

UNIVERSITY OF THE PUNJAB

NOTIFICATION

The Syndicate at its meeting held on 09-07-2026 approved the recommendations of the Academic Council made at its meeting dated 13-05-2026 regarding revised Curriculum/Course Outlines of BS Sociology (5th Semester) Program with effect from the Academic Session Fall 2026.

The Revised Curriculum/Course Outlines of BS Sociology (5th Semester) Program is attached, vide Annexure 'A'.

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

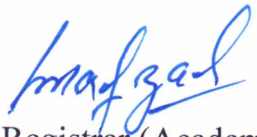
**Sd/-
Dr. Ahmad Islam
Registrar**

No. D/ 3521 /Acad.

Dated: 10-08-2026.

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

1. The Dean, Faculty of Behavioral & Social Sciences
2. The Director, Institute of Social & Cultural Studies
3. Director (IT) for placement at website
4. Secretary to the Vice-Chancellor
5. Secretary to the Registrar
6. Assistant Registrar (Statutes)
7. Assistant Registrar (Syndicate)
8. Assistant Registrar (Syllabus)


Assistant Registrar (Academic)
for Registrar


Program Curriculum

BS in SOCIOLOGY

5th Semester intake



Institute of Social and Cultural Studies
University of the Punjab
Lahore

Programme	BS in Sociology - 5th Semester intake (2 Years Program)				
Duration	2 Years	Semesters	04	Credit hours	137
Department	Institute of Social And Cultural Studies				
Faculty	Behavioral and Social Sciences				
Department Introduction					
The Institute of Social and Cultural Studies (ISCS) at the University of the Punjab has a rich academic legacy rooted in the establishment of the Department of Sociology in 1954. The department was founded with the assistance of Dr. John B. Edlefsen of Washington State University, Pullman, who joined the university through the Inter-College Exchange Program. Regular MA classes began in September 1955 with 35 students, consisting of 26 males and 9 females. Over the decades, the department expanded significantly, introducing multiple academic programs. Recognizing its growth and contributions, it was elevated to an institute on December 5, 2006. The student body has expanded significantly, growing from 35 in 1955 to 100 in 2001, and exceeding 2,500 by 2024.					
Department Vision					
We are committed to establishing indigenous sociological knowledge and applying our professional research skills to influence social policies, thereby promoting meaningful social change within our cultural context.					
Department Mission					
The Institute aims to equip graduates with comprehensive theoretical foundations and advanced methodological skills, enabling them to critically analyze and interpret the complexities of societal structures and dynamics. This academic grounding empowers students to engage in contemporary social challenges thoughtfully and effectively, fostering informed and impactful contributions to society.					
Department Goals					
• Promote academic excellence by offering high-quality educational programs and maintaining a rigorous, comprehensive curriculum aligned with international standards. • Foster a vibrant research culture by supporting innovative and impactful research through adequate resources and mentorship for both faculty and students. • Leverage professional research expertise to inform, shape, and influence evidence-based social policies.					

- Cultivate a student-centered learning environment that supports both academic achievement and personal development.
- Strengthening institutional partnerships at the local, national, and international levels to expand educational, research, and collaborative opportunities.
- Students will be academically equipped for successful careers in academia, administration, and related professional fields.
- Faculty and students will be actively encouraged and supported in pursuing national and international academic collaborations to advance scholarly excellence.
- Graduates of ISCS will possess the attitudes, skills, and commitment required for continuous learning and professional productivity.
- ISCS alumni will emerge as effective managerial leaders across diverse organizational contexts.
- Faculty members will demonstrate teaching excellence through the use of innovative, inclusive, and effective pedagogical strategies.

Program Introduction

The Bachelor of Science in Sociology 5th Semester Intake is a thoughtfully designed two-year program that adheres to the HEC Undergraduate Education Policy (Version 1.1). It provides students with a comprehensive, interdisciplinary education focused on understanding how societies function, how individuals interact, how cultures develop, and how social structures shape our daily lives. The program spans four semesters and builds students' knowledge, beginning with foundational theories and advancing to more complex analytical skills. It emphasizes the application of theory to real-world situations, enabling students to connect theoretical concepts with practical experiences. From the very first day, students are encouraged to think critically and engage deeply with the world around them.

The curriculum integrates classroom learning with hands-on experiences such as community projects, case studies, research assignments, and discussions on current social issues. Students not only learn about society; they also develop the skills to analyze and influence it. Graduates of the BS Sociology are prepared for a diverse array of careers, including social research, policy analysis, community development, education, human resources management, and international development. Whether they choose to enter the workforce immediately or pursue further studies

in sociology or related fields, these graduates will possess the skills and insights necessary to make an impact both locally and globally.

Program Objectives

The Bachelor of Science (BS) in Sociology has been successfully offered since 2001. It integrates theoretical knowledge with practical experience to provide students with a comprehensive understanding of contemporary sociological issues. The program is designed to cultivate well-rounded graduates who are equipped with the knowledge, skills, and values necessary for academic, professional, and civic engagement in a rapidly changing society.

The BS Sociology program aims to develop students with the competencies to:

- Attain a solid foundation in sociological theories, concepts, and methodologies.
- Cultivate critical thinking on social issues and apply sociological perspectives to analyze and address complex societal challenges.
- Strengthening research skills in both qualitative and quantitative methods.
- Develop a deep understanding of social justice, equality, and human rights.
- Encourage active participation in initiatives that promote social change and community development.
- Gain practical experience through internships, fieldwork, and community-based learning opportunities.

Market Need / Rationale of the Program

Sociology is a core branch of the social sciences dedicated to the systematic study of human behavior, social interaction, and group life. It enables us to view our own society—and others—through a more objective and analytical lens. By examining how various elements of society are interconnected and evolve over time, sociology deepens our understanding of social structures and the far-reaching impacts of social change.

The BS Sociology program at the Institute of Social and Cultural Studies (ISCS) prepares students for a dynamic and evolving world by fostering an appreciation of diversity, a commitment to lifelong learning, and strong analytical, writing, and research skills. Students gain a comprehensive knowledge base in human behavior, social organization, culture, and the forces that shape societal values and attitudes.

Sociology helps us understand not only how we are influenced by the groups, institutions, and systems around us, but also how we contribute to shaping them. The discipline equips students with the tools to actively engage with and influence the communities and institutions they are part of—whether through participation, leadership, or advocacy.

Moreover, sociology has practical applications in areas such as population studies, public policy, and development planning. Its statistical and analytical approaches are widely used by governments, businesses, and non-profit organizations for informed decision-making and strategic interventions. Through this program, ISCS aims to produce qualified professionals in sociology who are well-prepared to address Pakistan’s socio-cultural challenges and contribute meaningfully to national development.

a. Potential students for the program

The candidates having studied first two years of their Associate Degree in selected subjects in colleges with minimum 2nd division and age not more than 24 years are eligible for admission in this program. Applicants with a Third Division are not eligible for admission.

Potential Employers

Graduates of the BS Sociology program have a wide range of career opportunities across the public, private, and development sectors. Potential employers include:

- **Government Departments:** Health and Population Welfare Department, Social Welfare Department, Women Development Department, Pakistan Bureau of Statistics, and related public sector institutions.
- **Non-Governmental Organizations (NGOs):** National Rural Support Programme (NRSP), Shirkat Gah, Green Star Social Marketing, Rahnuma – Family Planning Association of Pakistan, among others.
- **International Development Organizations:** United Nations (UN), United States Agency for International Development (USAID), the World Bank, and other global institutions engaged in social development, policy, and research.

These sectors offer roles in research, planning, monitoring and evaluation, social mobilization, policy development, community engagement, and program implementation.

b. Academic Projections

While academic programs in Sociology are offered by many public and private universities across the country, the Sociology programs at the Institute of Social and Cultural Studies (ISCS), University of the Punjab, stand out as the oldest and largest in Pakistan, running since 1955. Our Institute has played a pioneering role in the development of Sociology as a discipline nationwide. A significant number of faculty members serving in Sociology departments across Punjab and the federal capital are proud alumni of ISCS. Graduates of our program hold senior positions in diverse government and private sector organizations, both within Pakistan and internationally. Many of our students have earned prestigious international scholarships—including Fulbright, Commonwealth, and Erasmus Mundus—and are pursuing advanced degrees at renowned institutions around the world.

d. Faculty

The Institute of Social and Cultural Studies (formerly Department of Sociology) has been offering a Master's Program in Sociology since 1955 and a BS in Sociology since 2001. Our permanent faculty members possess strong academic backgrounds and extensive experience in teaching a wide range of courses across the discipline. Their expertise spans diverse subfields within Sociology, and many have received training and advanced education both nationally and internationally. Additionally, the Institute regularly engages subject specialists as visiting faculty. This includes a large pool of experienced professionals and academics from within the University of the Punjab as well as from other reputable institutions. These visiting faculty members contribute to selected courses, ensuring a well-rounded and dynamic learning experience for students. Special lectures and seminars are regularly organized for students, featuring renowned scholars and subject experts from both within the country and abroad. These sessions enrich the academic experience by exposing students to advanced knowledge, current research, and global perspectives in the field of Sociology.

c. Physical Facilities

The Institute of Social and Cultural Studies (ISCS) offers adequate infrastructure and resources to effectively support the BS Sociology program. These include well-equipped classrooms, a computer lab, and a library. All classrooms are equipped with multimedia facilities for lectures

and other audiovisual presentations. The computer lab features computers with essential software, such as SPSS and GIS applications, along with a full-time lab attendant to assist users. The Institute's library has a good collection of books and journals, available in both digital and print formats for students and faculty. In addition to the full-time faculty, there is designated office space for visiting faculty. The Institute also has a large auditorium with a seating capacity of approximately 130, as well as four conference rooms. These spaces are regularly used for conferences and seminars.

Admission Eligibility Criteria

To be eligible for admission to the BS Sociology program (2 Years Degree Program) - 5th Semester intake at the Institute of Social and Cultural Studies (ISCS), applicants must meet the following requirements:

- **Academic Qualification:** Associate Degree in Sociology or 14 years of education with any two of the elective subjects (Sociology, Criminology, Economics, Political Science, International Relations, Psychology, Applied Psychology, History, Pakistan Studies, Social Work, Home Economics, Philosophy, Gender Studies, Statistics, Geography, Education, Journalism, Demography/Population Sciences, Botany, Zoology, Chemistry, Physics, Commerce, English Literature, Mathematics, Computer Sciences, Health and Physical Education.
- **Years of Study Completed:** Minimum 14 years of formal education
- **Minimum Grade Requirement:** As per the University of the Punjab admission policy (minimum Second Division)
- **Entry Test (if applicable):** Subject to the University of the Punjab's admission requirements

Note: Applicants with a Third Division are not eligible for admission.

Program Structure

The Institute of Social & Cultural Studies (ISCS) has designed the BS in Sociology program (5th Semester Intake) for the students who has completed Associate Degree or conventional BA or Equivalent degree program in line with the guidelines set forth by the HEC Undergraduate Education Policy (Version 1.1). The program requires 9 credit hours deficiency/additional courses

to fulfill the requirements of the degree (i.e. 77 credit hours + 60 Credit hours of Associate Degree and total 137 Credit Hours):

- Introduction to Sociology (Credit Hours 3)
- Classical Perspectives in Sociological Theory (Credit Hours 3)
- Contemporary Perspectives in Sociological Theory (Credit Hours 3)

Note: The institute may offer up to maximum 18 credit hours of deficiency courses of BS in Sociology for the students with Associate Degree and up to maximum of 21 credit hour deficiency courses for students with conventional BA/B.Sc.

Below is a summary categorizing the courses as per HEC recommendations, credit hours per semester along with any differences in credit hours noted:

Categorization of Courses as per HEC Recommendation and Difference

Categorization of Courses as per HEC Recommendation and Difference

Semester	Course s	Category (Credit Hours)					Semester Total Credit Hours	Semester Course Load
		General Education Courses	Major	Interdisciplina ry	Any Othe r+ capst one			
1	*60 credit hours of associate Degree or equivalent 14 years of formal education					60		
2								
3								
4								
5	7	0 (Q)	15	3	0	18	18	
6	7	1 (Q)	15	3	0	19	19	
7	7	0 (Q)	15	3	3 (Internship)	18	18	
8	5	1 (Q)	12	0	6 (thesis)	22	13	
	Total of Semester 5, 6, 7, 8 (2 years)					77		
Total		2	57	9	9	137 Credit Hours		
HEC Guidelines						131		
Difference (HEC &) PU						*6 Credit Hours		
*3 Credit hours of additional of Capstone (Thesis), 2 credit hours of Understanding of Holy Quran and 1 difference due to 60 credit Hours of ADP/BA and 9 credit hours deficiency courses (total 69 credit hours Whereas in BS in Sociology(1 st Semester intake the total of Semester 1-4 are 70 Credit Hours)								

Scheme of Studies / Semester-Wise Workload

BS in Sociology		
Semester I-IV		
60 credit hours of associate Degree or equivalent 14 years of formal education		60
Semester-V		
Introduction to Sociology	Major	3
Introduction to Demography	Interdisciplinary	3
Sociology of Deviance & Crime	Major	3
Sociology of Human Rights	Major	3
Sociology of Media	Major	3
Sociology of Stratification	Major	3
Understanding of Holy Quran	General Education	0
Sub Total		18
Semester- VI		
Classical Perspectives in Sociological Theory	Major	3
Introduction to Public Policy	Interdisciplinary	3
Social Research Methods& Data Analysis	Major	3
Sociology of Health	Major	3
Organizational Behavior	Major (Elective)	3
Project Planning & Management	Major (Elective)	3
Understanding of Holy Quran	General Education	01
Sub Total		19
Semester – VII		
Contemporary Perspectives in Sociological Theory	Major	3
Sociology of Education	Major	3
Sociology of Globalization	Major	3
Economic Sociology	Major (Elective)	3
Migration and Society	Major (Elective)	3
Introduction to Social Work	Interdisciplinary	3
Understanding of Holy Quran	General Education	0
Sub Total		18
Semester – VIII		
Digital Sociology	Major	3
Clinical Sociology	Major (Elective)	3
Management of Resettlement & Rehabilitation	Major (Elective)	3
Social Psychology	Major (Elective)	3
Understanding of Holy Quran	General Education	1
Sub Total		13
Internship- During Summer Break – 3 Credit Hours		3
Capstone Project(Thesis)- 6 Credit Hours		6
TOTAL CREDIT HOURS		137

Research Thesis / Project /Internship					
03 Credit Hours Internship (Summer Break after Semester 6) 06 Credit Hours Capstone (Thesis) (in Semester VIII)					
Award of Degree					
HECs Graduate Education Policy 2023 and University of the Punjab Lahore rules					
NOC from Professional Councils (if applicable)					
Not applicable					
Faculty Strength					
Degree	Area/Specialization				Total
PhD	Social Research Methods, Human Rights, Migration, Health & Illness, Gender, Politics, Education, Crime, Disaster, Urbanization, Media, displacement, Social Inequality, Intersectionality, Inclusion, Diversity & Equity				10
MPhil	Gender, Religion, displacement, Quantitative Research				01
Total					11
Present Student Teacher Ratio in the Department					
Total Faculty	11	Total Students	1393	Ratio	209:1
Course outlines separately for each course					

