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'.

Sd/-
Tasneem Kamran
Registrar

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

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

Program Curriculum
PHD SOCIOLOGY

Institute of Social and Cultural Studies
University of the Punjab
Lahore

Programme	PhD Sociology				
Duration	3 Years	**Semesters**	06	**Credit hours**	66
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 to100 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
• 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 PhD 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 2003 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 provide quality education reinforced by practical training and monitor the achievements of students through regular consultation and feedback.
2. To engage students in high-quality research focusing on modern research techniques and their application to address contemporary social issues.
3. To provide students with opportunities for personal and professional development by conducting workshops, conferences, seminars, and service activities, on campus and in alliance with other institutes.

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 MPhil/MS in Sociology, Anthropology, Gender Studies, Population Sciences/Demography, Criminology & Security Studies from a HEC recognized university (at least 18 years of education) with no third division in entire academic career.

HEC awardees under indigenous scholarship scheme are encouraged to apply.

a. **Potential Employers**

The potential employers for PhD Sociology graduates are Govt. departments such as Universities, Government Graduate Colleges, Population Welfare Department, Social Welfare Department, Interior Ministry, 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

- Years of Study completed   16 years
- Study Program/Subject   MPhil/MS in Sociology, Anthropology, Gender Studies, Population Sciences/Demography, Criminology & Security Studies.
- Percentage/CGPA   3 CGPA or First Division (in the Annual System) in MPhil/M.S/Equivalent
- Entry Test (if applicable) with minimum requirement   60%   and   Interview 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)					
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	Semester Load
1	SOC- 801	Contemporary sociological Theories: Arguments					

		and critique					
1	SOC-802	Quantitative Research Methods: Current Trends					
1	SOC-803	Advanced Qualitative Research					
2	SOC-804	Sociology of Human Rights; Current Debates					
2	SOC-805	Contemporary Debates in Urban Sociology					
2	SOC-806	Health, Religion and Spirituality					
2	SOC-807	Sociology of Education and Intersectionality			Minor Elective		
2	SOC-808	Sociology of Risk, Disaster and Crisis			Minor Elective		
3-6		Research Work/Thesis					48
PU		18					66
HEC Guidelines		18					66
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- 801	Contemporary sociological Theories: Arguments and critique	03
2	SOC-802	Quantitative Research Methods: Current Trends	03
3	SOC-803	Advanced Qualitative Research	03
4	SOC-804	Sociology of Human Rights; Current Debates	03
5	SOC-805	Contemporary Debates in Urban Sociology	03

6	SOC-806	Health, Religion and Spirituality	03
7	SOC-807	Sociology of Education and Intersectionality	03
8	SOC-808	Sociology of Risk, Disaster and Crisis	03
9		Thesis	48
Total Credit Hours			**66**

Scheme of Studies / Semester-wise workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
Semester I							
1.	SOC- 801	Contemporary Sociological Theories: Arguments and critique	Core Course	Sociological Theories	03		
2.	SOC-802	Quantitative Research Methods: Current Trends	Core Course	Research Methods	03		
3.	SOC-805	Contemporary Debates in Urban Sociology	Minor Elective	Sociology	03		
4.							
5							
Total Credit Hours							**09**
Semester II							
1.	SOC-803	Advanced Qualitative Research	Core Course	Research Methods	03		
2.	SOC-804	Sociology of Human Rights; Current Debates	Core Course	Sociology	03		
3.	SOC-806	Health, Religion and Spirituality	Minor Elective	Sociology of Health, Sociology of Religion	03		
Total Credit Hours							**09**

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

Research Thesis / Project /Internship
48 credit Hours (Semester III to Semester VI)
Award of Degree
HECs Graduate Education Policy 2023 and University of the Punjab Lahore rules

NOC from Professional Councils (if applicable)		
Not applicable as the PHD sociology programs was started in 2006		
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	09	Total Students	27	Ratio	1:3

Course Outlines separately for each course

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

Programme	PHD SOCIOLOGY	Course Code	SOC-801	Credit Hours	03
Course Title	**Contemporary Sociological Theories: Arguments & Critique**				

Course Introduction
This course provides an in-depth understanding of the contemporary 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:
   1. Enhance their level of understanding of the contemporary theories
   2. Be able to comprehend and compare different theoretical perspectives
   3. Be able to develop their theoretical frameworks to undertake their research projects
   4. Be able to analyze social issues while using their understanding

Course Content		Assignments/Readings
Week 1	Classical theories	Reading
	Overview	Reading
Week 2	Radical Theory	Reading
	C. Right Mills	Reading
Week 3	Exchange Theory	Reading
	George Homans	Reading
Week 4	Dramturgical Theory	Review of Paradigm
	Erving Goffman	Reading
Week 5	Phenomenological Sociology	Reading
	Alferd Schutz	Reading
Week 6	Ethnomethodology	Reading
	Herlad Garfinkel	Reading
Week 7	Feminist Theory	Reading

	Dorothy Smith	Reading
Week 8	Post-Modernism	Reading
	Jean Baudrillard	Reading
Week 9	Post Modernism	Theoretical Framework
	Jurgen Habermas	Reading
Week 10	Globalization Theory	Reading
	Anthony Giddens	Reading
Week 11	Post Structuralism	Reading
	Michel Foucault	Reading
Week 12	Queer Theory	Reading
		Reading
Week 13	Race and Racism	Reading
		Reading
Week 14	Meta Theorizing	Presentation
	Pierre Bourdieu	Reading
Week 15	Actor-Network Theory, Posthumanism, and Postsociality	Reading
	Actor-Network Theory, Posthumanism, and Postsociality	Reading
Week 16	Toward a More Integrated Sociological Paradigm	Reading
	Levels of Social Analysis	Reading

Textbooks and Reading Material

Ritzer, George (2010). Sociological theory. MC Graw Hill Compannies.
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	4th Week
2. Preparation of a theoretical Framework	5 Marks	9th Week
3. Presentation of a theoretical perspective	5 Marks	14th 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
University of the Punjab, Lahore
Course Outline

Program	PhD Sociology	Course Code	SOC 802	Credit Hours	5
Course Title	**Advanced Quantitative Research Methods in Sociology**				

Course Introduction

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.

Learning Outcomes

On the completion of the course, the students will:

5. Understanding the key theoretical concepts associated with quantitative social research methods
6. Create a set of research questions that can be addressed by quantitative data
7. Select and apply appropriate statistical methods to analyse specific types of quantitative data
8. Use computer software programs to analyse quantitative data
9. 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 **Research Design**
	    1.1.1 Internal validity
	    1.1.2 Establishing causality
	    1.1.3 Threats to causality	

	Unit-II **2.1** Population and units of analysis **2.1.1** Designing a research proposal	
Week 3	**Unit-I** **1.1** Research Questions and Quantitative Methods	
	Unit-II **2.1 Measurement** **2.1.1** Theory of measurement **2.1.2** Conceptualization **2.1.3** Operationalization	
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 validit	
Week 5	Unit-I 1.1 Sampling 1.1.1 Non-probability sampling	
	Unit-II	

	2.1 Probability sampling 2.1.1 Sampling distribution	

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 Scales 1.1.1. Types of scales	
	Unit-II **2.**1 Index 2.1.1 Constructing an index	
Week 8	**Unit-I** 1.1Experimental 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**	

	1.1 Research design and statistical test using t-test	
	Unit-II **2.1** Research design and statistical test using Analysis of variance	
Week 11	**Unit-I** **1.1** Research design and statistical test using Correlation	
	Unit-II 2.1 Research design and statistical test using Regression	
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 Time Series research design	
	Unit-II 2.1 Time Series research design	

Textbooks and Reading Material

Textbooks.

1. Walliman, N. (2021). *Research methods: The basics*. Routledge.
2. Field, A. (2018). *Discovering statistics using SPSS.* London; Sage.
3. Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library technology reports*, *53*(4), 12-18.
4. Bacon-Shone, J. H. (2013). *Introduction to quantitative research methods*. Graduate School, The University of Hong Kong.
5. Nardi, P. M. (2018). *Doing survey research: A guide to quantitative methods*. Routledge.
6. Patten, M. L. (2016). *Understanding research methods: An overview of the essentials*. Routledge.
7. Neuman, W. L. (2007). *Basics of social research*.
8. Singh, K. (2007). *Quantitative social research methods*. SAGE Publications India Pvt Ltd, https://doi.org/10.4135/9789351507741
9. Babbie, E. 2004. The Practice of Social Research. Wadsworth/Thomson Learning, Belmont, U.S.A.
10. William. M. K Trochim (2005).Research Methods: The concise Knowledge base. Atomic Dog Pub.
11. Blalock, H.M. 1988. Social Statistics 2nd ed London: McGraw-Hill book Company
12. Elifson, Kirk W. 1990 Fundamentals of Social Statistics 2nd ed London: McGraw-Hill Book Co
13. Healey, Joseph F. 2002 Statistics: A tool for Social Research 6th ed. Belmont: Wadsworth
14. Neuman, W.L. 2000. Social Research Methods: Qualitative and Quantitative Approaches, 4th ed. Allyn and Bacon: Boston (only Quantitative part)
15. Vaus, David de. 2002. Analyzing Social Science Data London: Sage Publication
16. https://statsthinking21.github.io/statsthinking21-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

