>10. Class discussions</p> <p>11. Weekly review of readings</p>		

12. Group assignments/presentations on selected themes			
Assignments: Types and Number with Calendar			
Students will be required to write a weekly review of the readings assigned on a particular issue.			
Assessment			
Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
8.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
9.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	MPhil Sociology	Course Code	SOC-704	Credit Hours	03
Course Title	Qualitative Research Methods				
Course Introduction					
This course is designed for MPhil students to deepen their understanding of qualitative research methodologies and their application in complex research settings. It builds on foundational knowledge, exploring the philosophical underpinnings, intricate research designs, and advanced data collection and analysis techniques essential for qualitative research. Through a focus on critical thinking and reflexivity, the course aims to equip students with the necessary skills to conduct high-quality qualitative research, address ethical issues, and present research findings with rigor and clarity.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
<div><div>1. Critically evaluate the philosophical foundations of qualitative research.</div><div>2. Design comprehensive and contextually relevant qualitative research projects.</div><div>3. Implement advanced data collection strategies in qualitative research.</div><div>4. Analyze qualitative data using appropriate methodologies.</div><div>5. Present qualitative research findings clearly and rigorously.</div></div>					
Course Content			Assignments/Readings		
Week 1	Unit-I Introduction to Qualitative Research 1.1 Overview: History, Characteristics, and Purpose of Qualitative Research		<div><div>• Mason, J. (2018). Qualitative researching</div><div>• Flick, U. (2014). An Introduction to Qualitative Research (5th ed.).</div></div>		
	Unit-II Contrasting Qualitative and Quantitative Research Methods		<div><div>• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches</div></div>		
Week 2	Unit-I The Role of Science in Research Methodologies		<div><div>• Chapter 1: Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches</div><div>• Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology</div></div>		

	Unit-II Theoretical Approaches: Inductive vs. Deductive Methods	<ul style="list-style-type: none"> • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>. Routledge. • Flick, U. (2014). <i>An Introduction to Qualitative Research</i> (5th ed.).
Week 3	Unit-I Key Stages in Conducting Qualitative Research	<ul style="list-style-type: none"> • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
	Unit-II Philosophical Foundations of Qualitative Research:	<ul style="list-style-type: none"> • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.). • Berger, P. L., & Luckmann, T. (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>
Week 4	Unit-I Ontology and Epistemology in Qualitative Inquiry	<ul style="list-style-type: none"> • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Positivist vs. Interpretivist Paradigms: Foundational Assumptions	<ul style="list-style-type: none"> • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 5	Unit-I The Evolution of Philosophical Paradigms in Qualitative Research	<ul style="list-style-type: none"> • Giorgi, A. (2009). <i>Phenomenology as qualitative research: A critical analysis of meaning attribution</i>
	Unit-II Implications of Philosophical Foundations on Research Methodology	<ul style="list-style-type: none"> • Popper, K. (2005). <i>The logic of scientific discovery</i> (2nd ed.). Routledge. (Original work published 1934) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
Week 6	Unit-I Planning and Design in Qualitative Research 1.1 Characteristics and Essentials of Qualitative Research Design	<ul style="list-style-type: none"> • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research</i>

		<p><i>design: Concepts and processes.</i></p> <ul style="list-style-type: none"> • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.). • Flick, U. (2022). The SAGE Handbook of Qualitative Research Design. Sage.
	Unit-II Crafting Research Questions and Objectives	<ul style="list-style-type: none"> • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i> • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 7	Unit-I Key Research Designs 1.1 Ethnography 1.2 Phenomenology	<ul style="list-style-type: none"> • Gobo, G., & Molle, A. (2023). Doing Ethnography (2nd ed.). • Giorgi, A. (2009). <i>Phenomenology as qualitative research: A critical analysis of meaning attribution</i> • Smith, J.A., Flowers, P., & Larkin, M. (2024). Interpretative Phenomenological Analysis: Theory, Method and Research (2nd ed.). • Hammersley, M., & Atkinson, P. (2019). Ethnography: Principles in Practice (4th ed.).
	Unit-II Key Research Designs 2.1 Case Study 2.2 Grounded Theory	<ul style="list-style-type: none"> • Yin, R. K. (2018). Case study research: Design and methods (6th ed.) • Charmaz, K. (2014). Constructing Grounded Theory (2nd ed).
Week 8	Unit-I Site Selection and Sampling 1.1 Site Selection and Contextual Relevance in Research 1.2 Non-Probability Sampling Strategies in Qualitative Research	<ul style="list-style-type: none"> • Mason, J. (2018). Qualitative researching • Neuman, W. L. (2021). Social research methods:

		Qualitative and quantitative approaches
	Unit-II Data Collection Methods and Ethics 2.1 Data Collection Methods and Tools: Primary and Secondary Approaches 2.2 Ethical Considerations and Contextual Sensitivity in Research Design 2.3 Reflexivity and Addressing Researcher Bias	<ul style="list-style-type: none"> • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 9	Unit-I Fieldwork Dynamics in Qualitative Data Collection 1.1 Key Considerations in Conducting Fieldwork	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
	Unit-II Strategies for Accessing Research Sites: 2.1 Negotiation, Rapport Building, and Gatekeeper Utilization 2.2 Navigating Researcher and Participant Disclosure	<ul style="list-style-type: none"> • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 10	Unit-I Conducting In-Depth Interviews 1.1 Purpose, Strategies, and Protocols	<ul style="list-style-type: none"> • Kvale, S., & Brinkmann, S. (2015). <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i> (3rd ed.). • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Designing Interview Guides	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
Week 11	Unit-I Organizing Focus Group Discussions 1.1 Purpose, Strategies, and Protocols	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Developing Discussion Guides	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)