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Sociology				
Course Introduction					
This course provides a foundational understanding of sociology by introducing students to its core concepts, theoretical frameworks, and methodological approaches. Emphasizing the importance of the sociological imagination, the course enables students to critically examine the relationship between individuals and society. Topics include culture, socialization, social institutions, stratification, and social change, with a focus on both classical and contemporary perspectives. By the end of the course, students will be equipped with the analytical tools necessary to interpret social structures and everyday life within broader historical and global contexts.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand basic sociological concepts, theories, and terminologies.					
2. Analyze the structure and functions of social institutions.					
3. Apply sociological perspectives to everyday social phenomena.					
Course Content					
Week 1	1.1.Overview of course and its objectives		Reading: Giddens, A., et al. (2021). <i>Introduction to Sociology</i> (Chapter 1: What is Sociology?). Assignment: Short Essay: "Developing a Sociological Imagination" – Reflect on a personal trouble using a sociological lens.		
	1.2. Sociology: Definition, significance, and key concepts				
	1.3. Sociology and other social sciences				
	1.4.Origin & Development of Sociology				
	1.5. Sociological perspectives				
Week 2	2.1. Sociological perspectives (continued)		Reading: Macionis, J. J. (2023). <i>Sociology</i> (Chapter 1: The Sociological Perspective). Assignment: Quiz on key historical figures (Comte, Durkheim, Marx, Weber).		
	2.2.Culture: Definition and types				
Week 3	3.1.Components of Culture		Reading: Anderson, M. L., & Taylor, H. F. (2020). <i>Sociology: The Essentials</i> (Chapter 1). Assignment: Group Activity: Analyze a current news story using all three major theoretical perspectives.		
	3.2. Social Control and Social Sanctions				
Week 4	4.1. Socialization: Introduction and Agents		Reading: Giddens, A., et al. (2021). <i>Introduction to Sociology</i>		

	4.2. Theories of socialization: George Herbert Mead - The Social Self	(Chapter 2: Culture). Assignment: Field Observation: Identify and describe elements of "material" and "non-material" culture in your immediate environment.
Week 5	5.1.C.H. Cooley: Looking Glass	Reading: Macionis, J. J. (2023). <i>Sociology</i> (Chapter 3: Socialization). Assignment: Essay: Discuss the role of media as an agent of socialization in Pakistan.
	5.2. Social Interaction-Introduction	
Week 6	6.1.. Status and Role	Reading: Collins, R. (2004). <i>Interaction ritual chains</i> (Selected excerpts on Interaction). Assignment: Reflection Paper: Apply Cooley's "Looking Glass Self" to a personal experience of identity formation.
	6.2.Theories of Social Interaction-Social Construction of Reality	
Week 7	7.1.Theories of Social Interaction (continued) -Ethnomethodology -Dramaturgical Analysis	Reading: Anderson, M. L., & Taylor, H. F. (2020). <i>Sociology: The Essentials</i> (Chapter on Social Structure). Assignment: Case Study: Analyze role conflict and role strain in the life of a working student.
	7.2.Revision for Midterms	
Week 8	Social Groups - Types and characteristics (size, leaders) - Studies of Group Behavior	Reading: Giddens, A., et al. (2021). <i>Introduction to Sociology</i> (Chapter on Daily Life). Assignment: Midterm Assessment.
Week 9	Formal Organization & its Types. -. Bureaucracy & its Characteristics	Reading: Macionis, J. J. (2023). <i>Sociology</i> (Chapter 5: Groups and Organizations). Assignment: Group Presentation: Conduct an experiment on "Group Conformity" (e.g., Asch experiment replication) and present findings.
	Deviance: Social Foundations through sociological perspectives	
Week 10	Deviance: Social Foundations through sociological perspectives (continued)	Reading: Bhambra, G. K. (2022). <i>Colonialism and modern social theory</i> (Relevant section on bureaucracy/organization). Assignment: Organizational Analysis: Analyze the structure of your university as a
	Deviance and Social Diversity	

		bureaucracy (Weber's characteristics).
Week 11	Social Stratification-Dimensions	Reading: Wacquant, L. (2009). <i>Punishing the poor</i> (Introduction). Assignment: Debate: "Is deviance functional for society?" (Durkheim's perspective).
	Social Stratification-Dimensions (continued)	
Week 12	Global Social Stratification	Reading: Giddens, A., et al. (2021). <i>Introduction to Sociology</i> (Chapter 7: Stratification). Assignment: Assignment: Watch a documentary on social class and write a critical review.
	Social Institutions : Overview, Types interrelationship and Functions	
Week 13	Definition and Types of Social Institutions	Reading: Desmond, M. (2023). <i>Poverty, by America</i> (Chapter 1). Assignment: Concept Map: Illustrate the connections between global poverty, neocolonialism, and local stratification.
	Social Institution: Family and Political	
Week 14	Social Institution: Political and Economic	Reading: Hooks, B. (2000). <i>Feminism is for everybody</i> (Chapter on Family). Assignment: Presentation: Compare the functions of the traditional family vs. modern family structures in Pakistan.
	Social Institution: Health and Education	
Week 15	Social Institution: Mass Communication	Reading: Wilkerson, I. (2020). <i>Caste</i> (Selected excerpts regarding structural inequality in institutions). Assignment: Policy Brief: Propose a sociological solution to a problem in the education or health sector.
	Social and Cultural Change	
Week 16	Social and Cultural Change(continued)	Reading: Beck, U. (2009). <i>World at risk</i> (Introduction/Conclusion). Assignment: Final Exam Preparation and Course Wrap-up Discussion.
	Course Revision: Conclusion	

Textbooks and Reading Material

1. Textbooks.

- a. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2021). *Introduction to Sociology* (11th ed.). W.W. Norton..
- b. Macionis, J. J. (2023). *Sociology* (18th ed.). Pearson.

- c. Anderson, M. L., & Taylor, H. F. (2020). *Sociology: The Essentials* (10th ed.). Cengage.

2. Suggested Readings

- Desmond, M. (2023). *Poverty, by America*. Crown.
- Collins, R. (2004). *Interaction ritual chains*. Princeton University Press.
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.
- Bhabra, G. K. (2022). *Colonialism and modern social theory*. Polity Press.
- Beck, U. (2009). *World at risk*. Polity.
- Wacquant, L. (2009). *Punishing the poor: The neoliberal government of social insecurity*. Duke University Press.

Teaching Learning Strategies

1. Interactive Lectures with Discussions

Combine foundational lectures with questioning to engage students in critical thinking and apply sociological concepts to real-world examples.

2. Case Studies

Use news articles, and short documentaries to analyze social issues such as inequality, race, gender, and deviance.

3. Group Projects and Peer Collaboration

Encourage cooperative learning through group activities on course topics.

4. Reflective Writing

Short reflections to deepen personal engagement with topics like identity, culture, and social norms.

Assignments: Types and Number with Calendar

Week	Assessment Milestone
Week 4	Quiz
Week 8	Midterm Exam
Week 9	Term Paper Topic Submission + Approval
Week 13	Final Term Paper Due
Week 14	Final Exam

Assessment

Sr. No.	Elements	Weightage	Details
1.	Mid Term	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.

3.	Final Term	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
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Institute of Social & Cultural Studies
Faculty of Behavioral & Social Sciences
University of the Punjab, Lahore
Course Outline



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Demography				
Course Introduction					
This course provides a foundational understanding of demography, the scientific study of human populations. It examines the size, structure, and distribution of populations and how they change over time due to fertility, mortality, migration, and urbanization. Using a multidisciplinary approach, the course explores both classical and contemporary theories of population dynamics and introduces students to various sources and methods of demographic data collection and analysis. Through a global and comparative lens, it addresses population issues affecting both developed and developing countries, emphasizing the social, economic, and health implications of demographic change. Students will engage with demographic tools such as population pyramids and life tables and analyze current population trends to understand the broader impacts on society and policy.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Understand core demographic concepts and processes—fertility, mortality, and migration—within a multidisciplinary context. 2. Analyze and interpret demographic data using basic tools and methods, including population pyramids, life tables, and surveys. 3. Apply classical and contemporary demographic theories to evaluate population trends and their implications for society and policy.					
Course Content			Assignments/Readings		
Week 1	Introduction to the Study of Population - Definitions, basic concepts, and components of population change - Scope: Formal demography vs. population studies		Reading: Lucas, D. (2017). <i>Beginning population studies</i> (Chapter 1: The Study of Population). Assignment: Short Essay: Differentiate between "Formal Demography" and "Population Studies" with examples.		
Week 2	Demographic Processes and Individual Action - The role of individual behavior in demographic change - Social and structural influences on demographic processes		Reading: Namboodiri, K. (2023). <i>A primer of population dynamics</i> (Chapter on Demographic Perspectives). Assignment: Class Discussion: How do social norms in Pakistan influence individual decisions regarding family size?		

Week 3	: Sources of Demographic Data • Censuses, vital registration systems, and population registers • Strengths and limitations of each source	Reading: Lundquist, J. K., et al. (2015). <i>Demography: The study of human population</i> (Chapter 2: Sources of Data). Assignment: Comparative Analysis: Review the methodology of the most recent Population Census of Pakistan and list three strengths and three limitations.
Week 4	Surveys and Use of Demographic Data • Demographic and Health Surveys (DHS) • Application of data in population analysis and policy	Reading: Hoque, M. N., et al. (2016). <i>Applied demography and public health</i> (Chapter 1). Assignment: Practical Activity: Visit the DHS website/StatCompiler and extract key demographic indicators for Pakistan (e.g., TFR, IMR) from the latest survey.
Week 5	Population Growth and Theories • Historical trends in population growth • Malthusian and Marxist theories of population	Reading: Lundquist, J. K., et al. (2015). <i>Demography</i> (Chapter on Population History and Theories). Assignment: Critical Review: Write a one-page critique of Malthusian theory in the context of modern technological advancements.
Week 6	Contemporary Population Perspectives • Current global demographic situation • The demographic transition theory\	Reading: Thomas, R. K. (2024). <i>Demography: An introduction to population studies</i> (Chapter on Demographic Transition). Assignment: Diagrammatic Exercise: Draw and label the four stages of the Demographic Transition Model.
Week 7	Demographic Transition in Context • Comparative analysis of industrialized vs. developing countries • Limitations and critiques of transition theory	Reading: Lutz, W. (2021). <i>Advanced introduction to demography</i> (Chapter on Transition). Assignment: Case Study Comparison: Compare the demographic transition trajectory of a developed country (e.g., Sweden) with a developing country (e.g., Pakistan).

Week 8	Age and Sex Structure of Populations - Measures of age-sex composition - Age pyramids and sex ratio analysis	Reading: Lucas, D. (2017). <i>Beginning population studies</i> (Chapter on Age and Sex Structure). Assignment: Lab Activity: Construct a population pyramid using provided data for Pakistan and interpret its shape.
Week 9	Population Composition and Its Implications - Determinants and consequences of changes in age-sex composition - Societal ramifications and dependency ratios	Reading: Poston, D. L., & Micklin, M. (2005). <i>Handbook of population</i> (Section on Population Composition). Assignment: Calculation Exercise: Calculate the Youth and Old-age Dependency Ratios for a hypothetical population.
Week 10	Fertility – Concepts and Measurement - Crude birth rate, TFR, ASFR, and other measures - Fertility data sources	Reading: Thomas, R. K. (2024). <i>Demography</i> (Chapter on Fertility). Assignment: Problem Set: Calculate Crude Birth Rate and General Fertility Rate from given statistical data.
Week 11	Social and Biological Aspects of Fertility - Proximate determinants of fertility - Social norms and fertility patterns	Reading: Lundquist, J. K., et al. (2015). <i>Demography</i> (Chapter on Determinants of Fertility). Assignment: Analytical Paper: Identify the key proximate determinants of fertility decline in South Asia.
Week 12	Theories and Transition of Fertility - Classical and modern theories of fertility change - Case studies from developed and developing contexts	Reading: Lutz, W. (2021). <i>Advanced introduction to demography</i> (Chapter on Fertility Theories). Assignment: Group Presentation: Present a case study of a country that successfully reduced its fertility rate and discuss the social factors involved.
Week 13	Mortality and Population Health - Determinants and measures of mortality - The life table and epidemiological transition	Reading: Hoque, M. N., et al. (2016). <i>Applied demography and public health</i> (Selected Chapters on Mortality). Assignment: Quiz: Definitions and calculations related to Infant Mortality Rate (IMR) and Life Expectancy.

Week 14	Aging, Health, and Mortality Patterns • Mortality trends in advanced vs. low-income countries • Aging populations and public health implications	Reading: Namboodiri, K. (2023). <i>A primer of population dynamics</i> (Chapter on Aging). Assignment: Policy Brief: Write a brief on the challenges of an aging population for Pakistan's healthcare system.
Week 15	Migration – Patterns and Theories • Concepts, measures, and models of migration • Internal vs. international migration and their impacts	Reading: Côté, I., et al. (2018). <i>People changing places</i> (Chapter on Migration Dynamics). Assignment: Discussion Forum: Analyze the social and economic impacts of rural-urban migration in Pakistan.
Week 16	Urbanization and Demographic Change • History, measurement, and drivers of urbanization • Future trends and policy implications	Reading: Côté, I., et al. (2018). <i>People changing places</i> (Chapter on Urbanization). Assignment: Final Review: Summary report on global demographic trends and their future implications.
Textbooks and Reading Material		
Côté, I., Mitchell, M. I., & Toft, M. D. (Eds.). (2018). <i>People changing places: New perspectives on demography, migration, conflict, and the state</i> . Taylor & Francis. Hoque, M. N., Pecotte, B., & McGehee, M. A. (Eds.). (2016). <i>Applied demography and public health in the 21st century</i> (Vol. 8). Springer. Lucas, D. (2017). <i>Beginning population studies</i> (4th ed.). Development Studies Centre, The Australian National University. Lundquist, J. K., Anderton, D. L., & Yaukey, D. (2015). <i>Demography: The study of human population</i> (4th ed.). Waveland Press. Poston, D. L., & Micklin, M. (Eds.). (2005). <i>Handbook of population</i> . Kluwer Academic/Plenum Publishers. Thomas, R. K. (2024). <i>Demography: An introduction to population studies</i> . Springer. cup.columbia.edu+7link.springer.com+7amazon.com+7en.wikipedia.org.wikipedia.org Namboodiri, K. (2023). <i>A primer of population dynamics</i> . Springer. link.springer.com Lutz, W. (2021). <i>Advanced introduction to demography</i> . Oxford University Press		
Teaching Learning Strategies		
1. Interactive lectures to introduce and explain key concepts		