4. Developing quantitative research questions
5. Utilizing secondary data sources
6. Data collection and analysis
7. 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
Faculty of Behavioral and Social Sciences
University of the Punjab, Lahore

Course Outline

Programme	PhD Sociology	Course Code	SOC-803	Credit Hours	3
Course Title	—	**Advanced Qualitative Research**			

Course Title	Advanced Qualitative Research

Course Introduction

This advanced course offers a comprehensive exploration of qualitative research, equipping PhD students with a deep understanding of its philosophical foundations, methodological approaches, and practical applications. Students will critically engage with a variety of philosophical paradigms, including positivism, interpretivism, constructivism, critical theory, as well as feminist and postmodern perspectives. The course highlights the iterative nature of qualitative research, the significance of researcher positionality, and the ethical considerations inherent in qualitative inquiry. Through a blend of theoretical discussions and hands-on activities, students will refine their skills in advanced qualitative methods and research designs, including ethnography, phenomenology, grounded theory, case study, and narrative inquiry. Additionally, the course will include training in qualitative data analysis, with a focus on the use of relevant software, and will emphasize effective strategies for presenting and communicating research findings.

Learning Outcomes

Upon successful completion of this course, students will be able to:
- Demonstrate a comprehensive understanding of the core principles and philosophical foundations of qualitative research.
- Critically engage with and evaluate key philosophical paradigms, including positivism, interpretivism, constructivism, critical theory, feminist theory, and postmodernism.
- Design complex research projects that address significant research questions while incorporating ethical considerations.
- Apply advanced data collection methods, including ethnographic fieldwork, phenomenological interviews, and narrative analysis.
- Analyze qualitative data using advanced techniques such as coding, the constant comparative method, categorization, and conceptualization. Additionally, students will be proficient in reporting and communicating findings using qualitative data analysis software.

	Course Content	Assignments/Readings
Week 1	Unit-I Overview of Qualitative research 1.1 Historical development: Origins, evaluation, and key milestones 1.2 Current debates and trends 1.3 Distinguishing Qualitative and Quantitative research	• Mason, J. (2018). Qualitative researching • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.). • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Science, Theory and Research 2.1 Alternatives to social research: other forms of knowledge production and inquiry 2.2 Dimensions and scope of social research in sociology 2.3 Inductive and deductive reasoning 2. Theory building versus theory testing	• Mason, J. (2018). Qualitative researching • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.).

			• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 2	Unit-I Data and Evidence: contextualization and subjectivity in qualitative research		• Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. Routledge.
	Unit-II Methodological Steps in Qualitative Research		• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 3	Unit-I Evolution of Knowledge Creation 1.1 From the dark ages to the enlightenment era		• Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Philosophical and Theoretical Perspectives in Qualitative Inquiry 2.1 Ontology and epistemology: core conceptual pillars for understanding the social world		• Mason, J. (2018). Qualitative researching
Week 4	Unit-I Positivist and interpretivist approaches in social sciences 1.1 Fundamental essence of social reality 1.2 Nature of human beings and their connection to social reality 1.3 Human agency and its implications		• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches • Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. • Popper, K. (2005). The logic of scientific discovery (2nd ed.).
	Unit-II Philosophical approaches and competing paradigms in qualitative research: history, foundational assumptions, implications for research methods and application 2.1 Post-positivism, social constructionism, symbolic interactionism, critical theory, feminist theories, postmodern research		• Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 5	Unit I Fundamental concepts in qualitative research 1.1 Emic and etic perspectives 1.2 Verstehen and understanding		• Neuman, W. L. (2021). Social research methods:

	1.3 Subjectivity and the need for reflexivity	Qualitative and quantitative approaches • Flick, U. (2014). An introduction to qualitative research (5th ed.)
	Unit-II Philosophical underpinnings and fundamental assumptions of qualitative planning and design 2.1 Reconstructed logic and logic in practice 2.2 Linear versus non-linear planning 2.3 Pre-planned versus emergent research designs 2.4 Iterative Planning and Design 2.5 Balancing deductive and inductive reasoning	• Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods (2nd ed.) • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches • Schwartz-Shea, P., & Yanow, D. (2012). Interpretive research design: Concepts and processes.
Week 6	Unit-I Crafting Research Questions and Objectives 1.1 Techniques and logical approaches	• Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes.* • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Selecting a research design: debates, necessity and decisions. 2.1 Can qualitative research model and interpretive approach be a design? 2.2 Ethnography, phenomenology, grounded theory, case study, ethnomethodology, narrative research, historical research approach	• Gobo, G., & Molle, A. (2023). Doing Ethnography (2nd ed.). • Giorgi, A. (2009). *Phenomenology as qualitative research: A critical analysis of meaning attribution* • 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.). • Yin, R. K. (2018). Case study research: Design and methods (6th ed.) • Charmaz, K. (2014). Constructing Grounded Theory (2nd ed).

Week 7	Unit-I Site selection, Targeted Population and Sampling 1.1 Geographical and population considerations 1.2 Sampling Strategies 1.2.1 Probability and non-probability sampling 1.2.2 Purposive, theoretical, convenient, snowball sampling 1.2.3 Addressing sampling challenges	• Mason, J. (2018). Qualitative researching • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Data Collection Methods and Tools 2.1 Primary and secondary data 2.2 Interview guides, discussion guides and observation checklists 2.3 Utilizing literature review and researcher's positionality 2.4 Peer consultation, expert opinion, pilot testing 2.5 Open-ended questions and probing	• Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches • Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods (2nd ed.)
Week 8	Unit-I Ethical considerations and Reflexivity 1.1 Ethical Considerations 1.1.1 Informed consent, privacy, confidentiality 1.1.2 Contextual sensitivity 1.1.3 Ethics training of team and regular audit 1.1.4 Use of data recorders and data security in field 1.1.5 Ethical detachment and leaving of field 1.1.6 Institutional Review Boards (IRBs) and ethical approval processes 1.1.7 Inductive nature of ethics 1.2 Reflexivity and positionality 1.2.1 Personal, interpersonal, and epistemological considerations 1.2.2 Standpoint theory and power relations 1.2.3 Researcher's positionality: insider-outsides debate and potential biases	• Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Strategizing data analysis at design phase 2.1 Anticipating codes and theme development	• Mason, J. (2018). Qualitative researching • Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*
Week 9	Unit-I Advanced Fieldwork and Ethnographic Techniques in Qualitative Research 1.1 The Iterative Process of Field Research 1.2 Designing and refining research: From initial design to data collection and preliminary analysis 1.3 Ethnography as a paradigm for fieldwork	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research*

		design: Concepts and processes.
	Unit-II Strategies for Entering Research Sites 2.1 Negotiation: Navigating entry points through strategic negotiation with potential research participants and stakeholders 2.2 Access: Securing and managing access to research sites 2.3 Rapport Building: Establishing and maintaining trust and rapport with participants 2.4 Disclosure: Transparency about the research objectives and procedures with participants 2.5 Gatekeepers: Identifying and engaging with key individuals who control access to research sites and participants.	• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 10	Unit-I In-Depth Interviews 1.1 Definition and Purpose: In-depth interviews involve detailed, face-to-face conversations that provide rich qualitative data. 1.2 Timing and Application: Determining when in-depth interviews are appropriate based on research objectives. 1.3 Inductive Interview Guide: Employing an inductive approach to developing interview guides that evolve during the research process. 1.4 Interview Structure: Crafting an effective interview structure that includes an introduction, opening questions, key questions, and closing questions.	• Kvale, S., & Brinkmann, S. (2015). InterViews: Learning the Craft of Qualitative Research Interviewing (3rd ed.). Sage. • Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.)
	Unit-II In-Depth Interviews (continue) 2.1 Types of Questions: Using open-ended and probing questions to elicit detailed responses. 2.2 Scheduling and Location: Arranging suitable times and locations for interviews to facilitate ease and comfort for participants. 2.3 Data Collection Techniques: Utilizing note-taking and recording methods during interviews while reflecting on subjectivity and positionality. 2.4 Establishing Rapport: Techniques for building and maintaining rapport during interviews. 2.5 Closing the Interview: Ethical considerations and strategies for concluding interviews and managing detachment.	• Kvale, S., & Brinkmann, S. (2015). InterViews: Learning the Craft of Qualitative Research Interviewing (3rd ed.). Sage. • Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.)
Week 11	Unit-I Focus Group Discussions 1.1 Definition and Purpose: Focus group discussions involve structured group interviews to gather diverse perspectives on a topic. 1.2 Timing and Application: Identifying situations where FGDs are most effective. 1.3 Conducting Effective FGDs: Structuring FGDs with clear introductions, opening questions, key questions, and closing questions.	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.)