Week 12	Unit-I Effective Observation and Field Note Taking: 1.1 Protocols and Strategies for Observational Research 1.2 Formulating Field Observation Guides	<ul style="list-style-type: none"> • Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.).
	Unit-II Collecting Data and Conducting Preliminary Analysis in the Field	<ul style="list-style-type: none"> • Mason, J. (2018). <i>Qualitative researching</i> • Flick, U. (2014). <i>An Introduction to Qualitative Research</i> (5th ed.).
Week 13	Unit-I Foundational Principles of Qualitative Data Analysis	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Comprehensive Steps in Qualitative Data Analysis: An Introduction	<ul style="list-style-type: none"> • Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.). Wadsworth. • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 14	Unit-I Preparing Data for Coding 1.1 Organizing and Preparing Data for Analysis 1.2 Coding Techniques: Methods, Challenges, and Solutions 1.3 Employing Thick Description and Comparative Analysis	<ul style="list-style-type: none"> • Saldana, J. (2021). <i>The coding manual for qualitative researchers</i> (4th ed.) • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Categorization, Theme Development, and Conceptualization	<ul style="list-style-type: none"> • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
Week 15	Unit-I Inductive Theory Construction	<ul style="list-style-type: none"> • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).

	Unit-II Evaluating the Generalizability of Qualitative Findings: Challenges and Considerations	<ul style="list-style-type: none"> • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
Week 16	Unit-I Structuring and Writing Qualitative Research Reports	<ul style="list-style-type: none"> • Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.). • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.)
	Unit-II Effectively Presenting Qualitative Research Findings	<ul style="list-style-type: none"> • Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.) • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.).
Textbooks and Reading Material		
21. Textbooks. <ol style="list-style-type: none"> 1. Berg, B. L., & Lune, H. (2024). Qualitative research methods for the social sciences (10th ed.). Pearson. 2. Flick, U. (2014). An introduction to qualitative research (5th ed.). SAGE Publications. 3. Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods (2nd ed.). SAGE Publications. 4. Mason, J. (2018). Qualitative researching (3rd ed.). SAGE Publications. 5. Morse, J. M., & Clark, L. (2023). The essentials of qualitative inquiry. SAGE Publications. 6. Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches (9th ed.). Pearson. 7. Schwartz-Shea, P., & Yanow, D. (2012). Interpretive research design: Concepts and processes. Routledge. 		
22. Suggested Readings		
22.1. Books <ol style="list-style-type: none"> 1. Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. Doubleday. 2. Charmaz, K. (2014). Constructing grounded theory (2nd ed.). SAGE Publications. 3. DeCuir-Gunby, J. T., & Schutz, P. A. (2024). Developing a mixed methods proposal: A practical guide for beginning researchers (2nd ed.). SAGE Publications. 4. Denzin, N. K., & Lincoln, Y. S. (2018). The SAGE handbook of qualitative research (5th ed.). SAGE Publications. 5. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes (2nd ed.). University of Chicago Press. 		

6. Flick, U. (2022). *The SAGE handbook of qualitative research design*. SAGE Publications.
7. Gobo, G., & Molle, A. (2023). *Doing ethnography* (2nd ed.). SAGE Publications.
8. Giorgi, A. (2009). *Phenomenology as qualitative research: A critical analysis of meaning attribution*. Pearson.
9. Guest, G., Namey, E., & Mitchell, M. (2023). *Collecting qualitative data: A field manual for applied research* (2nd ed.). SAGE Publications.
10. Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th ed.). Routledge.
11. Hesse-Biber, S. N. (2024). *The practice of qualitative research: Engaging students in the research process* (4th ed.). SAGE Publications.
12. Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology* (D. Carr, Trans.). Northwestern University Press. (Original work published 1936)
13. Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
14. Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Wadsworth.
15. Popper, K. (2005). *The logic of scientific discovery* (2nd ed.). Routledge. (Original work published 1934)
16. Roulston, K. (2024). *Reflective interviewing: A guide to theory and practice* (2nd ed.). SAGE Publications.
17. Saldana, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Sage Publications.
18. Saldaña, J. (2023). *Ethnotheatre: Research from page to stage* (2nd ed.). Routledge.
19. Smith, J. A., Flowers, P., & Larkin, M. (2024). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). SAGE Publications.
20. Yin, R. K. (2018). *Case study research: Design and methods* (6th ed.). SAGE Publications.

22.2. Journal Articles/ Reports

1. Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. *Handbook of Qualitative Research*, 509–535. SAGE Publications.
<https://doi.org/10.4135/9781412986274.n27>
2. Finlay, L. (2002). “Outing” the researcher: The provenance, process, and practice of reflexivity. *Qualitative Health Research*, 12(4), 531–545.
<https://doi.org/10.1177/104973202129120052>
3. Flick, U. (2007). Designing qualitative research. *SAGE Qualitative Research Kit. Qualitative Research*, 7(1), 19–26. <https://doi.org/10.1177/1468794107072311>
4. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 105–117. SAGE Publications.
<https://doi.org/10.4135/9781412986274.n4>
5. Maxwell, J. A. (2005). Qualitative research design: An interactive approach. *Applied Social Research Methods Series*, 41, 1–42. SAGE Publications.
<https://doi.org/10.4135/9781483328361>

Teaching Learning Strategies

1. Instructor-Led Lectures
2. Provision of Readings for Each Lecture (Articles, Books, and Reports)
3. Group Reflection Sessions

4. Special Sessions on Landmark Studies in Qualitative Research
5. Hands-On Training with Qualitative Research Tools and Techniques
6. Assignments with Feedback Discussions
7. Presentations with Peer Feedback and Expert Critique
8. Fieldwork Exercises
9. Incorporation of Local Case Studies in Classroom Discussions
10. Use of Visual Aids and Digital Tools
11. Training in Qualitative Data Analysis Software

Assignments: Types and Number with Calendar

1. Philosophical Foundations: Students will read materials on the philosophical basis of qualitative research and write an analysis. The goal is to summarize and critically discuss the main ideas from the readings. The assignment is due four weeks after the course begins.
2. Reasoning in Research Design: Using selected chapters on research planning and design, students will complete an assignment explaining the roles of deductive and inductive reasoning in research. They will also explore how design decisions change during fieldwork. This assignment is due eight weeks into the course, before the mid-term exam.
3. Ethnographic Methods: Students will read articles and books on ethnographic methods and write a reflection on how these techniques are used in qualitative research. This assignment is due four weeks after the mid-term exam.
4. Final Presentation and Abstract: After the mid-term exam, students will be assigned a research topic. They will conduct a literature review and discuss their topic with the instructor. Six weeks later, they will submit a presentation and an abstract. After receiving feedback, students will revise their work and present it at an academic conference at the end of the semester.