2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Deviance & Crime				
Course Introduction					
This course explores the sociological foundations of deviance and crime, focusing on how societies define, regulate, and respond to behaviors that violate norms. It examines classical and contemporary theories that explain why individuals and groups engage in deviant or criminal acts, and how power, inequality, and institutional responses shape these behaviors. Through a critical lens, the course investigates various forms of deviance—from everyday rule-breaking to systemic crimes—and the role of institutions such as the police, judiciary, media, and prisons in managing deviant behavior. Special attention is given to issues relevant to the Pakistani context, including youth delinquency, gendered violence, white-collar crime, and the impact of digital technologies.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological theories of deviance and crime. 2. Analyze the social construction of norms and deviance. 3. Evaluate the role of institutions in managing deviant behavior.					
Course Content				Assignments/Readings	
Week 1	Introduction to the Sociology of Deviance and Crime - Definitions of deviance and crime - Difference between deviance, sin, and crime - Overview of the sociological approach to deviance			Reading: Thio, A., & Taylor, J. (2018). <i>Deviant Behavior</i> (Chapter 1). Assignment: Discussion Forum: Identify a behavior that is considered "deviant" in Pakistan but acceptable in another culture.	
Week 2	Norms, Social Control, and the Social Construction of Deviance - Types of norms (folkways, mores, laws) - Formal and informal social control - Social constructionism			Reading: Becker, H. (1963). <i>Outsiders</i> (Chapter 1). Assignment: Short Essay: "Is mental illness a social construct?" (500 words).	
Week 3	Functionalist Theories of Deviance - Emile Durkheim’s concept of anomie - Merton’s Strain Theory			Reading: Merton, R. K. (1938). Social Structure and Anomie. Assignment: Case Study: Apply Merton’s modes of	

	• Functions of deviance in society	adaptation (e.g., innovation, retreatism) to unemployment in Pakistan.
Week 4	Symbolic Interactionist Theories • Labeling theory • Differential association theory (Sutherland)	Reading: Sutherland, E. (1947). <i>Principles of Criminology</i> (Excerpts on Differential Association). Assignment: Quiz on key concepts of Labeling Theory.
Week 5	Conflict and Critical Theories • Marxist perspectives on deviance • Power, inequality, and deviance • Deviance as political resistance	Reading: Quinney, R. (1970). <i>The Social Reality of Crime</i> (Chapter 1). Assignment: Group Discussion: "Who makes the laws and who do they serve?"
Week 6	Feminist and Postmodernist Perspectives • Gendered experiences of crime and deviance • Patriarchy, sexism, and victimization • Foucault and surveillance society	Reading: Foucault, M. (1977). <i>Discipline and Punish</i> (Excerpts on Panopticism). Assignment: Critical Review: Analyze the concept of "surveillance" in modern universities.
Week 7	Institutions of Social Control • Police, judiciary, prisons • Informal institutions: family, religion, education • Role of institutions in labeling and criminalization	Reading: Goffman, E. (1961). <i>Asylums</i> (Introduction: On the Characteristics of Total Institutions). Assignment: Field Report: Visit a local police station or court (or virtual tour) and observe the processes of social control.
Week 8	White-Collar and Corporate Crime • Definitions and examples • Impact vs. perception of seriousness • Regulatory and legal challenges	Reading: Sutherland, E. (1949). <i>White Collar Crime</i> (Selected Chapters). Assignment: Media Analysis: Find a news report on corporate fraud in Pakistan and analyze why it is often unpunished.
Week 9	Youth and Juvenile Delinquency • Sociological explanations • Street violence, Gang culture and peer influence	Reading: Cohen, A. (1955). <i>Delinquent Boys</i> (Excerpts). Assignment: Group Presentation: Analyze the

	Juvenile justice system	rise of street gangs in urban Pakistan.
Week 10	Victimless crime-Drug Use, Suicide, Prostitution, and pornography as Deviance - Medicalization of deviance - Morality and deviance	Reading: Conrad, P. (2007). <i>The Medicalization of Society</i> (Selected Chapters). Assignment: Debate: "Should drug addiction be treated as a crime or a public health issue?"
Week 11	- Gender, deviance, and Crime - Gender-based Violence	Reading: Chesney-Lind, M. (2006). Patriarchy, Crime, and Justice. Assignment: Assignment: Review the legal framework regarding domestic violence in Pakistan.
Week 12	Deviance and Mental Health - The sociology of mental illness - Deinstitutionalization and social stigma - Interaction with the criminal justice system	Reading: Scheff, T. (1966). <i>Being Mentally Ill</i> (Excerpts). Assignment: Case Study Analysis: The criminalization of the mentally ill in Pakistani prisons.
Week 13	Technology, Cybercrime, and New Forms of Deviance - Cyberbullying, hacking, digital surveillance - Online deviance and anonymity - Regulating virtual spaces	Reading: Wall, D. S. (2007). <i>Cybercrime</i> (Chapter 1). Assignment: Practical Exercise: Analyze the Prevention of Electronic Crimes Act (PECA) 2016 in Pakistan.
Week 14	Crime, Media, and Moral Panics - Media representation of deviance - The concept of moral panic (Stanley Cohen) - Public fear and policy implications	Reading: Cohen, S. (1972). <i>Folk Devils and Moral Panics</i> (Introduction). Assignment: Content Analysis: Review media coverage of a recent "moral panic" in Pakistan (e.g., street crimes, child abduction rumors).
Week 15	Contemporary Issues and Policy Responses - Restorative justice approaches - Community policing	Reading: Johnstone, G. (2002). <i>Restorative Justice</i> (Selected readings). Assignment: Final Presentations: Propose a

	Class debate or presentations on current deviance-related case studies in Pakistan	sociological solution to a specific crime problem in Pakistan.	
Week 16	Course Review	Review of key theories and preparation for final exams	
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Human Rights				
Course Introduction					
This course will explore the intersection of sociology with Human Rights, examining how rights are shaped by power structure, cultural norms, and social inequalities. It investigates the sociological foundations of human rights, challenges in their realization, operationalization, and implementation and the roles of states, institution, and civil society in protecting or violating rights. Special focus is placed on human rights issues in Pakistan and Global South.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand sociological perspectives on human rights. 2. Analyze social movements advocating for human rights and justice. 3. Evaluate the role of international and local organizations in human rights advocacy					
Course Content				Assignments/Readings	
Week 1	Unit-I 1.1 Introduction & Defining to Human Rights 1.2 History and Evolution of Human Rights			Reading: Frezzo, M. (2018). <i>The sociology of human rights</i> (Chapter 1). Assignment: Short essay: "The Social Construction of Human Rights."	
	Unit-II 2.1Introduction to Sustainable Development Goals 17			Reading: United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> (Preamble & Goals 1-3). Assignment: Group Discussion: Analyzing poverty as a human rights violation in the Pakistani context.	
Week 2	2.2 SDG 1: No Poverty 2.3 SDG 2 Zero Hunger			Reading: United Nations. (2015). <i>Transforming our world</i> (Goals 4-6).	

	2.4 SDG 3 Good Health & Well Being	Assignment: Case Study Analysis: Access to clean water in rural Pakistan.
	2.5 SDG 4 Quality of Education	Reading: Shue, H. (1996). <i>Basic rights</i> (Selected Chapters). Assignment: Policy Brief: Proposing strategies to achieve SDG 16 in Pakistan.
	2.6 SDG 5 Gender Equality	
	2.7 SDG 6 Clean Water & Sanitation	
Week 3	2.8 SDG 8 Decent work & Economic Growth	Reading: Nickel, J. W. (2011). <i>Making sense of human rights</i> (Chapter on Categories of Rights). Assignment: Classifying Rights Exercise: Categorize current news headlines by generation of rights.
	2.9 SDG Peace, Justice and Strong Institution	
Week 4	2.10 Discussion on Implementation of all these human Rights	Reading: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i> (Selected theoretical essays). Assignment: Critical Review: Compare Functionalism and Marxism regarding human rights violations.
	Unit III Generation of Human Rights	Reading: Yazdih, H. (2023). <i>The struggle for the people's king</i> (Introduction). Assignment: Presentation: The impact of colonial legacies on current human rights frameworks.
	3.1 Civil, Political, Social, Economic, Cultural, and Environmental	
Week 5	3.2 Environmental Rights Justice	Reading: Montero, J. (2022). <i>Human rights as human independence</i> (Selected sections). Assignment: Debate: "Universalism vs. Cultural Relativism in Religious Rights."
	3.3 Gender & Environment	
Week 5	Unit IV Sociological Perspectives on Human Rights	Reading: Hwang, I. (2022). <i>Human rights and transnational democracy</i> (Chapter on Institutions). Assignment: Report: Evaluate the performance of one International Human Rights Institution.
	4.1 Functionalism & Social Order	
	4.2 Marxism and Class-Based Oppression	Reading: Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i> (Selected Chapter). Assignment: Field Report: Analyze reported cases of GBV in local newspapers.
	4.3 Feminist and Intersectional Approaches	
	4.4 Post-Colonial and Cultural Relativism	

Week 6	4.5 Violation of Human Rights Black people slavery, pre-independence violation of human rights 4.6 Colonialism and Neo Colonialism	Reading: Yazdiha, H. (2023). <i>The struggle for the people's king</i> (Case studies on ethnicity). Assignment: Quiz on Identity-based rights and protections.
	4.7 Human Rights& Religion Violation of Religious human rights on Muslims minorities Palestine- violation of human rights to "right to live"	Reading: Constitution of the Islamic Republic of Pakistan (Part II: Fundamental Rights). Assignment: Written Assignment: Critical analysis of the gaps between the 1956/1962 Constitutions and the 1973 Constitution.
Week 7	Unit V Institutions and Mechanism 5.1 Role of State, Law and Judiciary 5.2 International Human Rights Institutions UN, UNDP, UNESCO, UNHCR, UN WOMEN, OHCHR	Reading: Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border</i> (Chapter 1). Assignment: Case Study: The sociological impact of displacement on IDPs in Pakistan.
	5.3 NGOs, and Civil Societies of Human Rights Protection	Reading: Siddiqui, S. Y., et al. (2024). <i>Human rights for the digital age</i> (Selected Chapter); Shue, H. (1996). <i>Basic rights</i> (Environmental rights section). Assignment: Seminar: Discussing "Climate Justice as a Human Right."
Week 8	Unit VI Human Rights and Identity 6.1 Gender-Based Discriminations 6.2 Gender Based Violence	Reading: Leslie, D., et al. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law</i> . Assignment: Final Presentations: Student groups present case studies on specific human rights violations in Pakistan.
	6.3 Cases of Gender based violence major in Urban areas rather than rural. 6.4 Rights of Ethnicity Black lives matter Sexual Exploitations	Reading: Review of all course materials. Assignment: Open Floor Discussion: Suggestions for universal implementation of human rights.
Week 9	6.5 Rights of Children and the Elderly 6.6 Differently Abled and Human Rights	Reading: Frezzo, M. (2018). <i>The sociology of human rights</i> (Chapter 1).

		Assignment: Short essay: "The Social Construction of Human Rights."
	Unit VII human Rights in Pakistan 7.1 Identify the basic rights as a citizen of Pakistan 7.2 National Human Rights Institutions	Reading: United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> (Preamble & Goals 1-3). Assignment: Group Discussion: Analyzing poverty as a human rights violation in the Pakistani context.
	7.3 Human Rights Challenges in Pakistan (Honors Killing, Forced Marriages, Forced Conversions Police Brutality)	Reading: United Nations. (2015). <i>Transforming our world</i> (Goals 4-6). Assignment: Case Study Analysis: Access to clean water in rural Pakistan.
Week 10	Unit VIII Migration, Refugees, and Statelessness 8.1 Global and Local Displacement Issues 8.2 Rights of Refugees and 1and Internally Displaced Persons 8.3Types of IDPs Directly Affected Person Indirectly Affected Persons	Reading: Shue, H. (1996). <i>Basic rights</i> (Selected Chapters). Assignment: Policy Brief: Proposing strategies to achieve SDG 16 in Pakistan.
	Unit XI Environmental & Digital Rights 9.1 Right to a Clean Environment 9.2 Environmental Justice	Reading: Nickel, J. W. (2011). <i>Making sense of human rights</i> (Chapter on Categories of Rights). Assignment: Classifying Rights Exercise: Categorize current news headlines by generation of rights.
Week 11	9.3 Systemic Inequality in Environmentally induced Climate disasters 9.4 Climate inequality at Local Level	Reading: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i> (Selected theoretical essays). Assignment: Critical Review: Compare Functionalism and Marxism regarding human rights violations.
Week 12	9.5 Climate inequality at international/ Global Level	Reading: Yazdiha, H. (2023). <i>The struggle for the people's king</i> (Introduction). Assignment: Presentation: The

		impact of colonial legacies on current human rights frameworks.
	9.6 Climate Justice & Environmental Racism	Reading: Montero, J. (2022). <i>Human rights as human independence</i> (Selected sections). Assignment: Debate: "Universalism vs. Cultural Relativism in Religious Rights."
Week 13	Unit X 10.1 Rights to Privacy and Access to Information 10.2 Surveillance and Digital Inequality	Reading: Hwang, I. (2022). <i>Human rights and transnational democracy</i> (Chapter on Institutions). Assignment: Report: Evaluate the performance of one International Human Rights Institution.
	10.3 Panopticon Prison Design by Jeremy Bentham	Reading: Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i> (Selected Chapter). Assignment: Field Report: Analyze reported cases of GBV in local newspapers.
Week 14	Unit XI Suggestions 11.1 Finding the gaps of human rights	Reading: Yazdiha, H. (2023). <i>The struggle for the people's king</i> (Case studies on ethnicity). Assignment: Quiz on Identity-based rights and protections.
	11.2 Any suggestions for the universal implementation of human rights	Reading: Constitution of the Islamic Republic of Pakistan (Part II: Fundamental Rights). Assignment: Written Assignment: Critical analysis of the gaps between the 1956/1962 Constitutions and the 1973 Constitution.
Week 15	Unit XII Case Studies 12.1 Case Study: Gender Rights in Pakistan	Reading: Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border</i> (Chapter 1). Assignment: Case Study: The sociological impact of displacement on IDPs in Pakistan.
	12.2 Human Rights Commission Hearings	Reading: Siddiqui, S. Y., et al. (2024). <i>Human rights for the digital age</i> (Selected Chapter); Shue, H. (1996). <i>Basic rights</i> (Environmental rights section). Assignment: Seminar: Discussing "Climate Justice as a Human Right."