	1.4 Group Probing Techniques: Employing techniques to probe group dynamics and individual contributions.	
	Unit-II Focus Group Discussions 2.1 Ethical Considerations: Ensuring FGDs are conducted ethically by avoiding jargon, maintaining an informal style, and promoting inclusive discussion. 2.2 Group Composition: Considering homogeneity, acquaintance among members, and optimal group size for effective discussion. 2.3 Location and Logistics: Selecting appropriate locations for FGDs and understanding the roles of note-takers and moderators. 2.4 Post-Discussion Procedures: Handling post-discussion phases with attention to ethical detachment.	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.)
Week 12	Unit-I Observations and Field Notes 1.1 Definition and Purpose: Observational research involves systematically noting behaviors and interactions in their natural context. 1.2 Timing and Application: Determining when observations are most relevant to the research objectives. 1.3 Types of Observations: Differentiating between participant and non-participant observations, and incorporating visual aids or spatial walkthroughs. 1.4 Principles of Participant Observation: Balancing active participation with systematic observation. 1.5 Preparation: Preparing for observations by reflecting on positionality, selecting sites, gaining access, and pre-testing oneself. 1.6 Ethical Considerations: Addressing ethical issues in observational research. 1.7 Field Notes: Writing detailed and reflective field notes using a field diary to document observations and reflections.	• Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). Analyzing Social Settings: A Guide to Qualitative Observation and Analysis (4th ed.).
	Unit-II Approaches and Techniques for Qualitative Data Analysis 2.1 Foundational Principles of Data Analysis 2.2 Understanding the underlying principles and philosophies that guide qualitative data analysis.	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.)
Week 13	Unit-I Steps in Qualitative Data Analysis 1.1 Preparing and Organizing Data: verbatim transcription, translation, and anonymization to ensure confidentiality and accuracy. 1.2 The Coding Process: Iterative Reading, Code Development, Codebook Creation, Coding Data 1.3 Thick Description 1.4 Comparative Analysis Techniques	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). Analyzing Social Settings: A Guide to Qualitative

		Observation and Analysis (4th ed.). Wadsworth. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Steps in Qualitative Data Analysis (continue) 2.1 Categorization 2.2 Thematic Organization 2.3 Conceptualization 2.4 Theory Building	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). Analyzing Social Settings: A Guide to Qualitative Observation and Analysis (4th ed.). Wadsworth. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 14	Unit-I Rigor and Trustworthiness 1.1 Reflexive Journaling 1.2 Triangulation 1.3 Parallel Translation Approach 1.4 Cross-Comparison Method	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
	Unit-II Rigor and Trustworthiness 2.1 Thick Description\ 2.2 Referential Adequacy 2.3 Member Checking	• Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches

Week 15	Unit-I Analytical Generalizability 1.1 Exploring the extent to which findings from qualitative research can be generalized to other contexts or populations	• Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*.
	Unit-II Introduction to Qualitative Data Analysis Software 2.1 NVivo: Overview of NVivo software for coding, organizing, and analyzing qualitative data 2.2 ATLAS.ti: Introduction to ATLAS.ti software for qualitative data analysis, including its features and applications	• Silver, C., & Lewins, A. (2014). *Using software in qualitative research: A step-by-step guide* (2nd ed.). Sage Publications. • Jackson, K., Bazeley, P., & Bazeley, P. (2019). *Qualitative data analysis with NVivo*. SAGE Publications.
Week 16	Unit-I Effective Reporting and Communication of Qualitative Research Findings 1.1 Writing data analysis and interpretations: structuring findings and discussion 1.2 Referential adequacy: use of participant quotations 1.3 Integrating previous literature in data analysis	• Gorman, G. E., & Clayton, P. (2005). *Writing qualitative research reports*. SAGE Publications.
	Unit-II Effective Reporting and Communication of Qualitative Research Findings (continue) 2.1 Presenting and communicating qualitative results	• Lindlof, T. R., & Taylor, B. C. (2020). *Qualitative communication research methods* (4th ed.). SAGE Publications. • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches

Textbooks and Reading Material

21. Textbooks.

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

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. Gorman, G. E., & Clayton, P. (2005). *Writing qualitative research reports*. SAGE Publications.
9. Giorgi, A. (2009). *Phenomenology as qualitative research: A critical analysis of meaning attribution*. Pearson.
10. Guest, G., Namey, E., & Mitchell, M. (2023). *Collecting qualitative data: A field manual for applied research* (2nd ed.). SAGE Publications.
11. Hammersley, M., & Atkinson, P. (2019). *Ethnography: Principles in practice* (4th ed.). Routledge.
12. Hesse-Biber, S. N. (2024). *The practice of qualitative research: Engaging students in the research process* (4th ed.). SAGE Publications.
13. 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)
14. Jackson, K., Bazeley, P., & Bazeley, P. (2019). *Qualitative data analysis with NVivo*. SAGE Publications.
15. Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE Publications.
16. Lindlof, T. R., & Taylor, B. C. (2020). *Qualitative communication research methods* (4th ed.). SAGE Publications.
17. Lofland, J., Snow, D., Anderson, L., & Lofland, L. H. (2006). *Analyzing social settings: A guide to qualitative observation and analysis* (4th ed.). Wadsworth.
18. Popper, K. (2005). *The logic of scientific discovery* (2nd ed.). Routledge. (Original work published 1934)
19. Roulston, K. (2024). *Reflective interviewing: A guide to theory and practice* (2nd ed.). SAGE Publications.
20. Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
21. Saldaña, J. (2023). *Ethnotheatre: Research from page to stage* (2nd ed.). Routledge.
22. Silver, C., & Lewins, A. (2014). *Using software in qualitative research: A step-by-step guide* (2nd ed.). SAGE Publications.
23. Smith, J. A., Flowers, P., & Larkin, M. (2024). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). SAGE Publications.
24. 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 of Qualitative Research: Students will be assigned readings on the philosophical underpinnings of qualitative research, and they will be required to submit a comprehensive analysis. This assignment will assess their ability to synthesize the key arguments presented in the readings and critically engage with the philosophical premises that shape qualitative research methodologies. The submission will be due four weeks after the commencement of the course.

2. Deductive and Inductive Reasoning in Qualitative Research Design: Drawing from selected chapters on planning and designing qualitative research from the recommended readings, students will be tasked with an assignment that requires them to elaborate on the roles of deductive and inductive reasoning in qualitative research designs. Additionally, they will critically examine how the methodological decisions made during the design phase evolved throughout the fieldwork process. This assignment will be due eight weeks into the course, coinciding with the period preceding the mid-term examination.

3. Ethnographic Fieldwork Practices: Students will be assigned key articles and seminal books that explore ethnographic techniques and data collection practices. Based on these readings, they will write an assignment that critically reflects on the application of ethnographic fieldwork methods in qualitative research. This assignment will be due four weeks following the mid-term examination.

4. Final Research Presentation and Abstract Submission: At the conclusion of the semester, students will be assigned a research topic, which they will begin exploring following the mid-term examination. Students will engage in extensive literature review, including a thorough study of seminal works in the field, and will have regular discussions with the instructor. After six weeks, students will submit a presentation and an abstract of their research. Following feedback from the instructor, they will revise their work. A formal academic conference will be organized at the end of the semester, where students will present their findings and receive feedback from the academic community.

	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
University of the Punjab, Lahore
Course Outline

Programme	PhD Sociology		Course Code	SOC-804	Credit Hours	3
Course Title		**Sociology of Human Rights: Current Debates**				

Course Introduction
This course focuses on current debates in human rights scholarship from a sociological perspective and discusses diverse struggles to claim human rights. The course provides an overview of different perspectives regarding the origins and foundations of modern human rights and impediments to the realization of human rights. Elaborating on the relationship between human rights, humanitarianism, liberalism, and human security, the course examines the justifications of humanitarian interventions. This course pays particular attention to human rights struggles in Pakistan.

Learning Outcomes

On the completion of the course, the students will:
    10. Recognize struggles and process of human rights construction
    11. Comprehend debates surrounding contemporary human rights
    12. Identify issues arising from the local and global implementation of human rights discourses, practices, and structures
    13. Analyze (in)adequacy of human rights to address global/local inequalities

Course Content		Assignments/Readings
Week 1	Emergence and scope of sociology of human rights	Weekly review 1
Week 2	Debates on the roots/foundations of human rights	Weekly review 2
Week 3	Culture and human rights: universality and relativity of human rights	Weekly review 3
Week 4	Human rights, citizenship, and identities	Weekly review 4
Week 5	Human rights, globalization and sustainable development	Weekly review 5
Week 6	Human rights and human security	Weekly review 6
Week 7	Human rights and humanitarianism	Weekly review 7

Week 8	Vulnerabilities, needs and human rights	Weekly review 8
Week 9	Human rights, social justice and international law	Weekly review 9
Week 10	Human rights and humanitarian interventions	Weekly review 10
Week 11	Intersectionality and contemporary human rights	Weekly review 11
Week 12	Contextualizing human rights in Pakistan	Weekly review 12
Week 13	Human Rights Issue Theme I: Student's Presentation	Group assignment and presentation
Week 14	Human Rights Issue Theme II: Students' Presentation	Group assignment and presentation
Week 15	Human Rights Issue Theme III: Students' Presentation	Group assignment and presentation
Week 16	Human Rights Issue Theme IV: Students' Presentation	Group assignment and presentation

Textbooks and Reading Material

Armaline, W. T., Glasberg, D. S. & Purkayastha B. (Eds.). (2011). *Human rights in our own backyard: Injustice and resistance in the United States*. Philadelphia, PA: University of Pennsylvania Press.