Assessment

Sr. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
11.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
12.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Institute of Social and Cultural Studies
Faculty of Behavioural and Social Sciences
University of the Punjab, Lahore
Course Outline

Programme	MPHIL SOCIOLOGY	Course Code	SOC-705	Credit Hours	03
Course Title	Sociological Theories				
Course Introduction					
This course provides an in-depth understanding of the sociological theories and equip students with a nuanced clarity of different theoretical underpinnings and threads woven into the social fabric of any society. Students will critically engaged with diverse theoretical paradigms including structure functionalism, conflict, symbolic interactionism, critical, modern and post modernism. With the hands on reviews of the different social paradigms and perspectives, the students will develop their critical understanding and be able to translate theory into practice.					
Learning Outcomes					
On the completion of the course, the students will: <div><div>1. Enhance their level of understanding of sociological theories</div><div>2. Be able to comprehend and compare different theoretical perspectives</div><div>3. Be able to develop their theoretical frameworks to undertake their research projects</div><div>4. Be able to analyze social issues while using their understanding</div></div>					
Course Content				Assignments/Readings	
Week 1	Historical Background of Sociological Theory			Reading	
	Intellectual Forces and the Rise of Sociological Theory			Reading	
Week 2	Classical Sociological Perspectives			Reading	
	Overview, discussion			Reading	
Week 3	Modern Sociology & Early Sociological Theory				
	Chicago, Harvard school of sociology				
Week 4	Radical Sociology & Development of Conflict Theory			Reading	
	C. W. Mills			Reading	
Week 5	Dramaturgical Analysis			Review of Paradigm	
	Erving Goffman			Reading	
Week 6	Phenomenological Sociology			Reading	
	Alferd Schutz			Reading	
Week 7	Ethnomethodology			Reading	

	Herlad Garfinkel	Reading
Week 8	Feminist Theory	Reading
	Dorothy Smith	Reading
Week 9	Post-Modernism	Reading
	Jean Baudrillard	Reading
Week 10	Post Modernism	Theoretical Framework
	Jurgen Habermas	Reading
Week 11	Globalization Theory	Reading
	Anthony Giddens	Reading
Week 12	Post Structuralism	Reading
	Michel Foucault	Reading
Week 13	Queer Theory	Reading
	Discussion and Debates	Reading
Week 14	Race and Racism	Reading
	Recent incidences	Reading
Week 15	Meta Theorizing	Presentation
	Pierre Bourdieu	Reading
Week 16	Actor-Network Theory, Posthumanism, and Postsociality	Reading
	Actor-Network Theory, Posthumanism, and Postsociality	Reading
	Levels of Social Analysis	Reading
Textbooks and Reading Material		
Ritzer, George (2010). Sociological theory. MC Graw Hill Companies. Dillon, Michel (2014). Introduction to sociological theory. John willy & Sons. Heir, Sean Paul (2008). Contemporary Sociological Thoughts-Themes and Theories. Canadian Scholars Press.		
Teaching Learning Strategies		
1. Discussion 2. Review Writing 3. Analysis of theory 4. Presentation		
Assignments: Types and Number with Calendar		
1.	Review of a theoretical paradigm	5 Marks
2.	Preparation of a theoretical Framework	5 Marks
		4 th Week
		9th Week

3. Presentation of a theoretical perspective		5 Marks	14 th Week
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Institute of Social and Cultural Studies
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore
Course Outline**



Programme	MPhil Sociology	Course Code	SOC-706	Credit Hours	3
Course Title	Media, and Society				
Course Introduction					
<p>How do we experience the digital world? How are those experiences different from the analog world, the physical or empirical world? Which is the “real” world? How does our experience with the digital change based on who we are and where we live? This course introduces concepts and methods drawn from sociology to analyze humans and/in digital environments. While this obviously includes a close look at social media, the students will also learn about privacy, identity, work, law and justice to understand how major systems both respond to and develop out of changes in digital technologies. This course is designed to provide an overview of major themes, theories, and concepts related to the socio-economic implications of the digital media and artificial intelligence. Throughout the course, students will have the opportunity to delve into the impact of the Internet and other emerging technologies on various aspects of human society from economics and politics to the development of cultural artifacts. Students will discuss the role of smartphones, social media, and online platforms in shaping modern communication paradigms, while learning to critically evaluate the impact of emerging technologies, such as artificial intelligence and the Internet of Things, on society at large. This course takes a global perspective, embracing the localized and context-specific development of the Internet as well as its transformation into a worldwide communication and information network. This course emphasizes the inclusion of current academic research, highlighting commonalities and differences in various research approaches within the broader field of studies related to digital media and artificial intelligence. Ultimately, the course aims to provide students with a shared foundation in Internet research and the skills to engage in critical thinking and constructive discussions about complex Internet-related issues.</p>					
Learning Outcomes					
<p>On the completion of the course, the students will:</p> <ol style="list-style-type: none">1. Understand the relationship between digital technologies and society, analyzing the role of artificial intelligence in shaping social structures, inequalities, and identities.2. Develop proficiency in digital research methods like digital storytelling, ethnography, and online experiments, while addressing ethical concerns in digital research.3. Evaluate the impact of social media on activism and social movements, assessing both the power and limitations of digital activism and slacktivism.4. Critically assess issues of digital power, exploitation, and surveillance, focusing on privacy, data exploitation, and the role of big tech in contemporary society.					