Week 16	Unit XIII Review and Final Reflections 13.1 Recap of key Themes	Reading: Leslie, D., et al. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law</i> . Assignment: Final Presentations: Student groups present case studies on specific human rights violations in Pakistan.
	13.2 Preparation of Final terms	Reading: Review of all course materials. Assignment: Open Floor Discussion: Suggestions for universal implementation of human rights.
Textbooks and Reading Material		
Here is your revised reading list in APA 7 format, ensuring at least 30% of titles are published in 2020 or later. Selected titles are relevant to the sociology of human rights and interdisciplinary themes: Celermajer, D., & Lefebvre, A. (Eds.). (2020). <i>The subject of human rights</i>. Stanford University Press Chouliaraki, L. (2024). <i>Wronged: The weaponization of victimhood</i>. Columbia University Press. Chouliaraki, L., & Georgiou, M. (2022). <i>The digital border: Migration, technology, power</i>. NYU Press. Frezzo, M. (2018). <i>The sociology of human rights: An introduction</i> (3rd ed.). Polity Press. (politybooks.com) Hwang, I. (2022). <i>Human rights and transnational democracy in South Korea</i>. University of Pennsylvania Press. Leslie, D., Burr, C., Aitken, M., Cowls, J., Katell, M., Briggs, M., & others. (2021). <i>Artificial intelligence, human rights, democracy, and the rule of law: A primer</i>. Council of Europe. Montero, J. (2022). <i>Human rights as human independence: A philosophical and legal interpretation</i>. University of Pennsylvania Press. Nickel, J. W. (2011). <i>Making sense of human rights</i> (2nd ed.). Wiley-Blackwell. O’Byrne, D. J. (2003). <i>Human rights: An introduction</i>. Pearson Education. Siddiqui, S. Y., Ahmed, R., & Baig, A. (2024). <i>Human rights for the digital age</i>. Springer. (cla.umn.edu)		

Shue, H. (1996). <i>Basic rights: Subsistence, affluence, and U.S. foreign policy</i> . Princeton University Press.			
United Nations. (2015). <i>Transforming our world: The 2030 Agenda for Sustainable Development</i> . https://sdgs.un.org/2030agenda			
Yazdiha, H. (2023). <i>The struggle for the people's king: How politics transforms the memory of the civil rights movement</i> . Princeton University Press.			
Teaching Learning Strategies			
1. Interactive Lectures and Class Debates 2. Film/ Documentary Screening “Saving face, A Girl in the River, Shawshank Redemption” 3. Group Presentation			
Assignments: Types and Number with Calendar			
1. Assignment 1 (Week 4): Essay – "Whose Rights? A Critique of Universalism vs Cultural Relativism" 2. Assignment 2 (Week 9): Case study – Human Rights Violation in Pakistan 3. Quiz: Midterm quiz (Week 7) 4. Presentation: Group presentations on global/local HR campaigns (Week 13)			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Media				
Course Introduction					
This course examines the dynamic relationship between media and society, exploring how various forms of media influence and reflect social structures, cultural norms, and power relations. Students will engage with key sociological theories and frameworks to critically analyze the role of traditional and digital media in shaping public discourse, identity, and social behavior. The course will also address issues such as media ownership, representation, propaganda, digital inequalities, and the impact of social media on communication and community formation. By the end of the course, students will develop a sociological lens to evaluate the transformative role of media in contemporary societies.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand the relationship between media and society. 2. Analyze media’s role in shaping public opinion and social norms. 3. Evaluate sociological theories of media and communication in the digital age.					
Course Content				Assignments & readings	
Week 1	Unit 1: Introduction • What is media and why study it sociologically?			Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 1). Assignment: Media Diary: Document your media consumption for 24 hours and analyze patterns.	

	Unit 1: Introduction - Media as a social institution - The role of media in everyday life	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 2). Assignment: Quiz on key theoretical differences (Functionalist vs. Conflict views).
Week 2	Unit 2: Classical and Contemporary Theories Functionalism, conflict theory, symbolic interactionism	Reading: Hall, S. (1997). <i>Representation</i> (Chapter 1). Assignment: Short Essay: Applying the Frankfurt School's critique to modern entertainment.
	Unit 2: Classical and Contemporary Theories Media's Magic Bullet and Two Step Flow Theory	Reading: McChesney, R. W. (2015). <i>Rich media, poor democracy</i> (Chapter 1). Assignment: Case Study: Analyze the ownership structure of a major Pakistani media house.
Week 3	Unit 2: Classical and Contemporary Theories Frankfurt School and critical theory	Reading: Herman, E. S., & Chomsky, N. (2002). <i>Manufacturing consent</i> (Chapter 1). Assignment: Content Analysis: Compare the framing of a specific news story across two different channels.
	Unit 2: Classical and Contemporary Theories Stuart Hall's cultural studies approach	Reading: Hooks, b. (1996). <i>Reel to real</i> (Introduction). Assignment: Discussion Forum: Identify examples of "Manufacturing Consent" in current affairs.

Week 4	Unit 3: Media Ownership and Politics of Advertisement - Media monopolies and conglomerates - Lapdogs vs Watchdogs	Reading: Hall, S. (1997). <i>Representation</i> (Chapter on Stereotyping). Assignment: Visual Analysis: Analyze advertisements for gender or racial stereotypes.
	Unit 3: Media Ownership and Politics of Advertisement - Public vs. private media models - Alternative Media and Subscriptions	Reading: Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> (Selected chapter on difference). Assignment: Presentation: Case study on representation of minorities in Pakistani dramas.
Week 5	Unit 4: Media and Power Agenda-setting and framing of News	Reading: Hooks, b. (1996). <i>Reel to real</i> (Selected essays). Assignment: Critical Review: Watch a popular comedy show and analyze the construction of "jokes" regarding gender.
	Unit 4: Media and Power Gatekeeping and elite influence through Dramas, Films, and Advertisement	Reading: Hall, S. (1980). Encoding/Decoding. In <i>Culture, Media, Language</i> . Assignment: Audience Reception Study: Interview two people about a movie to see how they "decoded" it differently.
Week 6	Unit 4: Media and Power Manufacturing consent (Chomsky & Herman) and giving it a tilt	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter 1). Assignment: Participant Observation: Join an online fan community and observe interaction patterns.
	Unit 5: Representation and Identity Race, gender, class, and sexuality in media	Reading: Postman, N. (1985). <i>Amusing ourselves to death</i> (Chapter: The Peek-a-Boo World). Assignment: Fact-Checking Exercise: Trace the source of a viral "fake news" story.
Week 7	Unit 5: Representation and Identity Stereotyping and symbolic annihilation	Reading: Zuboff, S. (2019). <i>The age of surveillance</i>

		<i>capitalism</i> (Chapter on Experience). Assignment: Profile Analysis: Analyze the "emotional labor" of a selected social media influencer.
	Unit 5: Representation and Identity Intersectionality and media texts	Reading: Terranova, T. (2004). <i>Network culture</i> (Chapter on Globalization). Assignment: Debate: "Does Globalization lead to Cultural Homogenization or Hybridity?"
Week 8	Unit 6: Media, Caste and Race Media constructions of Caste, racial and ethnic identities	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter on Politics). Assignment: Group Project: Design a digital activism campaign for a social cause.
	Unit 6: Media, Caste and Race - Whitewashing, erasure, and the politics of visibility - Case studies: film, news, and advertising	Reading: Current articles on Digital Rights in Pakistan. Assignment: Final Review and submission of campaign projects.
Week 9	Unit 7: Gender, Sexuality, and the Media Femininity, masculinity, and queer identities in media	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 1). Assignment: Media Diary: Document your media consumption for 24 hours and analyze patterns.
	Unit 7: Gender, Sexuality, and the Media - The Construction of Joke in Infotainment Programs/Dramas - Feminist media theory	Reading: Croteau, D., & Hoynes, W. (2019). <i>Media/society</i> (Chapter 2). Assignment: Quiz on key theoretical differences (Functionalist vs. Conflict views).
Week 10	Unit 7: Gender, Sexuality, and the Media Post-feminism and popular culture	Reading: Hall, S. (1997). <i>Representation</i> (Chapter 1). Assignment: Short Essay: Applying the Frankfurt School's critique to modern entertainment.
	Unit 8: Audiences, Reception, and Meaning-Making Encoding/decoding model (Stuart Hall)	Reading: McChesney, R. W. (2015). <i>Rich media, poor democracy</i> (Chapter 1).

		Assignment: Case Study: Analyze the ownership structure of a major Pakistani media house.
Week 11	Unit 8: Audiences, Reception, and Meaning-Making • Uses and gratifications theory	Reading: Herman, E. S., & Chomsky, N. (2002). <i>Manufacturing consent</i> (Chapter 1). Assignment: Content Analysis: Compare the framing of a specific news story across two different channels.
	Unit 8: Audiences, Reception, and Meaning-Making • Fandoms, subcultures, and participatory culture	Reading: Hooks, b. (1996). <i>Reel to real</i> (Introduction). Assignment: Discussion Forum: Identify examples of "Manufacturing Consent" in current affairs.
Week 12	Unit 9: News Media and Public Discourse (Misinformation/Disinformation) • The sociology of journalism • Fake news, misinformation/disinformation, and public trust	Reading: Hall, S. (1997). <i>Representation</i> (Chapter on Stereotyping). Assignment: Visual Analysis: Analyze advertisements for gender or racial stereotypes.
	Unit 9: News Media and Public Discourse (Misinformation/Disinformation) • Media and Moral Panics Media in the Times of Crises, Disasters and Wars	Reading: Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> (Selected chapter on difference). Assignment: Presentation: Case study on representation of minorities in Pakistani dramas.
Week 13	Unit 11: Social Media, Influencers, and Emotional Labor • Self-presentation and online youth identity • The labor of being watched and watching (YouTube, TikTok, and Instagram)	Reading: Hooks, b. (1996). <i>Reel to real</i> (Selected essays). Assignment: Critical Review: Watch a popular comedy show and analyze the construction of "jokes" regarding gender.
	Unit 11: Social Media, Influencers, and Emotional Labor • Going Viral: The Hidden Cost of Big Following • Virality and emotional contagion	Reading: Hall, S. (1980). Encoding/Decoding. In <i>Culture, Media, Language</i> . Assignment: Audience Reception Study: Interview

		two people about a movie to see how they "decoded" it differently.
Week 14	Unit 12: Global Media and Cultural Flows - Media, Culture and Globalization - Cultural imperialism vs. hybridity	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter 1). Assignment: Participant Observation: Join an online fan community and observe interaction patterns.
	Unit 12: Global Media and Cultural Flows - Global media industries and localization - Case studies: Bollywood, K-Pop, Hollywood	Reading: Postman, N. (1985). <i>Amusing ourselves to death</i> (Chapter: The Peek-a-Boo World). Assignment: Fact-Checking Exercise: Trace the source of a viral "fake news" story.
Week 15	Unit 13: Media Activism and Digital Resistance Social media and social movements (e.g. #Metoo #BlackLivesMatter)	Reading: Zuboff, S. (2019). <i>The age of surveillance capitalism</i> (Chapter on Experience). Assignment: Profile Analysis: Analyze the "emotional labor" of a selected social media influencer.
	Unit 13: Media Activism and Digital Resistance Hacking, memes, and political dissent	Reading: Terranova, T. (2004). <i>Network culture</i> (Chapter on Globalization). Assignment: Debate: "Does Globalization lead to Cultural Homogenization or Hybridity?"
Week 16	Unit 13: Media Activism and Digital Resistance Censorship and digital authoritarianism	Reading: Jenkins, H. (2006). <i>Fans, bloggers, and gamers</i> (Chapter on Politics). Assignment: Group Project: Design a digital activism campaign for a social cause.
	Unit 13: Media Activism and Digital Resistance Content Moderation: Censorship and State Control	Reading: Current articles on Digital Rights in Pakistan. Assignment: Final Review and submission of campaign projects.
Textbooks and Reading Material		
Couldry, N., & Hepp, A. (2017). <i>The mediated construction of reality</i> . Polity Press.		

Croteau, D., & Hoynes, W. (2019). *Media/society: Industries, images, and audiences* (6th ed.). SAGE Publications.

Hall, S. (1997). *Representation: Cultural representations and signifying practices*. SAGE Publications.

Herman, E. S., & Chomsky, N. (2002). *Manufacturing consent: The political economy of the mass media*. Pantheon Books.

Hooks, b. (1996). *Reel to real: Race, sex, and class at the movies*. Routledge.

Jenkins, H. (2006). *Fans, bloggers, and gamers: Exploring participatory culture*. NYU Press.

McChesney, R. W. (2015). *Rich media, poor democracy: Communication politics in dubious times* (2nd ed.). The New Press.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. Penguin Books.

Terranova, T. (2004). *Network culture: Politics for the information age*. Pluto Press.

Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. PublicAffairs.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Stratification				
Course Introduction					
This course helps building concepts, societal systems, and theories of social stratification which generate social inequalities. According to social stratification, the society is divided into different layers called as Strats. Through these Strats, the society can be critically analyzed the dimensions of society such as social status, class, caste, race, ethnicity, and gender, and how these stratas access to resources, power, and prestige in different societies.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand social stratification in historical and sociological perspectives.					
2. Analyze the intersection of class, caste, gender, ethnicity and other social categories.					
3. Evaluate sociological strategies for reducing inequality in societies					
Course Content				Assignments/Readings	
Week 1	Introduction to Social Stratification - Defining stratification in sociological terms - Historical context and evolution of social hierarchies			Reading: Grusky, D. B. (2020). <i>Social stratification</i> (Chapter 1). Assignment: Diagnostic Essay: "Is inequality inevitable in human societies?"	

Week 2	Forms and Types of Stratification • Stratas and types: Class, caste, estate, ethnicity, and gender • Characteristics and persistence of stratified systems	Reading: Bottero, W. (2004). <i>Stratification: Social division and inequality</i> (Chapter 2). Assignment: Comparative Chart: Create a matrix comparing Caste, Class, and Estate systems.
Week 3	Classical Theories of Stratification I • Marx's conflict theory • Max Weber	Reading: Grusky, D. B. (2020). <i>Social stratification</i> (Readings on Marx & Weber). Assignment: Essay Assigned: Critical comparison of Marx and Weber's views on class.
Week 4	Classical Theories of Stratification II – • Symbolic interactionism and life chances • Emile Durkheim: Functionalist perspective	Reading: Doob, C. B. (2019). <i>Social inequality and social stratification</i> (Chapter on Theories). Assignment: Class Activity: Analyzing "Life Chances" through an interactionist lens.
Week 5	Modern Theories of Stratification** • Davis & Moore: Functionalist theory • Gerhard Lenski: Technological theory and synthesis • Erik Olin Wright: Neo-Marxist class analysis	Reading: Grusky, D. B. (2019). The past, present, and future of social inequality. Assignment: Debate: "Is social stratification functional for society?" (Davis vs. Moore critique).
Week 6	Dimensions of Inequality I – Economic and Gender • Economic inequality and wealth distribution • Gender inequality, patriarchy, and transgender issues	Reading: Wilkinson, R. G. (2022). <i>Class and health</i>; Cole, M. (2022). <i>Education, equality and human rights</i>. Assignment: Data Analysis: Review recent economic survey data on wealth distribution in Pakistan.
Week 7	Dimensions of Inequality II – Ethnicity, Race, Education & Health • Race and ethnic stratification (e.g., BLM, civil rights) • Systemic barriers in education and health • Socioeconomic determinants of life outcomes	Reading: Wilkerson, I. (2020). <i>Caste</i> (Selected excerpts). Assignment: Article Review: Analyze a scholarly article on educational inequality in Pakistan.

Week 8	Social Mobility and Measurement - Defining social mobility and its types - Intergenerational mobility: income, occupation, and rank - Tools to measure mobility	Reading: Bottero, W. (2004). <i>Stratification</i> (Chapter on Mobility). Assignment: Midterm Assessment / Presentations.
Week 9	Stratification in Pakistan - Class and power structures - Caste and bradri systems - Gender, minorities, and regional disparities	Reading: Ibrahim, M. (2010). The Biradari Participation in the Power-Politics of Punjab. Assignment: Group Discussion: The role of Biradari in modern Punjabi politics.
Week 10	Global Stratification - World-systems theory: core, periphery, semi-periphery - Global North vs. Global South: development inequalities - Structural causes of global poverty	Reading: McKeever, M. (2024). Social stratification and inequality in South Africa (Comparative context). Assignment: Concept Map: Draw the Core, Periphery, and Semi-Periphery nations.
Week 11	: Neoliberalism, Human Rights, and New Inequalities - Neoliberalism and its impacts on stratification - Global human rights violations (e.g., Palestine) - Discussion: Inequality of opportunity at the global level	Reading: Zajak, S., & Haunss, S. (2020). <i>Social stratification and social movements</i>. Assignment: Group Presentation on Inequality in Pakistan (Due).