Bond, J. (2021). *Global intersectionality and contemporary human rights*. Oxford: Oxford University Press.

Blau, J. & Frezzo, M. (2012). *Sociology and human rights: A bill of rights for the twenty-first century*. Los Angeles: Sage.

Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). New York: Cornell University Press.

Frezzo, M. (2015). *The sociology of human rights*. Cambridge, England: Polity.

Gammeltoft-Hansen, T., and Vedsted-Hansen, J. (2017). *Human rights and the dark side of globalisation transnational law enforcement and migration control*. London: Routledge.
Human Rights Commission of Pakistan. (2023). *State of human rights in Pakistan*. Lahore: Human Rights Commission of Pakistan.
Human Rights Watch. (2023). World report 2023. New York: Seven Stories Press.

Kaltenborn, M., Krajewski, M., and Kuhn, H. (2019). *Sustainable development goals and human rights*. Switzerland: Springer Nature.

Lauren, P. G. (2003). *The evolution of international human rights: Visions seen (2ⁿᵈ ed.).* Philadelphia, PA: University of Pennsylvania Press

Merry, S. E. (2006). *Human rights and gender violence: Translating international law into local justice*. Chicago: University of Chicago Press.

Munir, M. (2017). *Rights of the child in Islam*. Islamabad: Iqbal International Institute of Research and Dialogue.

Osiatynski, W. (2009). *Human rights and their limits.* New York: Cambridge University Press.

Purkayastha, B. & Yousaf, F. N. (2019). *Human trafficking: Trade for sex, labor, and organs*. Cambridge, England: Polity.

Roth, S. (2015). *The paradoxes of aid work*: *Passionate professionals*. London, England: Routledge.

Saeed, F. (2022). *Tapestry: Strands of Women's Struggles Woven into the History of Pakistan.* Karachi: Oxford University Press.

Sen, A. (2000). *Development as freedom.* New York: Anchor Books.

T. Denskus, S. Roth, and B. Purkayastha (Eds.). (2024). *Handbook on humanitarianism and inequality*. England: Edward Elgar.

Tripp, A. M., Ferree, M. M., & Ewing, C. (2013). *Gender, violence, and human security: critical feminist perspectives*. New York: New York University Press.

Wilson, R. A. (Ed.). (2005). *Human Rights in the war on terror*. New York: Cambridge University Press.

Witte, J. Jr., & Green, M. C. (Eds.). (2012). *Religion and human rights: An Introduction.* New York: Oxford University Press.

Teaching Learning Strategies

9. Lectures
10. Class discussions
11. Weekly review of readings
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

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.

Course Outline

Programme	Ph. D. Sociology	Course Code	SOC-805	Credit Hours	3
Course Title		**Contemporary Debates in Urban Sociology**			

Course Introduction
This course examines contemporary theoretical frameworks and emerging issues within urban sociology. It provides an in-depth analysis of contemporary urban phenomena, focusing on the global context, with particular emphasis on the Global South. Topics covered include technological advancements, environmental challenges, and social justice. Students will engage with both classical and recent theoretical contributions and case studies that reflect the dynamic and multifaceted nature of urban life in the 21st century. By the end of the course, students will develop advanced theoretical insights and a practical understanding of contemporary urban issues, preparing them to contribute to scholarly discussions, research, and policy debates in the field of urban sociology.

Learning Outcomes
By the end of this course, the students will be able to: 1. develop a comprehensive understanding of contemporary theories in urban sociology; 2. analyze urbanization processes and challenges faced by cities in the Global South; 3. assess the role of urban areas in addressing environmental issues, sustainability, and resilience; 4. critically evaluate urban inequality and social justice within diverse urban contexts; and 5. explore the impact of technology on the future of urban spaces and governance.

Course Content		Assignments/Readings
Week 1	Introduction and overview of the evolution of urban sociological theory	A Reader will be provided to students with articles and book chapters
	Continued	
Week 2	Reassessing Urban Sociology: New Directions and Challenges	Reader
	Continued	
Week 3	Cities in the Global South Perspectives	Reader
	Continued	

Week 4	Continued	
	Cities and Global Capitalism	Reader
Week 5	Continued	
	Continued	
Week 6	Urban Ecology and Environmental Justice	Reader
	Continued	
Week 7	Continued	
	Revision & Group discussion	Reader
Week 8	Midterm Assessments	
	Continued	
Week 9	Spatial Inequality and Segregation	Reader
	Continued	
Week 10	Continued	
	Race and the city	Reader
Week 11	Continued	
	Class, city, and Gentrification	Reader
Week 12	Continued	
	Continued	
Week 13	Disaster, displacement, and the City	Reader
	Continued	
Week 14	Technology and the Future of Urban Spaces	Reader
	Continued	
Week 15	Continued	
	Urban Resilience and Adaptation	Reader
Week 16	Continued	

	Continued

Textbooks and Reading Material

1. Beck, K. (2024). Gentrification and Neighborhood Housing Wealth: How Gentrification Reproduces the Racial Stratification of Urban Neighborhoods. *Socius*, *10*, 23780231241234645.
2. Datola, G. (2023). Implementing urban resilience in urban planning: A comprehensive framework for urban resilience evaluation. *Sustainable cities and society*, *98*, 104821
3. Dawkins, C. J. (2023). On the injustices of gentrification. *Housing, Theory and Society*, *40*(3), 261-281..
4. Davis, M. (2013). Planet of slums. *New Perspectives Quarterly*, *30*(4), 11-12.
5. Harrison, J. L. (2023). Environmental justice and the state. Environment and Planning E: Nature and Space, 6(4), 2740-2760.
6. Kitchin, R. (2017). Data-driven urbanism. In *Data and the city* (pp. 44-56). Routledge.
7. Mahmud, H., Shobnom, K., & Rahman, M. M. (2024). Spatial inequality in socio-economic development in Bangladesh: An analysis. *Social Indicators Research*, *171*(3), 1087-1109.
8. Palmini, O., & Cugurullo, F. (2023). Charting AI urbanism: conceptual sources and spatial implications of urban artificial intelligence. *Discover Artificial Intelligence*, *3*(1), 15.
9. Peck, J. (2012). Austerity urbanism: American cities under extreme economy. *City*, *16*(6), 626-655.
10. Pelling, M. (2010). *Adaptation to climate change: from resilience to transformation*. Routledge.
11. Helmlinger, T. (2017). Rem Koolhaas–Bigness (or the Metaphor of The Urban). In *Dokumen Seminar. Technische Universität Wien*.
12. Robinson, J. (2021). Comparative urbanism and global urban studies: theorizing the urban. In *Global Urbanism* (pp. 96-104). Routledge.
13. Randolph, G. F., & Storper, M. (2023). Is urbanization in the Global South fundamentally different? Comparative global urban analysis for the 21st century. *Urban Studies*, *60*(1), 3-25.
14. Simone, A. (2014). People as Infrastructure. *The People, Place, and Space Reader*, 241.
15. Soja, E. W. (2000). Postmetropolis: critical studies of cities and regions.
16. Sze, J. (2020). *Environmental justice in a moment of danger* (Vol. 11). University of California Press.
17. Klinenberg, E. (2015). *Heat wave: A social autopsy of disaster in Chicago*. University of Chicago press.

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
1. Class Presentations (Pre Midterm)   **2.** Term Paper (End of Term)
Assessment

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

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

Programme	PhD Sociology	Course Code	SOC-806	Credit Hours	3
Course Title	**Health, Religion and Spirituality**				

Course Introduction

In the twenty-first century, spirituality and health care are intersecting in new ways. Traditional and indigenous medical practices are increasingly being sanctioned by and integrated with Western biomedicine. An interdisciplinary understanding of the relationship between religion, spirituality and health is a topic of interest to the students of Sociology as well as health ministry and health professionals. A growing body of medical and sociological research has been exploring such topics as body/mind/spirit connections; the impact of prayer; and the role of the church in promoting individual and community health. The focus of this class will be to explore this study of religion, spirituality and health. The course is intended for doctoral candidates interested in the science-religion dialogue, and particularly in spirituality and health.

Learning Outcomes

On the completion of the course, the students will:
1. Analyze the historical and contemporary relationships between religion, spirituality, and health care practices.
2. Examine the effects of religion and spirituality on mental health, coping strategies, and the quality of life in chronic illness.
3. Assess how religious beliefs and spiritual practices influence physical health conditions, including heart disease, cancer, and pain management.
4. Understand Islamic conceptions of health and biomedicine, and the integration of Islamic ethical perspectives in medical decision-making.
5. Critically evaluate the contributions of Western biomedicine and Asian spiritual practices, such as meditation and mindfulness, in health and well-being.