5. Apply social theories to AI and digital interactions, exploring how AI influences concepts of self, social capital, and online behavior in the digital age.		
Course Content		Assignments/Readings
Week 1	Introduction to Digital Sociology and Artificial Intelligence What are Digital Sociology and the Digital Society?	Poster, M. (2006). <i>Information Please: Culture and Politics in the Age of Digital Machines</i> . Duke University Press. (Chapter 1) Castells, M. (2010). <i>The Rise of the Network Society</i> (2nd ed.), Wiley-Blackwell. (Chapter 1)
	Socio-digital Theories	Giddens, A. (1991). <i>Modernity and Self-Identity</i> . Polity Press. (Chapter 1)
Week 2	Digital Divide and Inequalities Online Digital Divide and Inequalities Online	Mossberger, K., Tolbert, C. J., & McNeal, R. S. (2008). <i>Digital Citizenship: The Internet, Society, and Participation</i> . MIT Press. (Chapter 1) van Dijk, J. (2020). <i>The Digital Divide: The Internet and Social Inequality in International Perspective</i> . SAGE. (Chapters 1 & 2)
	Towards a Sociology of Artificial Intelligence	□ Brynjolfsson, E., & McAfee, A. (2014). <i>The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies</i> . W.W. Norton & Company. (Chapter 3) □ Healy, M. (2021). <i>The Sociology of Artificial Intelligence</i> . Routledge. (Chapter 1)

Week 3	Digital Research Methods and Ethics Introduction to Digital Research Methods	□ Hine, C. (2015). <i>Ethnography for the Internet: Embedded, Embodied and Everyday</i> . SAGE. (Chapter 2) □ Fielding, N. (2013). "Thematic Networks." <i>Sociological Research Online</i> , 18(1).
	Digital Storytelling	□ Lambert, J. (2013). <i>Digital Storytelling: Capturing Lives, Creating Community</i> . Routledge. (Chapters 1 & 2) □ McLuhan, M. (1964). <i>Understanding Media: The Extensions of Man</i> . MIT Press. (Chapter 3)
Week 4	Digital Ethnography and Online Experiments Digital Ethnography	□ Pink, S. (2016). <i>Digital Ethnography: Principles and Practices</i> . SAGE. (Chapters 1 & 2) □ Horst, H. A., & Miller, D. (2012). <i>Digital Anthropology</i> . Berg Publishers. (Chapter 3)
	Online Experiments and FGDs	Marwick, A. E., & Boyd, D. (2014). "Networked Privacy: How Teenagers Negotiate Context in Social Media." <i>New Media & Society</i> , 16(7), 1051–1067.
Week 5	AI for Data Analysis and Ethics in Digital Research AI for Data Analysis	□ Domingos, P. (2015). <i>The Master Algorithm: How the Quest for the Ultimate Learning Machine Will Remake Our World</i> . Basic Books. (Chapter 5) □ Kelleher, J. D., & Tierney, B. (2018). <i>Data Science: An Introduction</i> . CRC Press. (Chapter 4)
	Ethics in Digital Research	Floridi, L. (2013). <i>The Ethics of Information</i> . Oxford University Press. (Chapters 1 & 2)

Week 6	<p>Politics and Activism: Digital Activism or Slacktivism?</p> <p>Role of Social Media in Activism and Social Movements</p>	<p>□ Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press. (Chapter 1)</p> <p>□ Shirky, C. (2011). <i>Cognitive Surplus: How Technology Makes Consumers into Collaborators</i>. Penguin Press. (Chapter 2)</p>
	<p>Voice and Visibility in the Era of #Hashtag</p>	<p>Freelon, D., McIlwain, C. D., & Clark, M. D. (2016). "Beyond the Hashtags: #Ferguson, #Blacklivesmatter, and the Online Struggle for Offline Justice." <i>Journal of Computer-Mediated Communication</i>, 21(3), 1–18.</p>
Week 7	<p>Hashtag Movements and the Problems with Slacktivism</p> <p>Hashtag Movements in the World (e.g., #MeToo, #BLM)</p>	<p>□ Daniels, J. (2018). <i>Cyber Racism: White Supremacy Online and the New Attack on Civil Rights</i>. Rowman & Littlefield. (Chapter 3)</p> <p>□ Jackson, S. J., & Foucault Welles, B. (2016). "The Political Economy of #BlackLivesMatter." <i>Media, Culture & Society</i>, 38(3), 470-487.</p>
	<p>The Problems with Hashtag Activism</p>	<p>Lievrouw, L. A. (2011). "Alternative and Activist New Media." In <i>The Handbook of New Media</i>. SAGE. (Chapter 8)</p>
Week 8	<p>Digital Power and Exploitation in the Digital Age</p> <p>Disruption and Exploitation in the Digital Age</p>	<p>□ Srnicek, N. (2016). <i>Platform Capitalism</i>. Polity Press. (Chapter 1)</p> <p>□ Zuboff, S. (2019). <i>The Age of Surveillance Capitalism</i>. PublicAffairs. (Chapter 2)</p>
	<p>Privacy, Exploitation, and Digital Enclosure</p>	<p>□ Fuchs, C. (2017). <i>Social Media: A Critical</i></p>

		<p><i>Introduction</i>. SAGE. (Chapter 4)</p> <p>□ Andrejevic, M. (2014). <i>Surveillance in the Digital Enclosure</i>. Routledge. (Chapter 3)</p>
Week 9	<p>Cancel Culture, Popular Media, and Fandom</p> <p>Cancel Culture, Popular Media, and Fandom</p>	<p>□ Jones, J. (2021). <i>The Cultural Politics of Digital Protest</i>. Routledge. (Chapter 7)</p> <p>□ Jenkins, H. (2006). <i>Convergence Culture: Where Old and New Media Collide</i>. New York University Press. (Chapter 5)</p>
	Digital Fandom and Media Influence	Jenkins, H. (2013). <i>Fans, Bloggers, and Gamers: Media Consumers in a Digital Age</i> . Routledge. (Chapter 4)
Week 10	<p>Fake News and Misinformation</p> <p>Roles of Technology in the Spread of Fake News</p>	<p>□ Lazer, D. M. J., et al. (2018). "The Science of Fake News." <i>Science</i>, 359(6380), 1094-1096.</p> <p>□ Tufekci, Z. (2018). "How Social Media Took Us from Tipping Point to Tumult." <i>New York Times</i>.</p>
	The Psychology of Fake News	Pennycook, G., & Rand, D. G. (2018). "Fighting Fake News: An Agenda for the Cognitive Science of Media," <i>Perspectives on Psychological Science</i> , 13(2), 105-118.
Week 11	<p>AI's Role in Misinformation and Deep fake</p> <p>What AI has to do with Misinformation and Disinformation?</p>	Binns, R. (2018). "On the Ethics of Algorithmic Decision-making." <i>Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems</i> , 1–14.
	Deep fake and Public Policy Challenge	West, D. M. (2019). "The Ethics of Deepfakes." <i>Brookings Institution Report</i> .