Week 12	Digital Inequality - Digital divide: access, affordability, and literacy - Technological lag in countries like Pakistan - Social consequences of digital exclusion	Reading: Recent reports on the Digital Divide in Developing Nations. Assignment: Survey Project: Conduct a mini-survey on digital access among peers/family.
Week 13	Resistance and Social Change - Marxian ideas of class consciousness and revolution - Social movements: feminist, Dalit, labor, BLM Debate: Can education alone reduce inequality in Pakistan?	Reading: Zajak, S., & Haunss, S. (2020). <i>Social stratification and social movements</i>. Assignment: Debate: "Can education alone reduce inequality in Pakistan?"
Week 14	Case Studies and Policy Interventions - Government policies - Role of NGOs, media, and civil society - Gender justice:	Reading: Cole, M. (2022). <i>Education, equality and human rights</i>. Assignment: Policy Brief: Propose a policy intervention to reduce a specific inequality in Pakistan.
Week 15	Continued	Reading: Student selected readings for presentation. Assignment: Student Presentations on Policy Interventions.
Week 16	Contemporary Issues and Wrap-Up - Informal economy and labor market disparities - Poverty, welfare, and social protection programs - Review of key debates and student presentations	Reading: Review of course material. Assignment: Final Review Session.
Textbooks and Reading Material		
Bottero, W. (2004). <i>Stratification: Social division and inequality</i>. Routledge. Cole, M. (Ed.). (2022). <i>Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class</i>. Taylor & Francis.		

Doob, C. B. (2019). <i>Social inequality and social stratification in US society</i> . Routledge.			
Grusky, D. B. (2019). The past, present, and future of social inequality. In <i>Social Stratification, Class, Race, and Gender in Sociological Perspective, Second Edition</i> (pp. 3-51). Routledge.			
Grusky, D. B. (Ed.). (2020). <i>Social stratification: Class, race, and gender in sociological perspective</i> (4th ed.). Westview Press			
Ibrahim, M. (2010). The Biradari Participation in the Power-Politics of Punjab after 1849 to 1947: A Case Study of Lahore District. <i>Journal of the Research Society of Pakistan</i> , 47(2).			
McKeever, M. (2024). Social stratification and inequality in South Africa. <i>Sociology Compass</i> , 18(2), e13173.			
McCammon, L. (1999). Introducing social stratification and inequality: An active learning technique. <i>Teaching Sociology</i> , 27(1), 44-54.			
Wilkerson, I. (2020). <i>Caste: The origins of our discontents</i> . Random House			
Wilkinson, R. G. (Ed.). (2022). <i>Class and health: Research and longitudinal data</i> . Taylor & Francis.			
Zajak, S., & Haunss, S. (Eds.). (2020). <i>Social stratification and social movements: Theoretical and empirical perspectives on an ambivalent relationship</i> . Routledge.			
Teaching Learning Strategies			
1. Lectures with Multimedia Support 2. Case Studies and Documentaries 3. Group and Class Discussions 4. Presentations 5. Class Debates			
Assignments: Types and Number with Calendar			
2. Essays on Classical Theories (4 Weeks) 3. Group Presentation on Inequality among Pakistan (Week 11) 4. Presentations or Mid Term (Week 8)			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Classical Perspectives in Sociological Theory				
Course Introduction					
This course provides an in-depth exploration of the foundational ideas and frameworks that shaped the discipline of sociology through the works of classical theorists such as Karl Marx, Max Weber, Émile Durkheim, and others. It examines the historical and intellectual contexts in which these theories emerged, and how they sought to explain the structures, dynamics, and transformations of modern society. Emphasis is placed on understanding key concepts, analytical tools, and philosophical underpinnings of classical thought. By engaging with original texts and critical interpretations, students will develop a sociological lens to analyze social life and evaluate the enduring relevance of classical theory in addressing contemporary social issues.					
Learning Outcomes					
By the end of this course, students will be able to: 1. Understand foundational sociological theories developed by classical theorists. 2. Develop sociological lenses in line with contributions of classical theorists for understanding of society. 3. Evaluate the relevance of classical sociological theories in contemporary contexts.					
Course Content				Assignments/Readings	
Week 1	Unit 1: Introduction to Classical Sociology – Social and Intellectual Forces, Enlightenment and the French Revolution			Reading: - Ritzer, G. (2021). <i>Classical Sociological Theory</i>. Chapter 1: "Introduction to Sociological Theory". - Ashley & Orenstein (2005). Chapter 1: "The Nature of Sociological Theory".	
Week 2	Nature of Theory – Theory and Knowledge, Inductive and Deductive Logic, Facts, Propositions, and Laws.			Reading: - Ritzer, G. (2021). Chapter on "Theorizing". - Farganis, J. (2000). Readings in Social Theory. Introduction section.	
Week 3	Unit 2: Auguste Comte 2.1 Positivism 2.2. The Law of Human Progress			Reading: - Ritzer, G. (2021). Chapter on "Auguste	

		Comte". - Ashley & Orenstein (2005). Chapter on Comte. Assignment: - Group Discussion: Relevance of Positivism today.
Week 4	Auguste Comte 2.3. Hierarchy of the Sciences 2.4. Social Statics and Dynamics	Reading: - Farganis, J. (2000). Excerpts from Comte's <i>Positive Philosophy</i>. Assignment: - Quiz 1: Comte's concepts.
Week 5	Unit 3: Emile Durkheim a. Rules of Sociological Method, Social Facts	Reading: - Ritzer, G. (2021). Chapter on "Emile Durkheim". - Ashley & Orenstein (2005). Chapter on Durkheim.
Week 6	b. Division of Labor, Mechanical and Organic Solidarity c. Suicide Theory, Theory of Religion	Reading: - Farganis, J. (2000). Excerpts from Durkheim's <i>Suicide and Division of Labor</i>. Assignment: - Written Analysis: Applying "Social Facts" to Pakistani society.
Week 7	Unit 4: Karl Marx – 1.1 Historical Materialism, Communist Manifesto 4.2 Class Conflict, Socialism and Alienation	Reading: - Ritzer, G. (2021). Chapter on "Karl Marx". - Farganis, J. (2000). Excerpts from <i>Communist Manifesto</i>.
Week 8	Karl Marx – Modes of Production, Stages of Social Evolution	Reading: - Ashley & Orenstein (2005). Chapter on Marx. - Bronner, S. E. (2004). <i>Critical Theory and Society</i>. Selection on Marx.

		Assignment: - Midterm Exam
Week 9	Course Midterm Review	Assignment: - Review session and Q&A.
Week 10	Unit 5: Max Weber 5.1. Sociology of Religion, Verstehen 5.2. Bureaucracy, Rationalization	Reading: - Ritzer, G. (2021). Chapter on "Max Weber". - Farganis, J. (2000). Excerpts from Weber's works.
Week 11	5.3. Bureaucracy, Rationalization 5.4. Protestant Ethic and Capitalism	Reading: - Ashley & Orenstein (2005). Chapter on Weber. - Excerpts from <i>The Protestant Ethic and the Spirit of Capitalism</i> . Assignment: - Presentation: Weberian analysis of modern organizations.
Week 12	Unit 6: Herbert Spencer 6.1. The law of Social Evolution 6.2. Concept of Society 6.3. Laissez-faire	Reading: - Ritzer, G. (2021). Chapter on "Herbert Spencer". - Ashley & Orenstein (2005). Chapter on Spencer.
Week 13	Unit 7: W. G. Sumner 5.1 Folkways and Mores 5.2 In-group and out-group 5.3 Basic motives	Reading: - Ashley & Orenstein (2005). Chapter on Sumner. - Selected primary text excerpts (Folkways).
Week 14	W. G. Sumner (continued)	Reading: - Calhoun, C., et al. (2012). <i>Contemporary Sociological Theory</i> . Background reading on early sociology. Assignment: - Final Term Paper Submission.

Week 15	Unit 8: Synthesis and Review – Comparative Evaluation of Classical Theorists, Theory Application Exercises	Reading: - Ritzer, G. (2021). Summary/Conclusion Chapters. - Enan, M. A. (2007). <i>Ibn Khaldun: His life and works</i> . (Supplementary reading on comparative classical thought).
Week 16	Continued	Assessment: - Final Term Exam

Textbooks and Reading Material

- Ashley, D., & Orenstein, D. M. (2005). *Sociological theory: Classical statements* (6th ed.). Pearson Education.
- Blau, P. M., Fararo, T. J., Goldstone, J. A., Heckathorn, D. D., Heise, D. R., Jasso, G., ... & Zald, M. N. (2002). *New directions in contemporary sociological theory*. Rowman & Littlefield Publishers.
- Bronner, S. E. (2004). *Critical theory and society: A reader*. Routledge and Kegan Paul.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (Eds.). (2012). *Contemporary sociological theory*. John Wiley & Sons.
- Enan, M. A. (2007). *Ibn Khaldun: His life and works*. The Other Press.
- Farganis, J. (2000). *Readings in social theory: The classic tradition to post-modernism* (3rd ed.). McGraw-Hill.
- Ritzer, G. (2021). *Classical sociological theory* (8th ed.). SAGE.
- Ritzer, G. (2000). *Modern sociological theory* (5th ed.). McGraw-Hill.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
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1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Public Policy				
Course Introduction					
This course introduces students to the foundational concepts, frameworks, and processes involved in public policy-making and governance. Emphasizing both theoretical perspectives and real-world applications, the course explores the functioning of state institutions, the role of civil society, and the impact of globalization on policy outcomes. By focusing on Pakistan’s policy landscape, students will critically engage with the challenges and opportunities in policy formulation and implementation, especially in the context of democratic governance, institutional reforms, and social development.					
Learning Outcomes					
By the end of this course, students will be able to:					
1. Understand key concepts, functions, and processes of governance and public policy-making in both national and global contexts. 2. Analyze and compare major theoretical approaches to public policy, including society-centered, institution-centered, and state-centered models. 3. Evaluate the impact of globalization, local political dynamics, and institutional actors on public policy formulation and implementation, with a focus on Pakistan.					
Course Content				Assignment / Readings	
Week 1	• Overview of the course outline and objectives Introduction of students			Reading: Wu, X., et al. (2022). <i>The public policy</i>	

	Introduction to Public Policy and Governance • Definition and significance of public policy • Governance: principles and models	<i>primer</i> (Chapter 1). Assignment: Class Discussion: What constitutes a 'good' public policy? Reading: Newman, J. (2005). <i>Remaking governance</i> (Introduction). Assignment: Short reflection on the state of governance in Pakistan.
Week 2	Processes and Theories of Governance • Processes of governance • Improving democracy and governance	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Chapter 1). Assignment: Reflective Writing Assigned: Analyze the impact of globalization on a local institution. Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Cycles). Assignment: Reflective Writing Due. Identify a policy problem in your community.
	Continued	
Week 3	Governance and Globalization • Impact of globalization on governance • Institutional reform, capacity building, accountability	Reading: Lewis, G., et al. (2006). <i>Rethinking social policy</i> (Chapter on Policy Actors). Assignment: Quiz: The Policy Cycle and Key Actors. Reading: Bardach, E., & Patashnik, E. M. (2023). <i>A practical guide for policy analysis</i> (Chapters on Implementation). Assignment: Case Study:
	Continued	

		Analyze the implementation gap of a Pakistani policy.
Week 4	Public Policy Process in Pakistan (I) • Definition and stages of the policy cycle • Problem identification and agenda setting	Reading: Wiseman, J. (2020). <i>Making social policy in Australia</i> (Relevant sections on Welfare); Local Policy Documents. Assignment: Group Work: Evaluate the Ehsaas Program/Benazir Income Support Program. Reading: Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work</i> . Assignment: Midterm Assessment.
	Continued	
Week 5	Discussion and Quiz	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. Assignment: Term Paper Topic Submission.
	Public Policy Process in Pakistan (II) • Key actors: bureaucracy, parliament, civil society • Cabinet, ministries, and departments	Reading: Chandler, D. (2023). <i>Free and equal</i> (Selected readings on State role). Assignment: Develop an outline for the Term Paper.
Week 6	Continued	Reading: Garrett, P. M. (2017). <i>Welfare words</i> (Chapter on Resistance). Assignment: Class Discussion: How do social movements influence policy?
	Policy Implementation and Evaluation • Mechanisms and challenges of policy implementation • Monitoring, evaluation, and feedback loops	Reading: Bessant, J., et al. (2020). <i>Talking policy</i> (Chapter on Theoretical Approaches). Assignment: Draft check: Submit preliminary bibliography for Term Paper.
Week 7	Continued	Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Instruments).
	The Pakistani Welfare State and Social Policy • Concept of welfare state in Pakistan	

	Education, health, and poverty alleviation policies	Assignment: Final Term Paper Due. Reading: Saltelli, A., & Di Fiore, M. (2023). <i>The politics of modelling</i>. Assignment: Presentation: Share key findings from your Term Paper.
Week 8	Continued	Reading: Bogenschneider, K., & Corbett, T. J. (2021). <i>Evidence based policymaking</i>. Assignment: Peer Review activity.
	Public Policy in the Globalized Context Globalization: economic, political, and cultural dimensions	
Week 9	Public Policy in the Globalized Context - Globalization: economic, political, and cultural dimensions - Global institutions and policy influence	Reading: Wu, X., et al. (2022). <i>The public policy primer</i> (Chapter 1). Assignment: Class Discussion: What constitutes a 'good' public policy? Reading: Newman, J. (2005). <i>Remaking governance</i> (Introduction). Assignment: Short reflection on the state of governance in Pakistan.
	Continued	
Week 10	Globalization and the State - Changing role of the state in the global era - Globalization's impact on national sovereignty	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Chapter 1). Assignment: Reflective Writing Assigned: Analyze the impact of globalization on a local institution. Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Cycles). Assignment: Reflective Writing Due. Identify a policy problem in your community.
	Continued	
Week 11	Globalization and Social Movements - Identity, resistance, and transnational advocacy - Policy responses to global challenges	Reading: Lewis, G., et al. (2006). <i>Rethinking social policy</i> (Chapter on Policy Actors). Assignment: Quiz: The
	Continued	

		Policy Cycle and Key Actors. Reading: Bardach, E., & Patashnik, E. M. (2023). <i>A practical guide for policy analysis</i> (Chapters on Implementation). Assignment: Case Study: Analyze the implementation gap of a Pakistani policy.
Week 12	Theoretical Approaches: Society-Centered • Liberal pluralism, elite theory, class analysis	Reading: Wiseman, J. (2020). <i>Making social policy in Australia</i> (Relevant sections on Welfare); Local Policy Documents. Assignment: Group Work: Evaluate the Ehsaas Program/Benazir Income Support Program. Reading: Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work</i>. Assignment: Midterm Assessment.
	Continued	
Week 13	Theoretical Approaches: State-Centered • State autonomy and structural institutionalism • Policy learning and diffusion	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. Assignment: Term Paper Topic Submission. Reading: Chandler, D. (2023). <i>Free and equal</i> (Selected readings on State role). Assignment: Develop an outline for the Term Paper.
	Continued	
Week 14	Comparative Approaches and Emerging Themes • Internationalization vs. globalization of public policy • Policy learning and diffusion	Reading: Garrett, P. M. (2017). <i>Welfare words</i> (Chapter on Resistance). Assignment: Class Discussion: How do social movements influence policy? Reading: Bessant, J., et al. (2020). <i>Talking policy</i> (Chapter on Theoretical Approaches).
	Continued	