Course Content		Assignments/Readings
Week 1	**Religion, Spirituality, and Health: An Introduction** • **Overview of the Course**: Introduction to Religion, Spirituality, and Health • The history of religion, medicine, and healthcare.	**Reading** "The Healing Power of Religion" by Jeff Levin (Chapter 1) "History of Medicine and Health Care: The Role of Religion" (article)

		Assignment: Write a 1-2 page reflection on how religion has historically influenced medical practices, drawing from your personal understanding or experiences.
	Religion: Good or Bad? • Analyzing both the positive and negative impacts of religion on health.	**Reading**: "Religion and Health: The Missing Link?" by David B. Larson "Religious Involvement and Health Outcomes: A Review" (Journal article) **Assignment**: Short discussion post (300 words) on whether religion can be seen as a positive or negative influence on health, providing examples from the readings.
Week 2	**Historical Approaches to Mind, Body, and Spirit** • **Historical Views on Mind, Body, and Spirit** • Examining early religious and medical systems.	**Reading**: "The Body in Western Christianity" by David Morgan "Ancient and Medieval Medicine: A Religious Perspective" (Chapter) **Assignment**: Group discussion: How did ancient religious cultures view the mind-body relationship? Prepare key points from the reading.
	• **Theories of Mind, Body, and Spirit** • How ancient civilizations conceptualized health, illness, and the integration of the spiritual and physical realms.	**Readings**: "Mind, Body, and Spirit in Christian Tradition" by Peter R. Holmes "Dualism and the Role of the Body in Health" (Journal article)

		Assignment: Write a 2-page analysis comparing the dualist approach to mind-body connection with modern medical understandings.
Week 3	**Spirituality and Healing** • **Spirituality and Healing** • Understanding how spirituality has been used as a form of healing in various religious traditions.	**Reading**: "The Healing Power of Spiritual Practices" by Jeffrey S. Levin "Spiritual Healing in World Religions" (Journal article) **Assignment**: Short reflective paper (1 page) on a spiritual healing practice you have encountered in your own life or in a religious tradition.
	• **Spirituality as a New Religion** • Exploring the rise of new religious movements centered on health and spirituality.	**Reading**: "New Age Spirituality and Health" by Robert C. Fuller "Spirituality in Contemporary Society" (Chapter in Religion and Health) **Assignment**: Group project: Present a new religious movement focused on health and spirituality, highlighting its practices and beliefs.
Week 4	**Sacred Spaces and Healing Places** • **Sacred Spaces and Healing Places** • The significance of shrines, mosques, churches, and other sacred spaces in spiritual healing.	**Reading**: "Sacred Space and Healing: An Interdisciplinary Approach" (Chapter) "Religious Architecture and Well-Being" (Journal article) **Assignment**: Field visit to a sacred space (church, mosque,

		temple, etc.) and write a 2-page reflection on how the space influences the health of those who visit.
	• **Pilgrimages and Sacred Sites** • The psychological and spiritual impact of visiting sacred sites for healing purposes.	**Reading**: "Sacred Journeys: Pilgrimage in the World Religions" by Hilda R. D. Buxton "The Healing Power of Pilgrimages" (Journal article) **Assignment**: Create a presentation on one significant pilgrimage site, its religious significance, and its impact on the health and well-being of visitors.
Week 5	**Meditation, Asian Spirituality, and Health** • **Meditation and Mindfulness in Asian Spirituality** • Exploring meditation practices in Hinduism, Buddhism, and Taoism.	**Reading**: "Meditation and Mental Health in Buddhism" by David McMahan "The Role of Meditation in Enhancing Health" (Journal article) **Assignment**: Practice meditation for 10 minutes daily for one week and write a 1-page reflection on the effects you felt physically and mentally.
	• **Meditation and Health** • The role of meditation in promoting mental and physical well-being, including current research on mindfulness.	**Reading**: "Mindfulness and Health: The Science of Meditation" by Jon Kabat-Zinn "Neuroscience of Mindfulness" (Chapter) **Assignment**: Write a 2-page paper on how meditation contributes to physical health, with references to the

		neuroscience and psychological theories.
Week 6	**Religion, Spirituality, and Mental Health** • **Understanding Religion's Effect on Mental Health** • Theories and evidence on how religious beliefs impact mental health, both positively and negatively.	**Reading**: "Religion and Mental Health: A Review of the Literature" by Harold G. Koenig "Spirituality and Mental Health" (Chapter) **Assignment**: 300-word discussion post on whether religious practices are helpful or harmful to mental health, citing examples from the readings.
	• **Suffering, Death, and Dying** • How religious beliefs help individuals cope with suffering and death.	**Reading**: "Death and the Afterlife: The Religious Context of Suffering" by John H. Morgan "Spirituality and Coping with Grief" (Journal article) **Assignment**: Group discussion and 1-page reflection on the role of religion in coping with suffering and death.
Week 7	**The Phenomenon of Hope** • **The Role of Hope in Mental Health** • Exploring how hope, a key religious and spiritual concept, impacts mental health and resilience.	**Reading**: "Hope in the Context of Religion and Mental Health" by C.R. Snyder "Hope and Health: A Theological Approach" (Chapter) **Assignment**: Research paper (2-3 pages) on the role of hope in religious and spiritual healing, with a focus on specific religious traditions.

		Reading:
		"Hope and Coping in Chronic Illness" by Paul T. P. Wong
	• **Hope and Coping Mechanisms** • The relationship between hope and coping with mental health challenges.	"Religious Coping and Well-Being" (Journal article)
		Assignment: Prepare a case study based on a real or fictional person using religious coping mechanisms to deal with a health challenge.
Week 8	**Islam and Mental Health** • **Islamic Perspectives on Mental Health** • Overview of Islamic views on mental illness and psychological well-being.	**Reading**: "Islamic Psychology and Mental Health" by Abdul-Majid "Islam and Mental Health: An Overview" (Journal article) **Assignment**: Write a 1-page summary of the Islamic approach to mental health, comparing it with other religious perspectives.
	• **Islamic Practices in Mental Health Care** • How Islamic traditions approach mental health treatment, including prayer, community support, and counseling.	**Reading**: "Mental Health Care in Islamic Countries" by K. Farah "Islamic Models of Counseling and Therapy" (Chapter) **Assignment**: Interview someone familiar with Islamic mental health practices and write a report on how they integrate faith with mental health care.

Week 9	**Spirituality and Quality of Life in Chronic Illness** • **Spirituality and Chronic Illness** • The role of spiritual beliefs and practices in improving the quality of life for individuals living with chronic conditions.	**Reading**: "The Role of Religion in Coping with Chronic Illness" by Elizabeth A. Bennett "Spirituality and Quality of Life in Chronic Disease" (Journal article) **Assignment**: Write a 2-page reflection on how spirituality influences the experience of chronic illness.
	• **Religion and Chronic Pain** • How spiritual practices can help people manage chronic pain and illness.	**Reading**: "Spirituality and Chronic Pain" by Marilyn C. Roberts "Healing the Spirit: Religion's Role in Chronic Pain Management" (Journal article) **Assignment**: Prepare a group presentation on how different religions approach chronic pain management and the spiritual practices they employ.
Week 10	**Alcohol, Drug Use, and Religion** • **Religion, Alcohol, and Drug Use** • Exploring how religious beliefs shape attitudes toward substance use, abuse, and recovery.	**Reading**: "Addiction and Religion: A Review of the Literature" by William L. White "Religious Approaches to Addiction" (Chapter) **Assignment**: Write a 1-page paper on how different religious traditions address addiction, using examples from the readings.
	• **Spirituality and Addiction Recovery** • The role of spirituality and religion in addiction treatment and recovery processes.	**Reading**:

		"The Role of Spirituality in Addiction Recovery" by Kenneth Blum
		"Alcoholism, Religion, and Recovery" (Journal article)
		Assignment: Reflection paper (1-2 pages) on your understanding of the role of spirituality in addiction recovery, incorporating case studies
Week 11	**Religion, Well-being, and Positive Emotions** • **Religion and Well-being** • The connection between religious practices and overall well-being.	**Reading**: "Spirituality and Well-being: The Impact of Religious Beliefs" by Michael J. Steger "Religion and Mental Health: New Research Directions" (Journal article) **Assignment**: 300-word discussion post on the relationship between religious belief and overall well-being.
	• **Positive Emotions and Spirituality** • How religious practices foster emotions like gratitude, love, and compassion, contributing to mental health.	**Reading**: "Positive Psychology and Spirituality" by Christopher Peterson "Religion, Emotion, and Well-Being" (Chapter) **Assignment**: Write a 2-page paper on how religious practices foster positive emotions and contribute to well-being.
Week 12	**Religion and Physical Health** • **Religion and Heart Disease**	**Reading**:

	• Exploring how spiritual beliefs and practices impact heart disease prevention and management.	"Religion and Heart Disease: A Comprehensive Review" by John B. Allen "Faith and Cardiac Health" (Journal article) **Assignment**: Research paper (2-3 pages) on the connection between religious practices (e.g., prayer, meditation) and heart disease prevention.
	• **Religion and Hypertension** • The influence of religion on stress reduction, hypertension management, and overall cardiovascular health.	**Reading**: "Spirituality and Hypertension: A Review of Clinical Studies" (Journal article) "Faith-Based Approaches to Hypertension Management" (Chapter) **Assignment**: Group discussion on the influence of spirituality in managing hypertension.
Week 13	• **Religion and Physical Disability** • Understanding how religious beliefs influence perceptions of disability and disability-related health outcomes.	**Reading**: "Disability and Faith: Understanding the Intersection" by Nancy Eiesland "Religion and Disability: A Global Perspective" (Journal article) **Assignment**: Write a 1-2 page essay on how various religions perceive and address disability.
	• **Religion, Cancer, and Mortality** • The role of religious beliefs and communities in coping with cancer and the process of dying.	**Reading**: "Religion, Spirituality, and Cancer" by Lisa A. Taylor

| | | "Spirituality and Coping with Mortality" (Chapter)

Assignment: Prepare a research presentation on how different religions deal with cancer and end-of-life issues. |
|---|---|---|
| **Week 14** | **Alzheimer's disease and Pain Management**

• **Religion and Alzheimer's Disease**
• The influence of religious beliefs on Alzheimer's care and the experiences of caregivers and patients. | **Reading**:

"Alzheimer's Disease and Spirituality" by William L. McCarty

"Faith and Alzheimer's: A Theological Perspective" (Journal article)

Assignment: Research paper on the spiritual approaches to caring for Alzheimer's patients. |
| | • **Religion and Pain Management**
• How religious and spiritual beliefs inform the management of pain and somatic symptoms. | **Reading**:

"Spirituality and Pain Management: A Review" by Glenn M. Saxe

"Religious Approaches to Pain Relief" (Journal article)

Assignment: Write a 2-page paper on how religious and spiritual practices help in pain management. |
| **Week 15** | **Religion, Spirituality, and Coping**

• **Religion in the Hospital Setting**
• The role of religion and spirituality in healthcare settings, particularly in critical care and palliative care.

• **Religion and Terminal Illness**
• How religious beliefs help individuals cope with terminal illness and end-of-life issues. | **Reading**:

"Religion and Health Care in the Hospital" by E. Thomas Coleman

"Spiritual Care in Health Care Settings" (Chapter)

Assignment: Write a case study on the role of religion and spirituality in the hospital setting. |

	Religious-Spiritual Construction of Pain and Caregiving	Reading:
		"Pain and the Spirit: Understanding the Religious Concept of Pain" by K. S. O'Brien
	• **Religious-Spiritual Construction of Pain** • Understanding how religion shapes the perception and management of pain from a spiritual and theological perspective. • **Religion and Spirituality in the Lives of Caregivers** • The impact of spirituality on caregivers, particularly in contexts of chronic illness, terminal care, and the elderly.	"Spiritual Meaning of Pain in Religious Texts" (Journal article) **Assignment**: 2-page paper analyzing the religious interpretation of pain and its therapeutic aspects.
Week 16	**Islam and Biomedicine** • Islamic perspectives on health, biomedicine, and medical ethics	**Reading**: "Spirituality in Caregiving: The Impact of Religion on Caregivers" by Nancy Hooyman "Religion and Caregiving: A Comprehensive Review" (Journal article) **Assignment**: Final research paper on the role of spirituality in the lives of caregivers, with an emphasis on specific religious traditions.
	Western Biomedicine and Asian Religion • Historical perspectives on **Western Medicine and Pain** • **Meditation** and **Neuroscience**,	**Reading: "Western Medicine and Pain: Historical Perspectives" by** David W. McNeill

Textbooks and Reading Material
• Balboni, M. J., & Balboni, T. A. (2010). Reintegrating care for the dying, body and soul. *The Harvard Theological Review, 103*(4), 351-364. https://doi.org/10.1017/S0017816010000341 • Brown, C. G. (2015). Integrative medicine in the hospital: Secular or religious? *Society, 52*(5), 462-468. https://doi.org/10.1007/s12115-015-9865-9

- Harrington, A. (2008). *The cure within: A history of mind-body medicine*. W.W. Norton.

- Levin, J. (2007). *God, faith, and health: Exploring the spirituality-healing connection*. Turner Publishing Company.

- Onylnah, O. (2006). God's grace, healing and suffering. *International Review of Mission, 95*(376-377), 117-127.

- Al-Akiti, A., & Padela, A. I. (Eds.). (2022). *Islam and biomedicine*. Springer. https://doi.org/10.1007/978-3-030-54351-6

- Rosmarin, D. H., & Koenig, H. G. (Eds.). (1998). *Handbook of religion and mental health*. Elsevier.

- Koenig, H. G., King, D., & Carson, V. B. (2012). *Handbook of religion and health* (2nd ed.). Oxford University Press.

- Hinnells, J. R., & Porter, R. (Eds.). (2013). *Religion, health and suffering*. Routledge. https://doi.org/10.4324/9780203811349

Teaching Learning Strategies

13. Class room lectures
14. Assignments
15. Field visits
16. Quiz/research projects

Assignments: Types and Number with Calendar

8. Written Assignment (5)
9. Field reports (5)
10. Quiz (5)
11. Assignment presentations (5)
12. Class Participation (5)

Assessment			
Sr. No.	**Elements**	**Weightage**	**Details**
13.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
14.	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.
15.	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.

Programme	PhD Sociology	Course Code	SOC-807	Credit Hours	
Course Title	**Sociology of Education & Intersectionality**				

Course Introduction
This outline could serve as the basis for a PhD-level sociology course focused on the intersection of education, social inequalities, and the political economy of education institution. This course delves into the sociology of education through the lens of intersectionality, exploring how various social factors and identities intersect to influence educational experiences and outcomes. Key topics include the concepts of meritocracy, social stratification, and social reproduction, examining how these frameworks perpetuate inequalities. We will analyse education as a practice of freedom and critically evaluate both the manifest and hidden curricula. The course investigates social class, gender, ethnicity, and disability inequalities in education, alongside the marketization of schooling and the role of private schools in elite reproduction. We will also study the global expansion of higher education, debating whether it serves as a public good or a private commodity. The course emphasizes the importance of equity, diversity, and inclusion (EDI) in higher education and examines how social class and its intersections affect graduate outcomes, social mobility, and elite reproduction. Additionally, we will consider the roles of students, academics, and administrative staff as political actors and explore alternative models and futures for higher education.

Learning Outcomes
On the completion of the course, the students will:

14. Critical Understanding of Key Sociological Theories in Education:
15. Examination of Inequalities in Education
16. Evaluation of Educational Practices and Structures
17. Analysis of the Political Economy, and Social Policy of Education
18. Development of Critical Perspectives on the Future of Higher Education

Course Content		Assignments/Readings
Week 1	**Meritocracy, Social Stratification, and Social Reproduction** • The Myth of Meritocracy: Exploring Inequalities in Achievement • Social Stratification and its Impact on Educational Access • The Role of Education in Reproducing Social Class Structures	They are listed below
Week 2	**Education as the Practice of Freedom**	

	• Paulo Freire and the Pedagogy of the Oppressed • Critical Pedagogy and Transformative Learning • Education as Empowerment: The Role of Teacher-Student Relationships	
Week 3	**The Manifest and Hidden Curriculum** • The Manifest Curriculum: Content, Skills, and Knowledge • Hidden Curriculum: Socialization and Cultural Norms in Education • The Role of the Hidden Curriculum in Reproducing Inequality	
Week 4	**Social Class Inequalities in Education** • Economic Disparities and Educational Attainment • The Cultural Capital Theory and its Implications for Class-based Inequality • Access to Resources and the Role of Schools in Class Reproduction	
Week 5	**Gender and Ethnicity Inequalities in Education** • Gendered Pathways: Educational Attainment and Gender Norms • Ethnic and Racial Disparities in Educational Achievement • Intersectionality: The Impact of Gender and Ethnicity on Education	
Week 6	**Disabilities in Education** • The Social Model of Disability and Educational Inclusion • Educational Barriers for Disabled Students: Access and Equity • Disability, Identity, and the Politics of Inclusion in Schools and at other educational levels	
Week 7	**The Marketisation of Schooling**	

	- The Rise of School Choice and its Impact on Social Mobility - Neoliberal Policies in Education and the Commodification of Learning - Privatization vs. Public Education: Ideological and Structural Implications	
Week 8	**Private Schools and Elite Reproduction** - The Role of Private Schools in Maintaining Social Hierarchies - Educational Elitism and the Creation of Social Divides - Access to Privilege: How Private Education Shapes Elite Reproduction	
Week 9	**The Worldwide Expansion of Higher Education** - Global Trends in Higher Education Expansion and Access - The Internationalization of Higher Education: Benefits and Challenges - Higher Education and Global Inequality: Opportunities and Barriers	
Week 10	**Higher Education as Public Good or Private Commodity** - The Public Good of Higher Education: Civic and Social Impacts - Privatization of Higher Education and its Implications for Equity - The Role of Higher Education in Shaping Economic Mobility	
Week 11	**Social Class and its Intersections: EDI (Equity, Diversity, and Inclusion) in Higher Education** - Understanding Intersectionality: Class, Race, and Gender in Higher Education - The Role of EDI Policies in Reducing Social Inequality in Universities - Social Class and Educational Attainment: The Limits of EDI in Higher Education	