Week 12	AI and Social Theory	Zeng, Y., et al. (2018). "Artificial Intelligence and the Future of Sociology." <i>Sociology Compass</i> , 12(5).
	Theorizing Artificial Intelligence and Self in Daily Life	Marx, K. (1867). <i>Capital, Volume I</i> . (Selected Excerpts relevant to AI).
Week 13	Artificial Intelligence and the Sociology of Mind	Clark, A. (2003). <i>Natural-Born Cyborgs: Minds, Technologies, and the Future of Human Intelligence</i> . Oxford University Press. (Chapter 2)
	Artificial Intelligence and the Sociology of Mind	Kitchin, R. (2014). "Big Data and Human Geography." <i>Progress in Human Geography</i> , 38(1), 137-146.
Week 14	Bourdieu, Social Capital, and Online Interaction	Bourdieu, P. (1986). <i>The Forms of Capital</i> . In J. Richardson (Ed.), <i>Handbook of Theory and Research for the Sociology of Education</i> . Greenwood. (Chapter 4)
	Bourdieu, Social Capital, and Online Interaction	Putnam, R. D. (2000). <i>Bowling Alone: The Collapse and Revival of American Community</i> . Simon & Schuster. (Chapter 2)
Week 15	Tech-Driven Life: Identity and the Filtered Self	Duffy, B. E., & Hund, E. (2015). " 'Having It All' on Social Media: The Politics of Ambivalence in Online Self-Representation." <i>Feminist Media Studies</i> , 15(2), 232–248.
	The Filtered Self: Selfies and Gendered Media Production	Sherry Turkle, (2011). <i>Alone Together: Why We Expect More from Technology and Less from Each Other</i> . Basic Books. (Chapter 3)
Week 16	Surveillance Capitalism and Final Review	Zuboff, S. (2019). <i>The Age of Surveillance Capitalism</i> . PublicAffairs. (Chapter 7)
	Surveillance Capitalism	Review core readings and discussions. Prepare for final exam and class
	Final Review, Revision and Course Wrap-up	

		discussion on themes of Digital Sociology.
Textbooks and Reading Material		
<ul style="list-style-type: none"> Fussey, P., & Roth, S. (2020). Digitizing sociology: Continuity and change in the internet era. <i>Sociology</i>, 54(4), 659-674. Ging, D. (2019). Alphas, betas, and incels: Theorizing the masculinities of the manosphere. <i>Men and masculinities</i>, 22(4), 638-657. Haight, M., Quan-Haase, A., & Corbett, B. A. (2016). Revisiting the digital divide in Canada: The impact of demographic factors on access to the internet, level of online activity, and social networking site usage. In <i>Current Research on Information Technologies and Society</i> (pp. 113-129). Routledge. Dodel, M. (2020). Socioeconomic inequalities and digital skills. Oxford University Press, London, United Kingdom Schwartz, R. D. (1989). Artificial intelligence as a sociological phenomenon. <i>Canadian Journal of Sociology/Cahiers canadiens de sociologie</i>, 179-202. Joyce, K., Smith-Doerr, L., Alegria, S., Bell, S., Cruz, T., Hoffman, S. G., ... & Shestakofsky, B. (2021). Toward a sociology of artificial intelligence: A call for research on inequalities and structural change. <i>Socius</i>, 7, 2378023121999581. Mlynář, J., Alavi, H. S., Verma, H., & Cantoni, L. (2018, July). Towards a sociological conception of artificial intelligence. In <i>International Conference on Artificial General Intelligence</i> (pp. 130-139). Cham: Springer International Publishing. Dawson, C. (2019). <i>AZ of digital research methods</i>. Routledge. https://doi.org/10.4324/9781351044677 Rogers, R. (2015). Digital methods for web research. <i>Emerging trends in the social and behavioral sciences</i>, 1322. Beyer, J.L. (2021). <i>Chapter 21: Trolls and Hacktivists: Political mobilization from online communities</i> (pp. 417-442) in D.A. Rohlinger & S.Sobieraj (Eds.). The Oxford Handbook of Digital Media Sociology. Oxford University Press. Quan-Haase, A. & Mendes, K. (2021). <i>Mapping #MeToo: A synthesis review of digital feminist research across social media platforms</i>. Velasco, J.C. 2020. You are cancelled: Virtual collective consciousness and the emergence of cancel culture as ideological purging. Special conference issue. Andrejevic, M. (2008). Privacy, exploitation, and the digital enclosure. <i>Amsterdam LF</i>, 1, 47. Ng, E. (2022). <i>Cancel culture: A critical analysis</i>. Springer Nature. Pennycook, G., & Rand, D. G. (2021). The psychology of fake news. <i>Trends in cognitive sciences</i>, 25(5), 388-402. Dale, T. "Chapter 8 – the fundamental roles of technology in the spread of fake news" Kertysova, K. (2018). Artificial intelligence and disinformation: How AI changes the way disinformation is produced, disseminated, and can be countered. <i>Security and Human Rights</i>, 29(1-4), 55-81. 		