		Assignment: Draft check: Submit preliminary bibliography for Term Paper.
Week 15	Term paper Review and discussion Case studies on public policy issues in Pakistan Summary of key debates and frameworks	Reading: Howlett, M. (2023). <i>Designing public policies</i> (Chapter on Policy Instruments). Assignment: Final Term Paper Due.
	Continued	Reading: Saltelli, A., & Di Fiore, M. (2023). <i>The politics of modelling</i> . Assignment: Presentation: Share key findings from your Term Paper.
Week 16		Reading: Bogenschneider, K., & Corbett, T. J. (2021). <i>Evidence based policymaking</i> . Assignment: Peer Review activity.
	Revision for Final exams	
Textbooks and Reading Material		

Textbooks

- Bogensneider, K., & Corbett, T. J. (2021). *Evidence based policymaking: Envisioning a new era of theory, research, and practice*. Routledge.
- Farra, F., & Pissarides, C. (2023). *Quantum governance: Rewiring the foundation of public policy*. Emerald Publishing.
- Bardach, E., & Patashnik, E. M. (2023). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (7th ed.). CQ Press.
- Bessant, J., Watts, R., Dalton, T., & Smyth, P. (2020). *Talking policy: How social policy is made*. Routledge.
- Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. In E. Vivares (Ed.), *The Routledge handbook to global political economy: Conversations and inquiries* (pp. 257–274). Routledge.
- Chandler, D. (2023). *Free and equal: What would a fair society look like?* Allen Lane.
- Cunningham, J., & Cunningham, S. (2017). *Social policy and social work: An introduction*. Learning Matters.
- Deacon, B. (2009). *Global governance, regional integration and social policy*. Edward Elgar Publishing.
- Edgar, L., & Chandler, J. (2004). *Strengthening social policy: Lessons on forging government–civil society partnerships*. Commonwealth Secretariat.
- Garrett, P. M. (2017). *Welfare words: Critical social work & social policy*. SAGE Publications.
- Howlett, M. (2023). *Designing public policies: Principles and instruments* (3rd ed.). Routledge.
- Lewis, G., Gewirtz, S., & Clarke, J. (2006). *Rethinking social policy*. Open University Press.
- Newman, J. (2005). *Remaking governance: Peoples, politics and the public sphere*. Policy Press.
- Patrick, R., Treanor, M., & Wenham, A. (2021). Introduction: Qualitative longitudinal research for social policy – Where are we now? *Social Policy and Society*, 1–7.
- Saltelli, A., & Di Fiore, M. (Eds.). (2023). *The politics of modelling: Numbers between science and policy*. Oxford University Press.

Wiseman, J. (2020). <i>Making social policy in Australia: An introduction</i> . Melbourne University Press.			
Wu, X., Ramesh, M., Howlett, M., & Fritzen, S. A. (2022). <i>The public policy primer</i> (2nd ed.). Routledge.			
Teaching Learning Strategies			
1. Interactive Lectures Use structured lectures supplemented with real-world case studies from Pakistan’s policy landscape (e.g., education policy, climate policy, or social protection programs) to encourage critical thinking. 2. Group activity Students work in groups to analyze a policy issue 3. Reflective Writing: Short reflections to deepen personal engagement with public policy concepts and real-world issues.			
Assignments: Types and Number with Calendar			
Week		Assessment Milestone	
Week 4		Reflective Writing	
Week 8		Midterm Exam	
Week 9		Term Paper Topic Submission and discussion	
Week 13		Final Term Paper Due	
Week 14		Final Exam	
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS SOCIOLOGY	Course Code		Credit Hours	3
Course Title	Social Research Methods and Data Analysis				
Course Introduction					
This course introduces students to the principles, approaches, and practices of social research, equipping them with the knowledge and skills to critically investigate the social world. Divided into four key phases, philosophical foundations, research design, data collection, and data analysis, the course offers a comprehensive grounding in both qualitative and quantitative methods. Students will first explore the philosophical underpinnings of research, including major paradigms, debates on objectivity and subjectivity, and the role of theory. Building on this foundation, they will learn how to formulate research questions, design projects, select samples, and understand ethical considerations in conducting research. In the fieldwork phase, students will gain hands-on experience with techniques such as surveys, interviews, observation, and document analysis. Finally, the course covers the basics of data analysis: coding, interpreting qualitative data, and applying statistical tools for quantitative analysis. By the end of the course, students will be able to design and conduct small-scale research projects, critically evaluate existing studies, and communicate research findings effectively. The course emphasizes reflexivity, ethical awareness, and contextual relevance in conducting meaningful and responsible research.					
Learning Outcomes					
On the completion of the course, the students will: 1. Explain the philosophical foundations of social research, including major paradigms (positivism, interpretivism, critical theory) and debates on epistemology, ontology, and methodology. 2. Design appropriate research strategies, demonstrating an understanding of sampling techniques, ethical considerations, and methodological choices. 3. Apply qualitative and quantitative data collection methods, such as interviews, surveys, participant observation, and document analysis, in the context of real-world social issues. 4. Analyze and interpret data using basic qualitative coding techniques and statistical tools, and present research findings in a structured and ethical manner. 5. Demonstrate reflexivity and critical thinking in evaluating existing research and in designing and conducting their own research projects, with attention to power dynamics, cultural context, and ethical practice.					
Course Content			Assignments/Readings		

Week 1	Unit-I Philosophical Foundations of Social Research: Introduction 1.1 Nature of Social Reality: Ontology and Epistemology	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Guba & Lincoln – “Competing Paradigms in Qualitative Research”
	Unit-II Philosophical Foundations of Social Research 2.1 Positivism 2.2 Interpretivism	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Guba & Lincoln – “Competing Paradigms in Qualitative Research”
Week 2	Unit-I Philosophical Foundations of Social Research 1.1 Critical Theory 1.2 Pragmatism	- Guba & Lincoln – “Competing Paradigms in Qualitative Research” - Bhaskar – <i>A Realist Theory of Science</i>
	Unit-II Philosophical Foundations of Social Research 2.1 Objectivity, Subjectivity, and Reflexivity 2.2 Theory and Research: Deductive vs Inductive Reasoning 2.3 The Role of the Researcher: Insider/Outsider Debate	- Lincoln & Guba – <i>Naturalistic Inquiry</i> - Bhaskar – <i>A Realist Theory of Science</i> - Hammersley – “What’s Wrong with Ethnography?”
Week 3	Unit-I Planning and Designing Research: Introduction 1.1 Problem Formulation: Identifying a Research Problem 1.2 Formulating Research Questions and Hypotheses 1.3 Literature Review Techniques	Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Conceptualization and Operationalization	- Creswell – <i>Research Design</i> - Babbie – <i>The Practice of Social Research</i>
Week 4	Unit-I Planning and Designing Research 1.1 Units of Analysis and Levels of Measurement	- Creswell – <i>Research Design</i> - Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Probability Sampling: Simple random, Stratified, Cluster	Babbie – <i>The Practice of Social Research</i>
Week 5	Unit-I Planning and Designing Research 1.1 Non-Probability Sampling: Purposive, Snowball, Theoretical Sampling	Babbie – <i>The Practice of Social Research</i>
	Unit-II Planning and Designing Research 2.1 Research Design Types: Cross-sectional, Longitudinal, Experimental	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>

Week 6	Unit-I Planning and Designing Research 1.1 Research Design Types: Case Study, Ethnography, Grounded Theory, Phenomenology	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Planning and Designing Research 2.1 Research Design Types: Mixed Methods Designs	Babbie – <i>The Practice of Social Research</i>
Week 7	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Surveys and Questionnaire Design	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
	Unit-II Fieldwork and Data Collection 2.1 Quantitative Methods: Structured Interviews	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
Week 8	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Experiments	Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
	Unit-II Fieldwork and Data Collection 2.1 Quantitative Methods: Secondary Data Use (Census, National Surveys)	Babbie – <i>The Practice of Social Research</i>
Week 9	Unit-I Fieldwork and Data Collection 1.1 Quantitative Methods: Validity and Reliability	Babbie – <i>The Practice of Social Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Qualitative Methods: In-depth Interviews	Marshall & Rossman – <i>Designing Qualitative Research</i>
Week 10	Unit-I Fieldwork and Data Collection 1.1 Qualitative Methods: Focus Groups	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Qualitative Methods: Participant Observation and Visual Methods	Marshall & Rossman – <i>Designing Qualitative Research</i>
Week 11	Unit-I Fieldwork and Data Collection 1.1 Qualitative Methods: Document and Archival Analysis, Field Notes, and Reflexive Journals	Marshall & Rossman – <i>Designing Qualitative Research</i>
	Unit-II Fieldwork and Data Collection 2.1 Researcher Positionality and Field Access 2.2 Rapport-building and Gatekeeping 2.3 Power, Identity, and Representation in the Field 2.4 Informed Consent and Anonymity 2.5 Managing Field Risks and Research Fatigue	Babbie – <i>The Practice of Social Research</i>
Week 12	Unit-I Data Analysis and Interpretation 1.1 Quantitative Analysis 1.1.1 Data Coding and Entry (SPSS, Excel, R)	Neuman – <i>Social Research Methods: Qualitative and</i>

	1.1.2 Descriptive Statistics: Frequencies, Mean, Median, Mode	<i>Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Quantitative Analysis 2.1.1 Inferential Statistics: t-tests, Chi-square, ANOVA, Correlation, Regression	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
Week 13	Unit-I Data Analysis and Interpretation .1 Quantitative Analysis .1.1 Data Visualization and Presentation .1.2 Hypothesis Testing and Significance	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Transcription and Data Management	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
Week 14	Unit-I Data Analysis and Interpretation 1.1 Qualitative Analysis 1.1.1 Thematic Analysis: Grounded Theory Approach 1.1.2 Coding: Open, Axial, Selective 1.1.3 Process of Developing Codes	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Thematic Analysis: Grounded Theory Approach 2.1.2 Thick Description 2.1.3 Categorization and Theme Development	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>

Week 15	Unit-I Data Analysis and Interpretation 1.1 Qualitative Analysis 1.1.1 Thematic Analysis: Grounded Theory Approach 1.1.2 Conceptualization 1.1.3 Theory Building	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Saldaña – <i>The Coding Manual for Qualitative Researchers</i>
	Unit-II Data Analysis and Interpretation 2.1 Qualitative Analysis 2.1.1 Narrative Analysis 2.1.2 Discourse and Content Analysis 2.1.3 Triangulation and Reflexivity in Analysis	• Miles, Huberman & Saldaña – <i>Qualitative Data Analysis</i> • Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i>
Week 16	Unit-I Data Analysis and Interpretation 1.1 Mixed Methods Integration 1.1.1 Sequential vs Concurrent Analysis 1.1.2 Integrating and Interpreting Divergent Findings	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
	Unit-II Data Analysis and Interpretation 2.1 Writing Up Research 2.1.1 Reporting Qualitative and Quantitative Findings 2.1.2 Ethical Reporting and Research Dissemination	• Neuman – <i>Social Research Methods: Qualitative and Quantitative Approaches</i> • Babbie – <i>The Practice of Social Research</i>
Textbooks and Reading Material		
1. Textbooks Babbie, E. R. (2020). <i>The practice of social research</i> (15th ed.). Boston, MA: Cengage Learning. Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). Thousand Oaks, CA: Sage. Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (7th ed.). Harlow: Pearson Education.		
2. Suggested Readings 2.1.Books Becker, H. S. (1998). <i>Tricks of the trade: How to think about your research while you're doing it</i> . Chicago, IL: University of Chicago Press.		

- Bhaskar, R. (1975). *A realist theory of science*. Leeds: Leeds Books.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago, IL: University of Chicago Press.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105–117). Thousand Oaks, CA: Sage.
- Hammersley, M. (1992). *What's wrong with ethnography? Methodological explorations*. London: Routledge.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage Publications.
- Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (6th ed.). Thousand Oaks, CA: Sage Publications.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Seale, C. (Ed.). (2018). *Researching society and culture* (4th ed.). London: Sage Publications.

2.2. Journal Articles/ Reports

- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. *Handbook of Qualitative Research*, 509–535. SAGE Publications.
<https://doi.org/10.4135/9781412986274.n27>
- 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>
- Flick, U. (2007). Designing qualitative research. *SAGE Qualitative Research Kit. Qualitative Research*, 7(1), 19–26. <https://doi.org/10.1177/1468794107072311>
- 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>

Teaching Learning Strategies

1. Instructor-Led Lectures
2. Provision of Readings for Each Lecture (Articles, Books, and Reports)
3. Group Reflection Sessions
4. Assignments with Feedback Discussions
5. Presentations with Peer Feedback and Expert Critique
6. Use of Visual Aids and Digital Tools

Assignments: Types and Number with Calendar			
1. Paradigm Reflection Essay: Write a 1200–1500 words essay discussing the epistemological and ontological assumptions behind at least two research paradigms e.g., positivism and interpretivism. Reflect on which paradigm resonates most with you and why. Use examples from real-life research topics or case studies. 2. Research Design Blueprint: Choose a social issue of your interest e.g., youth unemployment, gender-based violence, digital privacy. Develop a 4–5-page research design including research problem and questions, methodological approach (qualitative, quantitative, or mixed), sampling strategy, data collection tools, ethical considerations. 3. Fieldwork Simulation and Data Collection: Conduct a short fieldwork exercise (individually or in pairs). Choose one method (e.g., survey, semi-structured interview, observation). Collect data from 3–5 people or one setting. Submit a fieldwork diary (including reflexive notes), sample of raw data (e.g., transcript, filled survey), a 1000-word reflection on what you learned about data collection and ethical or practical challenges you encountered. 4. Data Analysis and Presentation: The students will be provided with a small sample dataset (either qualitative interview excerpts or quantitative survey responses). For quantitative option, use Excel/SPSS to calculate basic descriptive statistics and create visualizations. Write a 1000-word interpretation. For qualitative option, do open coding on a set of interview responses and identify emerging themes. Write a 1000-word analytic summary. In both cases, you must include a short section on limitations and ethical considerations.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies Faculty of Behavioral and Social Sciences University of the Punjab, Lahore Course Outline					
Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Health				
Course Introduction					
This course provides a sociological understanding of health, illness, and healthcare systems by examining how social, cultural, economic, and political factors shape health outcomes and access to care. It explores the social construction of illness, the role of institutions, and the influence of class, gender, ethnicity, and environment on health disparities. Students will critically analyze the social determinants of health and evaluate policies and interventions aimed at promoting health equity, with a focus on both global perspectives and the healthcare context in Pakistan.					
Learning Outcomes					
By the end of this course, the students will be able to:					
1. Understand the sociological dimensions of health, illness, and healthcare systems.					
2. Analyze the social determinants of health and healthcare disparities.					
3. Evaluate policies and interventions to promote health equity.					
Course Content			Assignments / Reading		
Week 1	1. Introduction: The Social Construction of Health and Illness		Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter 1). Assignment: Short Essay: Differentiate between the medical and sociological definitions of 'illness'.		
	1.1 Key Concepts: Health, Disease, Illness		Reading: Sweet, P. L. (2021). <i>The politics of surviving</i> (Selected sections on survival and stigma). Assignment: Case Study Analysis: Analyze the social stigma associated with a specific chronic illness in Pakistan.		