Week 12	**Graduate Outcomes, Social Mobility, and Elite Reproduction** • The Role of Higher Education in Shaping Graduate Careers and Opportunities • Social Mobility and the 'Return on Investment' in Higher Education • Elite Reproduction and the Reproduction of Social Stratification through Graduate Outcomes	
Week 13	**Students, Academic, and Administrative Staff as Political Actors** • The Role of Student Movements in Shaping Educational Policies • Faculty and Administration: Power, Politics, and Institutional Change • Political Agendas and Their Influence on University Governance	
Week 14	**Alternative Models and Futures of Higher Education** • Decolonizing Education: Alternative Pedagogies and Approaches • The Rise of Online and Hybrid Learning: Changing Access and Equity • Radical Futures: Imagining Education Beyond Traditional Structures	
Week 15	**Sustained Systems of Educational & Career Inequalities: Current Theoretical & Policy Debates** • 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** • 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

1. Jin, J. and Ball, S.J., 2020. Meritocracy, social mobility and a new form of class domination. *British Journal of Sociology of Education*, *41*(1), pp.64-79.
2. Bourdieu, P. (1974) The school as a conservative force: Scholastic and cultural inequalities. In Eggleston, J. (Ed.) *Contemporary research in the sociology of education*. London: Methuen & Co.
3. Mijs, J.J.B. (2016) The Unfulfillable Promise of Meritocracy: Three Lessons and Their Implications for Justice in Education. *Social Justice Research*, 29: 14-34.
4. 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.
5. Reay, D. (2020) The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimating Prejudice, The Political Quarterly, 91(2): 405-412.
6. 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.
7. 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.
8. 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.
9. Ball, S. (2017) *The Education Debate*. Bristol: Policy Press.
10. Banks, O. (1982) The sociology of education, 1952–1982, *British Journal of Educational Studies*, 30 (1), 18-31.
11. Lauder, H., Brown, P. and Halsey, A. H. (2009) Sociology of education: a critical history and prospects for the future. *Oxford Review of Education*, 35(5): 569-585.

12. Waller, R. (2011) The sociology of education. In: Dufour, B. and Curtis, W., eds. (2011) *Studying Education: An Introduction to the Key Disciplines in Education Studies.* Maidenhead: Open University Press.
13. Wrigley, T. (2014) *The politics of curriculum in schools*. London: Centre for Labour and Social Studies.
14. Young, M. (2008) From constructivism to realism in the sociology of the curriculum. *Review of research in education*, *32*(1): 1-28.
15. Bourdieu, P., & Passeron, J. C. (1990) *Reproduction in education, society and culture*. Sage.
16. Bourdieu, P. (1986) The forms of capital. In: J. Richardson, ed., *Handbook of Theory and Research for the Sociology of Education*. Westport: Greenwood, pp.241-58.
17. Edgerton. J and Roberts. L (2014) Cultural capital or habitus? Bourdieu and beyond in the explanation of enduring educational inequality. *Theory and Research in Education.* 12(2) pp. 193-220.
18. Eden, C. (2017) *Gender, education and work: Inequalities and intersectionality*, Taylor & Francis.
19. Fennell, S. & Arnot, M. (2007) *Gender education and equality in a global context: Conceptual frameworks and policy perspectives*, Routledge.
20. Wong, B. (2015) A Blessing With a Curse: Model Minority Ethnic Students and the Construction of Educational Success. *Oxford Review of Education* 41 (6): 730–746.
21. Ball, S. J. (2007) *Education plc: Understanding private sector participation in public sector education*, Routledge.
22. Ball, S. J. (2009) Privatising education, privatising education policy, privatising educational research: Network governance and the 'competition state'. *Journal of education policy,* 24**,** 83-99.
23. Lipman, P. (2013) T*he new political economy of urban education: Neoliberalism, race, and the right to the city,* New York, Taylor & Francis.
24. Verger, A. (2012) Framing and selling global education policy: the promotion of public–private partnerships for education in low-income contexts. *Journal of Education Policy,* 27**,** 109-130.
25. Schofer, E. & Meyer, J. W. (2005) The worldwide expansion of higher education in the twentieth century, *American Sociological Review*, 70(6): 898-920.
26. Cantwell, B., Marginson, S. and Smolentseva, A. (2018) High Participation Systems of Higher Education. Oxford Scholarship Online.
27. Marginson, S. (2016) Public/private in higher education: a synthesis of economic and political approaches, *Studies in Higher Education*, 43(2): 322-337.
28. McGettigan, A. (2013) The Great University Gamble: Money, Markets and the Future of Higher Education. London: Pluto Books.
29. Brankovic, J. (2017) The status games they play: unpacking the dynamics of organisational status competition in higher education. *Higher Education*, 75(4): 695-709.
30. Aries, E. and Seider, M. (2005) The Interactive Relationship Between Class Identity and the College Experience: The Case of Lower Income Students. *Qualitative Sociology* 28(4): 419-443.

31. Brown, N. and Leigh, J. (2020) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press.

32. Byrom, T. and Lightfoot, N. (2012) Transformation or Transgression? Institutional Habitus and Working-Class Student Identity." *Journal of Social Sciences* 8(2):126–34.

33. Belfield et al (2018) The impact of undergraduate degrees on early career earnings. Institute for Fiscal Studies.

34. Waller, R., Ingrams, N. and Ward, M. (2018, Eds.) *Higher Education and Social Inequalities: University Admissions, Experiences and Outcomes*. London: Routledge. Chapters 9, 10, 11 and 12.

35. Triventi, M. (2013) The role of higher education stratification in the reproduction of social inequality in the labor market. *Research in Social Stratification and Mobility*, 32: 45-63.

36. Sadaf, F., Bano, S. and Rahat, R., 2024. First-Generation Female Professors from Low-Income Families in Pakistan: The Influence of Parents on Access to and Involvement in Higher Education. *Sociological Inquiry*.

37. Ashraf, M.T. and Rahat, R., 2023. Hurdling Barriers: Exploring Inaccessibility in Higher Education Institutions for Mobility Assistive Device Users. *Contemporary Issues in Social Sciences and Management Practices*, *2*(3), pp.143-157.

38. Ridley, D. (2017) Institutionalising critical pedagogy: Lessons from against and beyond the neo-liberal university. *Power and Education*, 9(1): 65-81.

39. Thapliyal, N. (2013) Reframing the public in public education: The Landless Workers Movement (MST) and adult education in Brazil. *Journal for Critical Education Policy Studies (JCEPS)*, *11*(4).

40. Thompsett, F. (2017) Pedagogies of resistance: Free universities and the radical re-imagination of study. *Learning and Teaching*, 10(1): 24–41.

41. Murgescu, B., Proteasa, V. and Sadlak, J. (2018) Long term perspectives on higher education: student movements, human capital and expert culture. *International Review of Social Research*, *8*(1), pp.7-12. Introduction to a special issue with multiple international case studies.

42. Piazza, G. (2018) Not only students, but also not enough: the waves of protest in the higher education in Italy. *International Review of Social Research*, *8*(1), pp.64-73.

43. Raaper, R., & Burke, C. (2021) Student Politics: Resistance, Refusal and Representation. In M. Murphy, C. Burke, C. Costa & R. Raaper (Eds.). *Social Theory and the Politics of Higher Education: Critical Perspectives on Institutional Research* (pp. 187–198). London: Bloomsbury Academic.

44. Brooks, R. ed. (2016) *Student politics and protest: International perspectives*. London: Routledge.

45. Smith, E. (2020) *No Platform: A History of Anti-fascism, Universities and the Limits of Free Speech*. Routledge.

46. Gamsu, S. and Hall, R. (2019) A New Vision for Further and Higher Education. Centre for Labour and Social Studies.

Teaching Learning Strategies
17. Peer Review and Collaborative Learning
18. Guest Lectures and Expert Panels
19. Debates and Role-Play
20. Interactive Lectures and Multimedia Resources
21. Critical Reading and Group Discussions

Assignments: Types and Number with Calendar
13. Proposal for a Research Projects on the Topics of Students Choice in Sociology of Education
14. Presentations on Gender and Intersectionality in Education
15. Case Studies and Comparative Analysis of Education Institution Across the Globe
16. Reflection Paper on Pedagogical Approaches

Assessment			
Sr. No.	**Elements**	**Weightage**	**Details**
16.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
17.	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.
18.	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

Program	PhD Sociology	Course Code	SOC 808	Credit Hours	3
Course Title					

Program	PhD Sociology	Course Code	SOC 808	Credit Hours	3
Course Title	**Sociology of Risk, Disaster and Crisis**				

Course Introduction

Increasingly, our planet is becoming a risky place to live. Humanity is facing multiple risk simultaneously such as pandemics, natural and technological disasters, climate change and risk of terrorism as well. This course focuses on theoretical understanding of risk embedded in the specific sociocultural context. Furthermore we will explore the scientific and cultural understanding of disaster including disaster myths, social vulnerability and popular culture. Much of the focus, however, will be on how social, political and economic conditions influence how people and communities experience disaster, but to do this, we all must first understand the same language related to disasters. This language includes concepts such as mitigation and preparedness. Our unit of analysis will be both the individual and the organization. Case studies of major disasters are used to explore topics such as the impact of gender, class and age on vulnerability, as well as, the long term effects of disasters on individuals and communities. Our perspective will be that disasters are not inevitable and not the consequence of "acts of god." Disasters are not equalizing events that impact all people the same. Rather, the same systems of stratification that impact our everyday lives, also play a role in our ability to respond to and plan for hazards and disasters.