- Mökander, J., & Schroeder, R. (2022). AI and social theory. *AI & SOCIETY*, 37(4), 1337-1351. <https://doi.org/10.1007/s00146-021-01222-z>
- Guzman, A. L. (2018). Beyond extraordinary: Theorizing artificial intelligence and the self in daily life. In *A networked self and human augmentics, artificial intelligence, sentience* (pp. 83-96). Routledge.
- Wolfe, A. (1991). Mind, self, society, and computer: Artificial intelligence and the sociology of mind. *American Journal of Sociology*, 96(5), 1073-1096.
- Schroeder, R. (2023). Automating social theory. In *Handbook of critical studies of artificial intelligence* (pp. 845-858). Edward Elgar Publishing.
- Chris, J. (2015). "Bourdieu, social capital and online interaction." *Sociology* 49(2): 356-373.
- McStay, A. (2018). Emotional AI: The rise of empathic media. Sage Publications. <https://www.torrossa.com/en/resources/an/5018018>
- Grindstaff, L., & Torres Valencia, G. (2021). The filtered self: Selfies and gendered media production. *Information, Communication & Society*, 24(5), 733-750.

Teaching Learning Strategies

5. Class room lectures
6. Assignments
7. Field visits
8. Quiz/research projects

Assignments: Types and Number with Calendar

4. Written Assignment (5)
5. Field reports (5)
6. Quiz (5)
7. Assignment presentations (5)
8. Class Participation (5)

Assessment

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
5.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
6.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

**Institute of Social & Cultural Studies
Faculty of Behavioral & Social Studies
University of the Punjab, Lahore
Course Outline**



Programme	M. Phil Sociology	Course Code	SOC-707	Credit Hours	3
Course Title	Advance Urban Social Theory				
Course Introduction					
This course provides an in-depth exploration of the development, structure, and dynamics of urban spaces from classical and contemporary theoretical perspectives. Students will engage with foundational concepts in urban sociology and critically examine the transformations of cities through post-colonial, capitalist, post-modern, and global lenses. The course also examines the social dynamics within urban environments, focusing on gender, disorder, and the built environment's influence on urban behavior.					
Learning Outcomes					
By the end of this course, the students should be able to:					
<div><div></div><div><div>1. understand the historical development of the modern city and its key characteristics, including economic, social, and physical transformations;</div><div>2. develop a comprehensive understanding of classical and advanced theoretical frameworks in urban sociology;</div><div>3. explore the complexities of urban life, focusing on social inequalities, political power, and socio-spatial change, and how these dynamics shape urban experiences;</div><div>4. examine the nature and changing character of the city and the urban experience, considering the impacts of post-colonialism, capitalism, post-modernism, and globalization on urban environments; and</div><div>5. apply theoretical insights to analyze and address current urban issues and policies, enhancing the ability to critically assess and contribute to contemporary urban research and development practices.</div></div></div>					
Course Content				Assignments/Readings	
Week 1	Introduction to Urban Sociology- Definition, scope, and significance			A Reader will be provided to students with articles and book chapters	
	Continued.				
Week 2	Development of the Modern City			Reader	
	Continued				
Week 3	The Post-Colonial City			Reader	

	Continued	
Week 4	Continued	
	The Capitalist and Globalized City	Reader
Week 5	Continued	
	Continued	
Week 6	The Right to the City	Reader
	Continued	
Week 7	Continued	
	Revision and Class discussions	Reader
Week 8	Midterm Assessments	
	Continued	
Week 9	The Post-Modern City Continued	Reader
	Continued	
Week 10	Continued	
	The Gendered City- Space, Place, and Gender	Reader
Week 11	Continued	
	Continued	
Week 12	The City and Disorder	Reader
	Continued	
Week 13	Continued	
	The Built Environment, Inequality, and Segregation	Reader
Week 14	Continued	
	Continued	
Week 15	The Designed City: urban planning and its impact of urban design on local communities.	Reader
	Continued	
Week 16	Urban Marginality and the Concentration of Poverty	Reader
	Continued	
Week 17	Urban Revitalization and Gentrification	Reader
	Continued	

Textbooks and Reading Material	Continued
<ol style="list-style-type: none"> 1. Fortanet, J. (2020). Foucault and the Roots of the Smart City. <i>Differences in the City: Postmetropolitan Heterotopias as Liberal Utopian Dreams</i>, Nova Science Publishers, New York, 33-44. 2. Harvey, D. (2015). The right to the city. In <i>The City Reader</i> (pp. 314-322). Routledge. 3. Ikeda, S. (2024). <i>A City Cannot Be a Work of Art: Learning Economics and Social Theory from Jane Jacobs</i> (p. 400). Springer Nature. 4. Jameson, F. (1998). <i>The cultural turn: Selected writings on the postmodern, 1983-1998</i>. Verso. 5. Kelling, G. L., & Wilson, J. Q. (1982). Broken windows. <i>Atlantic Monthly</i>, 249(3), 29-38. 6. Massey, D. (2013). Doreen Massey on space. <i>Women Reclaiming the City: International Research on Urbanism, Architecture and Planning</i>, 3-7. 7. McLaughlin, E., & Muncie, J. (1999). Walled cities: surveillance, regulation and segregation. <i>Unruly cities</i>, 96-136. 8. Park, R. E., & Burgess, E. W. (2019). <i>The city</i>. University of Chicago Press. 9. Parker, S. (2015). <i>Urban theory and the urban experience: Encountering the city</i>. Routledge. 10. Sassen, Saskia (2001). <i>The Global City: New York, London, Tokyo</i>, 2nd Edition. Princeton, NJ: Princeton University Press. 11. Short, J. R. (2017). <i>Urban theory: A critical assessment</i>. Bloomsbury Publishing. 12. Smith, N. (2005). <i>The new urban frontier: Gentrification and the revanchist city</i>. Routledge. 13. Ulucan, O. (2022). Colonial Degradation in Cities of Salt from Frantz Fanon's Perspective. <i>Journal of Academic Social Science Studies</i>, 15(89). 14. Unseld, J. L. (2018). <i>Walking women: gender, planning and urban space in Glasgow</i> (Doctoral dissertation). 15. Wacquant, L. (2008). <i>Urban outcasts: A comparative sociology of advanced marginality</i>. Polity. 16. Wilson, E. (1992). <i>The sphinx in the city: Urban life, the control of disorder, and women</i>. Univ of California Press. 17. Wolny, R. W. (2017). Hyperreality and simulacrum: Jean Baudrillard and European postmodernism. <i>European Journal of Interdisciplinary Studies</i>, 3(3), 75-79. 	
Teaching Learning Strategies	

1. Seminar Discussions

- **Purpose:** Facilitate critical debates and analysis of core readings.
- **Implementation:** Assign readings (e.g., journal articles, book chapters) before class. Students present key ideas and critique them, followed by a guided discussion.
- **Outcome:** Develops analytical skills, public speaking, and collaborative learning.