Week 2	1.1 (cont.): Stigma and Chronic Illness	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on The Sick Role). Assignment: Role-Play Exercise: Simulate a doctor-patient interaction demonstrating Parson's sick role concept.
	1.1 (cont.): Physical Disability	Reading: Jutel, A. G. (2024). <i>The sociology of diagnosis</i> (Chapter 1). Assignment: Reflection Paper: How does society construct the meaning of "mental illness"?
Week 3	2.Sociological Perspective on Health 2.1 The Functionalist Perspective on Health: The Sick Role	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Social Stratification and Health). Assignment: Class Debate: "Is health a commodity or a right?"
	2.1 (cont.): The Sick Role – Talcott Parsons	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapters on Gender and Age). Assignment: Statistical Analysis: Review health disparity data regarding gender in Pakistan.
Week 4	Symbolic Interactionism 2.2 Symbolic Interactionism Theory	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Social Class). Assignment: Field Report: Observe and report on health access differences in a low-income vs. high-income area.
	2.2 (cont.): The Social Construction of Illness	Reading: Review of Weeks 1-7 readings. Assignment: Group Quiz on sociological theories.
Week 5	Conflict Theory 3.3 Conflict Theory	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Disability). Assignment: Accessibility Audit: Evaluate a public building for disability access.
	3.3 (cont.): Inequalities in Health and Health Care	Reading: Article on "Healthcare System of Pakistan: Challenges and Opportunities" (Current journal article).

		Assignment: Policy Brief: Suggest improvements for the primary healthcare system in Pakistan.
Week 6	Social Factors in Health – Part 1 4.1 Age	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Care Delivery). Assignment: Comparative Chart: Compare the healthcare models of UK (NHS) and USA.
	4.2 Sex	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter on Medical Dominance). Assignment: Interview: Interview a practitioner of alternative medicine (e.g., Homeopath/Hakeem) about their approach.
Week 7	Social Factors in Health – Part 2 4.3 Social Class	Reading: Jenkins, T. M. (2020). <i>Doctors' orders</i> (Chapter on Status and Authority). Assignment: Role Play: Negotiating treatment plans in a clinical setting.
	4.4 Race and Ethnicity	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Insurance). Assignment: Written Assignment: Analyze the impact of private health insurance on equity in Pakistan.
Week 8	Midterm Review / Group Activity/Quiz	Reading: Review readings on Health Policy. Assignment: Final Project Presentations.
	Midterm Exam	Reading: None. Assignment: Final Term Exam.
Week 9	Disability Studies 5.1 Disability in Historical Perspective	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter 1). Assignment: Short Essay: Differentiate between the medical and sociological definitions of 'illness'.
	5.2 Disability in Contemporary Society	Reading: Sweet, P. L. (2021). <i>The politics of surviving</i> (Selected sections on survival and stigma). Assignment: Case Study Analysis: Analyze the social stigma

		associated with a specific chronic illness in Pakistan.
Week 10	Health and Development 6.1 Social Development and Health	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on The Sick Role). Assignment: Role-Play Exercise: Simulate a doctor-patient interaction demonstrating Parson's sick role concept.
	6.2 Health Care in Pakistan	Reading: Jutel, A. G. (2024). <i>The sociology of diagnosis</i> (Chapter 1). Assignment: Reflection Paper: How does society construct the meaning of "mental illness"?
Week 11	Global Health 6.3 Universal Health Care	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Social Stratification and Health). Assignment: Class Debate: "Is health a commodity or a right?"
	Global Case Studies – Universal vs. Private Models	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapters on Gender and Age). Assignment: Statistical Analysis: Review health disparity data regarding gender in Pakistan.
Week 12	Medical Model 7.1 The Medical Model of Illness	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Social Class). Assignment: Field Report: Observe and report on health access differences in a low-income vs. high-income area.
	Alternative Approaches 7.2 Alternative Approaches to Health	Reading: Review of Weeks 1-7 readings. Assignment: Group Quiz on sociological theories.
Week 13	Case Studies in Traditional and Holistic Care	Reading: Cockerham, W. C. (2016). <i>The new Blackwell companion to medical sociology</i> (Chapter on Disability). Assignment: Accessibility Audit: Evaluate a public building for disability access.
	Doctor–Patient Relationship 7.3 Doctor–Patient Relationship	Reading: Article on "Healthcare System of Pakistan: Challenges and

		Opportunities" (Current journal article). Assignment: Policy Brief: Suggest improvements for the primary healthcare system in Pakistan.
Week 14	Power, Communication & Trust in Clinical Settings	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Care Delivery). Assignment: Comparative Chart: Compare the healthcare models of UK (NHS) and USA.
	Health Insurance 7.4 Health Insurance – Concepts & Types	Reading: Annandale, E. (1998). <i>The sociology of health and medicine</i> (Chapter on Medical Dominance). Assignment: Interview: Interview a practitioner of alternative medicine (e.g., Homeopath/Hakeem) about their approach.
Week 15	Access, Affordability	Reading: Jenkins, T. M. (2020). <i>Doctors' orders</i> (Chapter on Status and Authority). Assignment: Role Play: Negotiating treatment plans in a clinical setting.
	Social Impact	Reading: Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (Chapter on Health Insurance). Assignment: Written Assignment: Analyze the impact of private health insurance on equity in Pakistan.
Week 16	Course Review, Reflections, Discussion	Reading: Review readings on Health Policy. Assignment: Final Project Presentations.
	Final Exam / Project Presentations	Reading: None. Assignment: Final Term Exam.
Textbooks and Reading Material		
Annandale, E. (1998). <i>The sociology of health and medicine: A critical introduction</i>. Polity Press. Cockerham, W. C. (Ed.). (2016). <i>The new Blackwell companion to medical sociology</i>. John Wiley & Sons. Copelton, D., & Weiss, G. L. (2023). <i>The sociology of health, healing, and illness</i> (11th ed.). Routledge. Jenkins, T. M. (2020). <i>Doctors' orders: The making of status hierarchies in an elite profession</i>. Columbia University Press.		

Jutel, A. G. (2024). <i>The sociology of diagnosis: A brief guide</i>. Edward Elgar Publishing. Sweet, P. L. (2021). <i>The politics of surviving: How women navigate domestic violence and its aftermath</i>. University of California Press.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Organizational Behavior				
Course Introduction					
This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Understand individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.					
2. Understand group behavior in organizations, including communication, leadership, power and politics, conflict, and negotiations.					
3. Understand the organizational system, including organizational structures, culture, human resources, and change.					
Course Content			Assignments / Readings		
Week 1	Unit-I Introduction		Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter 1). Assignment: Self-Assessment: "What is your propensity to perform?"		
	Unit-II Introduction to organizational behavior, job performance, organizational commitment		Reading: Dhir, A., et al. (2024). Reimagining our futures together: An early bird's-eye		

		view of inclusive organizational behavior. Assignment: Case Study: Analyze diversity practices in a multinational company.
Week 2	Diversity, Equity and Inclusions in Organizations	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Attitudes and Job Satisfaction). Assignment: Survey: Conduct a mini-survey on job satisfaction among peers.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Emotions). Assignment: Reflection Paper: Strategies for Emotional Intelligence in the workplace.
Week 3	Job attitude in organizations	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Personality). Assignment: Personality Test: Take the Big Five Personality test and write an analysis.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Perception). Assignment: Group Exercise: Identifying biases in decision making scenarios.
Week 4	Emotions and Mood in organizations	Reading: Luthans, F., et al. (2015). <i>Organizational behavior</i> (Chapter on Motivation). Assignment: Motivation Plan: Apply Maslow's or Herzberg's theory to a hypothetical employee.
	Continue	Reading: Colquitt, J. A., et al. (2015). <i>Organizational behavior</i> (Chapter on Trust and Justice). Assignment: Midterm Assessment.

Week 5	Personality and individual differences, cultural values	Reading: Schermerhorn, J. R., et al. (2011). <i>Organizational behavior</i> (Chapter on Teams). Assignment: Team Building Activity: Survival simulation exercise.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Power and Politics). Assignment: Case Analysis: Analyze a corporate political scenario.
Week 6	Perceptions and individual decision making	Reading: Berke, S., et al. (2022). <i>Organizational behaviour and leadership theory in practice</i> . Assignment: Presentation: Analyze the leadership style of a famous leader.
	Continue	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Structure). Assignment: Design an organizational chart for a proposed business.
Week 7	Job motivation from concepts to applications	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Organizational Culture). Assignment: Culture Audit: Evaluate the culture of your university department.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Change). Assignment: Assignment: Propose a change management plan for a failing organization.
Week 8	Trust Justice and Ethics	Reading: Review of all course material. Assignment: Quiz on key concepts.
	Continue	Reading: None. Assignment: Final Presentations.
Week 9	Teams, processes, communication, characteristics	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter 1). Assignment: Self-Assessment: "What is your propensity to perform?"

	Continue	Reading: Dhir, A., et al. (2024). Reimagining our futures together: An early bird's-eye view of inclusive organizational behavior. Assignment: Case Study: Analyze diversity practices in a multinational company.
Week 10	Power, politics and negotiations	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Attitudes and Job Satisfaction). Assignment: Survey: Conduct a mini-survey on job satisfaction among peers.
	Continue	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Emotions). Assignment: Reflection Paper: Strategies for Emotional Intelligence in the workplace.
Week 11	Leadership style and organizational behavior	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Personality). Assignment: Personality Test: Take the Big Five Personality test and write an analysis.
	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Perception). Assignment: Group Exercise: Identifying biases in decision making scenarios.
Week 12	Organizational structure	Reading: Luthans, F., et al. (2015). <i>Organizational behavior</i> (Chapter on Motivation). Assignment: Motivation Plan: Apply Maslow's or Herzberg's theory to a hypothetical employee.
	Continue	Reading: Colquitt, J. A., et al. (2015). <i>Organizational behavior</i> (Chapter on Trust and Justice). Assignment: Midterm Assessment.
Week 13	Organizational culture	Reading: Schermerhorn, J. R., et al. (2011). <i>Organizational behavior</i> (Chapter on Teams). Assignment: Team Building Activity: Survival simulation exercise.

	Continue	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Power and Politics). Assignment: Case Analysis: Analyze a corporate political scenario.
Week 14	Organizational change	Reading: Berke, S., et al. (2022). <i>Organizational behaviour and leadership theory in practice</i> . Assignment: Presentation: Analyze the leadership style of a famous leader.
	Continue	Reading: King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (Chapter on Structure). Assignment: Design an organizational chart for a proposed business.
Week 15	Quiz	Reading: Robbins, S. P., & Judge, T. A. (2022). <i>Organizational behavior</i> (Chapter on Organizational Culture). Assignment: Culture Audit: Evaluate the culture of your university department.
	Presentations	Reading: Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior</i> (Chapter on Change). Assignment: Assignment: Propose a change management plan for a failing organization.
Week 16	Presentations	Reading: Review of all course material. Assignment: Quiz on key concepts.
Textbooks and Reading Material		
Berke, S., Szabó, K., & Pató Gáborné Szűcs, B. (2022). <i>Organizational behaviour and leadership theory in practice</i>. [Publisher information not specified]. Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2015). <i>Organizational behavior: Improving performance and commitment in the workplace</i> (5th ed.). McGraw-Hill Education. Dhir, A., Kaur, P., Hassan, S., & Vrontis, D. (2024). Reimagining our futures together: An early bird's-eye view of inclusive organizational behavior. <i>Journal of Organizational Behavior</i>, 45(9), 1397–1412. https://doi.org/10.1002/job.2765 Kinicki, A., & Fugate, M. (2018). <i>Organizational behavior: A practical, problem-solving approach</i> (2nd ed.). McGraw-Hill Education.		

King, D., & Lawley, S. (2022). <i>Organizational behaviour</i> (3rd ed.). Oxford University Press.			
Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i> (13th ed.). IAP.			
Robbins, S. P., & Judge, T. A. (2022–2023). <i>Organizational behavior</i> (19th ed.). Pearson South Africa.			
Schermerhorn, J. R., Osborn, R. N., Uhl-Bien, M., & Hunt, J. G. (2011). <i>Organizational behavior</i> (11th ed.). John Wiley & Sons.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Project Planning and Management				
Course Introduction					
This course provides students with a comprehensive foundation in project management principles, tools, and techniques, emphasizing their practical relevance for professional growth and strategic decision-making. Through a blend of experiential learning and interactive lectures, students will engage with each phase of the project life cycle—including initiation, planning, scheduling, execution, and control. The course develops essential competencies across nine key knowledge areas: scope, time, cost, quality, human resources, risk, procurement, communication, and integration management. Learning is enhanced through case studies, collaborative group work, lab-based exercises (including hands-on training with Microsoft Project), and presentations. Additionally, students are introduced to the standards and methodologies of the Project Management Institute (PMI), laying the groundwork for those pursuing PMP certification.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Apply core project management principles and tools across the project life cycle, including initiation, planning, execution, monitoring, and closure. 2. Analyze and manage key project dimensions—scope, time, cost, quality, human resources, risk, procurement, communication, and integration—using standard methodologies such as those outlined by the Project Management Institute (PMI). 3. Develop practical skills in project scheduling, teamwork, and decision-making through hands-on tools like Microsoft Project and real-world case studies.					
Course Content				Assignments / Readings	
Week 1	Introduction to Project Management • What Is a Project • History of Project Management • The Triple Constraint • Project Stakeholders • Project Management Knowledge Area			Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter 1). Assignment: Reflection Paper:	

		Why is Project Management important in the non-profit/development sector?
Week 2	Project Management and Information Technology • Systems View of Project Management • Understanding Organizations • What Helps Projects Succeed • Recognize the Importance of Project Stakeholders	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter 2). Assignment: Stakeholder Analysis: Identify stakeholders for a hypothetical project.
Week 3	The Project Management Process Groups • Project Initiation • Project Planning • Project Execution • Project Controlling	Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter 3). Assignment: Diagram: Create a flowchart of the Project Management Process Groups.
Week 4	Project Integration Management • Project Management Integration Process • Project Planning Development • Attributes of Project Plans • Description of how Project is Organized	Reading: Kerzner, H. (2025). <i>Project management</i> (Chapter on Integration Management). Assignment: Project Charter: Draft a charter for a proposed project.
Week 5	Project Scope Management • Identifying Potential Projects • Method for Selecting Projects • Organizational Needs During Projects • Financial Analysis of Projects	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter on Scope). Assignment: Work Breakdown Structure (WBS): Create a WBS for a construction or social event project.
Week 6	Project Time Management • Project Time Management Process • Activity Definition • Activity Sequencing • Arrow Diagram Method • Gantt Charts	Reading: Burke, R. (2013). <i>Project management: Planning and control techniques</i> (Chapter on Scheduling). Assignment: Lab Activity: Create a Gantt Chart using MS Project for the WBS created in Week 5.
Week 7	Project Cost Management • Introduction of Project Cost Management • Basic Principals	Reading: Meredith, J. R., et al. (2017). <i>Project management</i> (Chapter on Cost). Assignment: Budget Plan:

	• Resource Planning • Cost Estimating	Develop a cost estimate and budget for a sample project.
Week 8	Project Quality Management • What this Quality • Project Quality Management Process • Quality Planning • Quality Assurance • Quality Control	Reading: Kerzner, H. (2025). <i>Project management</i> (Chapter on Quality). Assignment: Checklist: Design a quality control checklist for a project deliverable.
Week 9	Project Human Resource Management • Importance of human resource management • Project Human Resource Management • Key to Managing People • Motivations • Organizational planning	Reading: Larson, E. W., & Gray, C. F. (2020). <i>Project management</i> (Chapter on Human Resources). Assignment: RACI Matrix: Create a Responsibility Assignment Matrix for a project team.
Week 10	Project Communications Management • Project Communication Management Process • Communication Planning • Performance Reporting • Managing Conflicts	Reading: Schwalbe, K. (2009). <i>Introduction to project management</i> (Chapter on Communications). Assignment: Communication Plan: Draft a communication matrix for stakeholders.
Week 11	Project Success Ratio • SWOT Analysis • Strengths • Weaknesses • Opportunities • Threats	Reading: Morris, P. W. G. (1994). <i>The management of projects</i> (Selected readings on Success/Failure). Assignment: SWOT Analysis: Conduct a SWOT analysis for a failed public sector project in Pakistan.
Week 12	Seminar/Workshop	Reading: Selected Case Studies provided by instructor. Assignment: Workshop Participation: Active engagement in a project simulation.
Week 13	Successful International/National Projects Documentary Videos (Class Activity)	Reading: Review of PMI methodology standards. Assignment: Documentary Review: Write a critical review of the documentary shown in class.
Week 14	Organizational Study Tour/Ongoing Projects Site Visit	Reading: None. Assignment: Field Report: Submit a report detailing the project management practices observed during the site visit.