Learning Outcomes

On the completion of the course, the students will:
19. Understanding the key theoretical debates associate with sociological discourse on disaster, risk and crisis
20. Analyzing the national and international policy instruments for disaster risk reduction.
21. Understanding the indigenous knowledge and practices related to disaster risk reduction and risks associated with disasters.
22. Critically analyzing the disaster risk management systems in Pakistan and offering solutions.
23. Comprehending the ways and means to build disaster resilient communities.

Course Content		Assignments/Readings
Week 1	**Unit-I** 1.1 **Introduction to Risk And Modernity** 1.2 **Theoretical understanding of Risk** 1.3 **Living In The Risk Society**	

	Unit-II **2.1 Politics of Risk, Knowledge, And Uncertainty**	

Week 2	**Unit-I**
	
	    1.1.4 Introduction to Sociology of Disaster
	
	    1.1.5 History of sociology of disaster studies	

	Unit-II 2.1 Types of disasters 2.1.1 Theories of disaster 2.1.2 Hazards and disaster	
Week 3	**Unit-I** 1.1 Climate change and Disaster risk in Pakistan	
	Unit-II 2.1 Climate change and Disaster risk in Pakistan	
Week 4	Unit-I 1.2 Case Studies of disasters in Pakistan	
	Unit-II 2.1 Case studies of disaster in Pakistan	
Week 5	Unit-I 1.2 Community impacts of disasters 1.3 Displacements	
	Unit-II 2.1 Voluntary and involuntary relocations	
Week 6	**Unit-I** **1.2 Social vulnerability** **1.2.1 Theoretical debate on vulnerability paradigm**	

	Unit-II 2.1 Social vulnerability and Intersectionality	

Week 7	**Unit-I**
	1.2 Social resilience
	    1.1.2. Theoretical foundations of
	          resilience paradigm	

	Unit-II **2.**1 Disaster resilient communities 2.1.1 Resilience and disaster risk reduction	
Week 8	**Unit-I** 1.1Disaster response 1.1.1 Disaster cycle	
	Unit-II **2.**1 Emergency management practices in Pakistan	
Week 9	**Unit-I** 1.1 Disaster risk reduction	
	Unit-II 2.1 Disaster risk reduction practices around the globe	
Week 10	**Unit-I** **1.1** Climate change, risk, hazards and disasters	
	Unit-II **2.1** Climate change, risk, hazards and disasters	
Week 11	**Unit-I**	

	1.2 Understanding the social impacts of climate change	
	Unit-II 2.1 Understanding the social impacts of climate change	
Week 12	**Unit-I** **1.1** Climate skepticism and uncertainty	
	Unit-II **2.1** Climate skepticism and uncertainty	
Week 13	**Unit-I** **1.1** Tackling the climate change	
	Unit-II **2.1** Tackling the climate change	
Week 14	**Unit-I** **1.1** Nature based solutions	
	Unit-II **2.1** Nature based solutions	
Week 15	**Unit-I** **1.1** Impacts of climate change on Pakistan	
	Unit-II **2.1** Impacts of climate change on Pakistan	
Week 16	**Unit-I** 1.1 Climate policy of Pakistan	
	Unit-II 2.1 Critical analysis of climate policy of Pakistan	
Textbooks and Reading Material		

- Anthony Giddens, "Climate Change, Risk, and Danger," in *The Politics of Climate Change* (2009), pp.17 – 34
- Beck, U. (1992). *Risk society: Towards a new modernity* (Vol. 17). sage.
- Beck, U. (1998). Politics of risk society. *Environmentalism. Critical Concepts*, 256-266.

- Adam, B., Van Loon, J., & Beck, U. (2000). The risk society and beyond: critical issues for social theory.
- Giddens, A. (1999). Risk and responsibility. *Mod. L. Rev.*, *62*, 1.
- Lupton, D. (2006). Sociology and risk. *Beyond the risk society: Critical reflections on risk and human security*, 11-24.
- Anthony Giddens, "Fate, Risk and Security," from *Modernity and Self-Identity: Self and*
  Society in the Late Modern Age (1991), pp. 109 – 142
- Perry, Ronald W. 2006. "What Is a Disaster?" pp. 1-15 in *Handbook of Disaster Research,* edited by H. Rodríguez, E. L. Quarantelli, and R. R. Dynes. New York: Springer
- Quarantelli, E. L. 1987. "Disaster Studies: An Analysis of the Social Historical
- Factors Affecting the Development of Research in the Area." *International Journal of Mass Emergencies and Disasters* 5(3): 285-310.
- Fritz, Charles E. 1961. "Disaster." Pp. 682-694 in Contemporary Social Problems, edited by R. K. Merton and R. A. Nisbet. New York: Harcourt, Brace, and World.
- Mileti, Dennis S. 1987. "Sociological Methods and Disaster Research." Pp. 57-69 in *Sociology of Disasters: Contribution of Sociology to Disaster Research,* edited by R. R. Dynes, B. De Marchi, and C. Pelanda. Milan: Franco Angeli.
- Thomas E. Drabek. 1986. *Human System Response To Disaster: An Inventory of Sociological Findings*. New York: Springer-Verlag.
- Tierney, K. (2014). *The social roots of risk: Producing disasters, promoting resilience*.Stanford University Press.
- Social Vulnerability to Disasters ((2013), *Edited By Deborah S.K. Thomas, Brenda D. Phillips, William E. Lovekamp, Alice Fothergill*
- Cutter, Boruff, Bryan, and Lynn 2003 "Social Vulnerability to Environmental Hazards."
- Drabek, Thomas E. 2000. "The Social Factors That Constrain Human Responses To Flood Warnings." Pp. 361-376 in *Floods* (Vol. 1) edited by Dennis J. Parker, London: Routledge.
- Gladwin, Hugh and Walter Gillis Peacock. 1997. "Warning and Evacuation: A Night for Hard Houses." Pp. 52-74 in *Hurricane Andrew: Ethnicity, Gender and the Sociology of Disasters* edited by Walter Gillis Peacock, Betty Hearn Morrow and Hugh Gladwin, London: Routledge.
- Norris et al. 2008 "Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. https://pubmed.ncbi.nlm.nih.gov/18157631/
- Disaster Resilience Indicators for Benchmarking Baseline Conditions https://www.researchgate.net/publication/250147250_Disaster_Resilience_Indicators_for_Benchmarking_Baseline_Conditions

- Mary Douglas and Aaron Wildavsky, "Can We Know the Risks We Face?" in *Risk and Culture: An Essay on the Selection of Technological and Environmental Dangers* (1983), pp.1 – 16
- Disaster risk reduction by john Twigg, https://odihpn.org/publication/disaster-risk-reduction/
- Disaster by Choice: How our actions turn natural hazards into catastrophes by Ilan Kelman
- The Sociology of Disaster: Fictional Explorations of Human Experiences *By Thomas E. Drabek*
- Disasters: A Sociological Approach, Kathleen Tierney, ISBN: 978-0-745-67101-7
- The Social Roots of Risk: Producing Disasters, Promoting Resilience (High Reliability and Crisis Management) 1st Edition, Kathleen Tierney (Author)
  At Risk: Natural Hazards, People's Vulnerability and Disasters 2nd Edition by Ben Wisner (Author), Piers Blaikie (Author), Terry Cannon (Author), Ian Davis (Author)
- Disaster Risk Reduction Approaches in Pakistan by Atta-Ur- Rahman, Amir Nawaz Khan, and Rajib Shaw
- Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks 6th Edition, Regina E. Lundgren and Andrea H. McMakin

Teaching Learning Strategies
22. Class discussions 23. Quiz 24. Field visits 25. Disaster risk reduction and emergency management virtual games

Assignments: Types and Number with Calendar
17. Assignment on disaster risk being faced by students in their respective areas 18. Utilizing secondary data sources on disasters such as EM-DAT 19. Preparing emergency management plan

Assessment			
Sr. No.	Elements	Weightage	Details
19.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
20.	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.

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

Program Coordinator   _____
                                                                                    Director