2. Case Study Analysis

- **Purpose:** Apply theoretical frameworks to real-world urban phenomena.
- **Implementation:** Provide case studies on topics such as urban inequality, housing crises, or smart cities. Students analyze the cases using course theories.
- **Outcome:** Encourages practical application of theoretical knowledge.

3. Guest Lectures

- **Purpose:** Expose students to diverse perspectives and current research in urban sociology.
- **Implementation:** Invite urban sociology researchers, urban planners, or policymakers to discuss their work.
- **Outcome:** Bridges theoretical knowledge with professional insights.

Assignments: Types and Number with Calendar

9. Class Presentations (Pre Midterm)

10. Term Paper (End of Term)

Assessment

Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
8.	Formative Assessment	25%	Classroom participation, readings, assignments, presentations, and reflections.
9.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test.

Institute of Social & Cultural Studies
University of the Punjab, Lahore
Course Outline



Programme	MPhil Sociology	Course Code	SOC-708	Credit Hours	3
Course Title	Contemporary Debates in Sociology of Education				
Course Introduction					
<p>This course titled: Contemporary Debates in Sociology of education is designed to equip the students with a critical, and an advanced understanding of the central role education plays in structuring society. This course explores multifaceted dimensions of education, focusing on the interplay between meritocracy, power dynamics, and social inequalities. It critically examines education-based meritocracy, scrutinizing how it intersects with social reproduction and legitimate socio-economic disparities. The course delves into various pedagogical paradigms, analysing how different teaching methods and curricula perpetuate or challenge existing power structures and inequalities. The course will also analyse the role of technology in education, assessing the digital divide and its implications for access to educational resources and opportunities. Students will engage with Bourdieu’s concept of capitals to understand how educational institutions contribute to social class reproduction. The course also addresses gender, identity, and intersectionality, exploring how educational experiences differ across gender, ethnicity, disability, and other social categories. Furthermore, it investigates the impact of neoliberalism and marketization on education, with a particular focus on the evolution of private schooling in Pakistan. Finally, students will analyse the massification of higher education, considering its implications for equity, public good, and the changing nature of universities in a global context, while also exploring strategies for decolonization and widening participation. Through a blend of theoretical and empirical perspectives, this course aims to provide a comprehensive understanding of how educational practices and institutions shape and reflect broader societal structures and inequalities.</p>					
Learning Outcomes					
<p>Upon completing the Contemporary Debates in Sociology of Education course, MPhil Sociology students will be able to:</p>					

<p>1. Critically Evaluate Education-Based Meritocracy: Assess the role of education in reinforcing or challenging meritocratic ideologies, with a focus on how educational and labour market success are shaped by socio-economic inequalities and other categories of differences.</p> <p>2. Analyse the Impact of Technology on Education: Examine the digital divide and its implications for access to educational opportunities, and critically engage with debates surrounding the effectiveness of various modes of learning including online versus in-person education in educational settings.</p> <p>3. Examine Gender, Identity, and Intersectionality in Education, and University Careers: Explore how gender, disability, and other intersecting identities impact educational experiences and outcomes, and critically analyse the barriers and facilitators of inclusion, diversity, and equality in educational settings.</p> <p>4. Critique the Neoliberal Marketization of Education: Assess the global trends of neoliberalism and market-driven reforms in education, focusing on the evolution of private schooling in Pakistan and the massification of higher education, and how these changing patterns link to equity, public good, and labour market demands.</p>		
Course Content		Assignments/Readings
Week 1	<p>Education-Based Meritocracy: Theoretical and Empirical Perspectives on Success and Inequality</p> <ul style="list-style-type: none"> • Education based meritocratic contemporary societies • Key determinants of educational and labour market success: Theoretical and empirical claims • Education based meritocracy, social reproduction & legitimate socio-economic inequalities 	They are listed below
Week 2	<p>From Domination to Freedom: The Intersection of Technology, Access, and Pedagogical Practices</p>	

	<ul style="list-style-type: none"> • Technology and education: The effectiveness and accessibility of online education, including debates about the quality of online versus in-person instruction • Digital divide: How access to technology affects educational opportunities and outcomes? There's concern about the gap between students with access to high-quality technology and those without 	
Week 3	<p>Various Pedagogical Models & School Education</p> <ul style="list-style-type: none"> • Education as the practice of domination and/or the practice of freedom: implications for teaching & learning in school classrooms and other educational settings • Various models of pedagogies (e.g., authoritative vs. democratic and participatory approaches): Critical understanding of hierarchies of teachers and students – who has power in the classroom and why? 	
Week 4	<p>Teaching Methods and Curricular Impacts: Functionalist and Critical Perspectives</p> <ul style="list-style-type: none"> • Dominant methods of teaching & assessments • Functionalist views of schools, and curriculum: shaping young minds into shared societal values & norms • Critical perspectives on manifest & hidden curriculum: perpetuating and legitimating inequalities in education and wider society 	

Week 5	<p>Bourdieu’s Capitals and the Role of Educational Institutions in Social Class Reproduction</p> <ul style="list-style-type: none"> • French sociologist Pierre Bourdieu’s concept of ‘capitals’ in helping to explain social reproduction of social class inequalities in education • Education institutions conservative forces of scholastic, cultural and socio-economic inequalities 	
Week 6	<p>Navigating Gender, Identity, and Inclusion: Exploring Inequalities and Intersectionalities in Education</p> <ul style="list-style-type: none"> • Gendered nature & forms of schooling • Gender gap in educational attainment around the world • The gendering of school subjects and its implications • Representation, and gendered inequalities between men and women teachers in school contexts • Experience of transgender people in schools 	
Week 7	<p>Navigating Gender, Identity, and Inclusion: Exploring Inequalities and Intersectionalities in Education</p> <ol style="list-style-type: none"> 1. Continue the unit of gendered experiences in educational settings (a global analysis) 	

Week 8	Intersection of Ethnic, Religious and Geographical Identities and Educational Inequalities <ul style="list-style-type: none"> Educational experiences and attainments of students from different minority and/ or marginalised sections of a society (e.g., the impact of religious, geographical, and ethnic intersectionality) 	
Week 9	Ability and/or Disability, Social Policy & Educational Experiences (A Global Comparative Analysis) <ul style="list-style-type: none"> Key features and debates on ableism and disablism in schools Barriers and facilitators relating to the participation of people with disabilities in various educational contexts Institutional and structural ways in which disabled students navigate (or not) the educational settings and systems 	
Week 10	Neoliberalism and Marketization in Education: Global Trends and the Evolution of Private Schooling in Pakistan <ul style="list-style-type: none"> Neoliberal ideology in relation to education: ideological basis of the marketization of schooling Principles and practices of marketisation in schooling globally 	

	<ul style="list-style-type: none"> • How the private school system developed in Pakistan and how these schools became strongly associated with the elite and middle classes 	
Week 11	Neoliberalism and Marketization in Education <ul style="list-style-type: none"> • Gendered & classed higher education careers: • Competing demands of neoliberal universities & social lives of university faculty 	
Week 12	The Massification of Higher Education: Drivers, and Impacts <ul style="list-style-type: none"> • Higher education from elite to mass phenomenon: Causes and consequences of the massive expansion of student numbers and the growing diversification of higher education institutions • Competing conceptions of why societies all over the world are educating more and more people to degree level: looking at both the demand for higher education and its supply from a national and international perspective 	
Week 13	Reimagining Higher Education: Navigating Public Good, Equity, and Inclusion <ul style="list-style-type: none"> • Higher education as public good or private commodity: a shift from publicly funded to privately financed participation in higher education • Changing nature of the university under late capitalism: Transformations and implications 	
Week 14	Determinants & Politics of University Ranking Systems Nationally & Globally	

	<ul style="list-style-type: none"> University rankings and hierarchies of prestige between higher education institutions both nationally and internationally 	
Week 15	Sustained Systems of Educational & Career Inequalities: Current Theoretical & Policy Debates <ul style="list-style-type: none"> How different social categories of difference—gender, ethnicity, religion, socio-cultural and economic backgrounds, and social networks—contribute to shape students’ experience of being and belonging at university? Intersectional perspectives on faculty and graduate experiences 	
Week 16	Equity, Widening Access & Justice: Implications of Policy & Programs for Education & Labour Market Participation <ul style="list-style-type: none"> Widening participation in higher education: Strategies for equity, diversity, and inclusion Decolonizing higher education: Towards an inclusive and diverse curriculum The Value of a university degree: Access to elite positions and the role of socioeconomic factors 	
Textbooks and Reading Material		
Recommended list of Readings <p>Jin, J. and Ball, S.J., 2020. Meritocracy, social mobility and a new form of class domination. <i>British Journal of Sociology of Education</i>, 41(1), pp.64-79.</p> <p>Bourdieu, P. (1974) The school as a conservative force: Scholastic and cultural inequalities. In Eggleston, J. (Ed.) <i>Contemporary research in the sociology of education</i>. London: Methuen & Co.</p> <p>Mijs, J.J.B. (2016) The Unfulfillable Promise of Meritocracy: Three Lessons and Their Implications for Justice in Education. <i>Social Justice Research</i>, 29: 14-34.</p>		

Owens, J., & de St Croix, T. (2020) Engines of social mobility? Navigating meritocratic education discourse in an unequal society. *British Journal of Educational Studies*, 1-21.

Reay, D. (2020) The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimizing Prejudice, *The Political Quarterly*, 91(2): 405-412.

Apple M.W., Ball S.J. and Gandin L.A. (2010) Mapping the sociology of education: social context, power and knowledge. In: Apple, M.W., Ball, S.J. and Gandin L.A. (eds) *The Routledge International Handbook of the Sociology of Education*. London: Routledge, 1-11.

Ball, S.J. (2004) The sociology of education: A disputational account. In: Ball SJ (ed) *The Routledge Falmer Reader in the Sociology of Education*. London: Routledge Falmer, 1-12.

Ball, S.J. (2008) Some Sociologies of Education: A History of Problems and Places, and Segments and Gazes. *The Sociological Review*, 56 (4), 650-669.

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Teaching Learning Strategies

9. Peer Review and Collaborative Learning
10. Guest Lectures and Expert Panels
11. Debates and Role-Play
12. Interactive Lectures and Multimedia Resources
13. Critical Reading and Group Discussions

Assignments: Types and Number with Calendar

11. Proposal for a Research Projects on Topics of Students Choice in Sociology of Education
12. Presentations on Gender and Intersectionality in Education
13. Case Studies and Comparative Analysis of Education Institution Across the Globe
14. Reflection Paper on Pedagogical Approaches

Assessment

Sr. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
11.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
12.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Checklist for a New Academic Program

Parameters	YES/NO
1. Department Mission and Introduction	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
2. Program Introduction	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Program Alignment with University Mission	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
4. Program Objectives	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
5. Market Need/ Rationale	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
6. Admission Eligibility Criteria	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
7. Duration of the Program	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
8. Assessment Criteria	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
9. Courses Categorization as per HEC Recommendation	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
10. Curriculum Difference	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
11. Study Scheme / Semester-wise Workload	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
12. Award of Degree	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
13. Faculty Strength	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
14. NOC from Professional Councils (if applicable)	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>



Program Coordinator

Director