Week 15	Final Project Presentations	Reading: None. Assignment: Group Presentation of the final course project.	
Week 16	Final Term Exam	Reading: None. Assignment: Written Examination.	
Textbooks and Reading Material			
Burke, R. (2013). <i>Project management: Planning and control techniques</i> (5th ed.). John Wiley & Sons.			
Kerzner, H. (2025). <i>Project management: A systems approach to planning, scheduling, and controlling</i> (12th ed.). John Wiley & Sons.			
Larson, E. W., & Gray, C. F. (2020). <i>Project management: The managerial process</i> (7th ed.). McGraw-Hill Education.			
Meredith, J. R., Shafer, S. M., & Mantel Jr., S. J. (2017). <i>Project management: A strategic managerial approach</i> (9th ed.). John Wiley & Sons.			
Morris, P. W. G. (1994). <i>The management of projects</i> . Thomas Telford Publishing.			
Schwalbe, K. (2009). <i>Introduction to project management</i> (2nd ed.). Course Technology Cengage Learning.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Program	BS in Sociology	Course Code		Credit Hours	3
Course Title	Contemporary Perspectives in Sociological Theory				
Course Introduction					
This course explores the major theoretical developments in sociology from the mid-20th century to the present. Building on classical foundations, it introduces students to contemporary sociological theories that explain social structures, identities, power relations, and cultural transformations in modern and postmodern societies. Through an engagement with key theorists students will examine how contemporary theory addresses the complexities of social life in an increasingly global, unequal, and interconnected world. The course emphasizes critical thinking, reflexive inquiry, and the application of theory to contemporary issues, particularly within postcolonial and Global South contexts.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand modern and postmodern sociological theories. 2. Critically analyze contemporary theoretical frameworks for understanding societal issues. 3. Apply contemporary theories to interpret social phenomena.					
Course Content				Assignments/Readings	
Week 1	Introduction, Nature of Sociological Theory Today, Continuities and Disruptions from Classical Theory			Reading: Ritzer, G. (2011). <i>Sociological Theory</i> (Chapter 1: Introduction). Assignment: Short reflection paper (300 words) on "Why study sociological theory in the 21st century?"	
Week 2	Functional and Middle-Range Theories Talcott Parsons: Structural Functionalism, Action Systems and Equilibrium			Reading: Parsons, T. (1951). <i>The Social System</i> (Chapter 1). Assignment: Diagram the AGIL schema as applied to the University as a social system.	
Week 3	Robert K. Merton – Middle-Range Theories, Manifest and Latent Functions			Reading: Merton, R. K. (1968). <i>Social Theory and Social Structure</i> (Chapter on Manifest and Latent Functions). Assignment: Identify the manifest and latent functions of	

		the education system in Pakistan.
Week 4	Conflict and Critical Theories Ralph Dahrendorf – Conflict and Authority, Class and Social Change	Reading: Dahrendorf, R. (1959). <i>Class and Class Conflict in Industrial Society</i> (Chapter 1). Assignment: Compare Dahrendorf's conflict theory with Marx's historical materialism (Venn Diagram).
Week 5	C. Wright Mills: The Sociological Imagination & Power Elite	Reading: Mills, C. W. (1959). <i>The Sociological Imagination</i> (Chapter 1: The Promise). Assignment: Write a short essay applying the "Sociological Imagination" to a personal trouble (e.g., unemployment or depression).
Week 6	The Social Self and Interaction: George Herbert Mead: Theory of Self, Mind, and Society	Reading: Mead, G. H. (1934). <i>Mind, Self, and Society</i> (Section on The Self). Assignment: Class Activity: Role-playing the "I" and the "Me" in social interaction.
Week 7	Charles Horton Cooley – <i>Looking-Glass Self, Primary Groups, and Socialization</i>	Reading: Cooley, C. H. (1902). <i>Human Nature and the Social Order</i> (Chapter on The Looking-Glass Self). Assignment: Quiz on Symbolic Interactionism concepts.
Week 8	Structuration and Late Modernity Anthony Giddens: Structuration Theory	Reading: Giddens, A. (1984). <i>The Constitution of Society</i> (Chapter 1). Assignment: Case Study Analysis: Analyze a local social practice using the duality of structure.
Week 9	Zygmunt Bauman: Liquid Modernity	Reading: Bauman, Z. (2000). <i>Liquid Modernity</i> (Introduction). Assignment: Discussion Forum: How does "liquid modernity" explain changing family structures or job security today?
Week 10	Feminist Theory: Patricia Hill Collins: Black Feminist Thought and Intersectionality	Reading: Collins, P. H. (1990). <i>Black Feminist Thought</i> (Chapter 1).

		Assignment: Group Presentation: Applying the matrix of domination to understand social inequality in Pakistan.
Week 11	Contemporary and Postmodern Thinkers Michel Foucault: Knowledge/Power, Surveillance	Reading: Foucault, M. (1977). <i>Discipline and Punish</i> (Chapter on Panopticism). Assignment: Critical Review: Analyze the concept of surveillance in modern digital spaces using Foucault's ideas.
Week 12	Pierre Bourdieu: Habitus, Capital, and Field, Symbolic Violence, Reproduction of Social Inequality	Reading: Bourdieu, P. (1986). The Forms of Capital. In <i>Handbook of Theory and Research for the Sociology of Education</i> . Assignment: Field Observation: Identify forms of capital (economic, social, cultural) in a wedding ceremony.
Week 13	Jurgen Habermas: Communicative Action, Lifeworld, Public Sphere	Reading: Habermas, J. (1989). <i>The Structural Transformation of the Public Sphere</i> (Introduction). Assignment: Class Debate: Is social media a new "Public Sphere"?
Week 14	Postcolonial and Southern Theories Frantz Fanon and the Colonial Question: Colonization and dehumanization, Internalized racism and colonial/colonized psyche	Reading: Fanon, F. (1963). <i>The Wretched of the Earth</i> (Chapter on Violence or Conclusion). Assignment: Written Assignment Submission (10 Marks): Critical essay on the relevance of Fanon's ideas to postcolonial societies.
Week 15	Raewyn Connell: Southern Theory, Globalizing Sociology	Reading: Connell, R. (2007). <i>Southern Theory</i> (Chapter 1 or Conclusion). Assignment: Presentation (15 Marks): Present a research proposal applying "Southern Theory" to a local Pakistani social issue.
Week 16	Course revision	Review of key concepts and preparation for final examination.
Textbooks and Reading Material		

Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course			
Assignments: Types and Number with Calendar			
1. Written Assignment 10 Marks 14th week 2. Presentation 15 Marks 15th Week			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Mid Term Exam	35%	Written examination at the mid-point of the semester, comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Term Exam	40%	Written examination at the end of the semester comprising of a combination of long questions, short questions, and multiple-choice questions (MCQs).

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Education				
Course Introduction					
This course explores the sociology of education by examining how education as a social institution shapes and is shaped by broader societal structures. It introduces students to key sociological theories and perspectives that help analyze education’s historical evolution, social functions, and cultural meanings. With a particular focus on the Pakistani context, the course enables students to critically assess how factors such as class, gender, ethnicity, and policy influence educational access, quality, and outcomes. Through a sociological lens, students will develop the analytical tools necessary to understand and engage with contemporary debates and challenges in education.					
Learning Outcomes					
By the end of this course, the students will be able to: 1. Understand education historically from sociological perspectives. 2. Apply Sociological perspectives on education systems and practices. 3. Critically evaluate various education systems in Pakistan.					
Course Content			Assignment / Readings		
Week 1	1. Introduction 1.1 The Concept of Education 1.2 Origin and Development of Education		Reading: Ballantine, J. H. (1993). <i>The sociology of education</i> (Chapter 1). Assignment: Short Essay: Reflect on the purpose of education from a sociological viewpoint vs. an economic viewpoint.		
Week 2	1.3 Forms of Education (Formal, Non-formal) 1.4 Contemporary Education System		Reading: Boronski, T., & Hassan, N. (2020). <i>Sociology of education</i> (Chapter 2). Assignment: Comparative Analysis: Compare the characteristics of formal vs. non-formal education in Pakistan.		
Week 3	2. Sociological Theory and Education 2.1 Education and Socialization 2.2 Social Stratification and Education		Reading: Swift, D. F. (2017). <i>The sociology of education</i> (Chapter on Theoretical Perspectives). Assignment: Quiz: Key sociological theories		

		(Functionalism, Conflict, Interactionism).
Week 4	1. 3. Roles of Education 3.1 Education and Social Mobility	Reading: Cosin, B. R., & others. (2000). <i>School and society</i> (Section on Social Mobility). Assignment: Case Study: Analyze the role of education in intergenerational mobility for a specific social group.
Week 5	3.2 Functions of Education 3.3 Education and Democracy	Reading: Levinson, D., et al. (2002). <i>Education and sociology: An encyclopedia</i> (Entries on Democracy and Functions). Assignment: Group Discussion: Is the current education system in Pakistan fulfilling its democratic function?
Week 6	3.4 Education for Leadership 4. School as an Organization	Reading: Singh, A. K. (1992). <i>Education and national character</i> . Assignment: Essay: The role of educational institutions in producing future leaders.
Week 7	4.1 Definitions and Theoretical Models 4.2 Bureaucratization and Professionalization of Schooling	Reading: Ballantine, J. H. (1993). <i>The sociology of education</i> (Chapter on Schools as Organizations). Assignment: Organizational Analysis: Analyze your university as a bureaucratic organization.
Week 8	2. 5. Sociology of School as an Agent of Change 5.1 The Social Construction of Curriculum	Reading: Robinson, P. (2017). <i>Perspectives on the sociology of education</i> . Assignment: Midterm Assessment.
Week 9	5.2 Education and Development 6. Relationship between Education and the Economy	Reading: Dunne, M., & Crossouard, B. (2023). <i>Education for social change</i> (Chapter 1). Assignment: Review Article: Summarize the link between education indicators and economic development in Pakistan.
Week 10	6.1 Reconstructions Views of Education and Economic Development 6.2 Manpower Planning	Reading: Best, J. W. (1992). <i>Research in education</i> (Sections on Manpower Planning). Assignment: Group Activity: Assess the demand and supply of skilled labor in a specific sector.

Week 11	6.3 Demand and Supply of Educational Institutions in Developing Countries 7. Education and Other Social Institutions	Reading: Gibson, M. A., et al. (2022). <i>Youth, education and migration</i> . Assignment: Discussion: How do family and religion influence educational choices?
Week 12	7.1 Education Policy and Reforms 7.2 Private and Public Sectors of Education	Reading: Current National Education Policy Document (Pakistan). Assignment: Policy Brief: Critique a specific education reform in Pakistan.
Week 13	7.3 Education Problems 7.4 Quality of Education	Reading: Dwyer, C., & Knight, M. (2021). <i>Sociology and education</i> (Chapter on Inequalities). Assignment: Field Report: Identify major quality issues in a local school.
Week 14	7.5 Investment in Education 7.6 Status of Education in Pakistan	Reading: Economic Survey of Pakistan (Latest Chapter on Education). Assignment: Data Analysis: Analyze budget allocation trends for education in Pakistan.
Week 15	Review / Overall Course Summary Final Presentations / Assessment	Reading: Review of key readings. Assignment: Student Presentations on selected research topics.
Week 16	Final exams	Reading: None. Assignment: Final Examination.
Textbooks and Reading Material		
Ballantine, J. H. (1993). <i>The sociology of education: A systematic analysis</i>. Prentice Hall. Best, J. W. (1992). <i>Research in education</i>. Prentice Hall. Boronski, T., & Hassan, N. (2020). <i>Sociology of education</i>. SAGE Publications. Cosin, B. R., & others. (2000). <i>School and society: A sociological reader</i>. Routledge and Kegan Paul. Dunne, M., & Crossouard, B. (2023). <i>Education for social change: Perspectives on global learning</i>. Bloomsbury Academic. Dwyer, C., & Knight, M. (2021). <i>Sociology and education</i>. Routledge. Evetts, J. (2004). <i>The sociology of educational ideas</i>. Routledge and Kegan Paul.		

Gibson, M. A., Carrasco, S., & Aboagye, J. Q. (2022). <i>Youth, education and migration: Contexts of inclusion and exclusion</i> . Routledge.			
Levinson, D., Cookson, P. W., & Sadovnik, A. R. (2002). <i>Education and sociology: An encyclopedia</i> . Pearson.			
Robinson, P. (2017). <i>Perspectives on the sociology of education: An introduction</i> . Routledge.			
Singh, A. K. (1992). <i>Education and national character</i> . Ashish Publishing House.			
Swift, D. F. (2017). <i>The sociology of education: Introductory analytical perspectives</i> . Routledge.			
Teaching Learning Strategies			
Teaching will be a combination of class lectures, class discussions, and group work			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Sociology of Globalization				
Course Introduction					
This course offers a comprehensive sociological exploration of globalization and its multifaceted impacts on contemporary societies. It introduces students to key concepts, theoretical models, and debates surrounding globalization, focusing on economic, political, cultural, and technological dimensions. Emphasis is placed on how global processes influence local contexts, particularly in South Asia, reshaping social structures, cultural identities, and economic patterns. The course also critically examines the role of media in accelerating and mediating globalization, encouraging students to analyze its influence on perceptions, consumption, and communication in a globally interconnected world					
Learning Outcomes					
On the completion of the course, the students will: 1. Get familiarity with the basic concepts and models of globalization. 2. Understand the global economy and its impact on the local economy as well as social and cultural change, especially on South Asian countries; 3. The role of media regarding globalization will also be discussed					
Content					
Week 1	1. Sociology of globalization, globalization: myth or reality			Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter 1). Assignment: Concept Note: Define globalization in your own words and identify its key dimensions.	
	1.1 Introduction to Sociology of Globalization				
	1.2 Key Concepts and Dimensions of Globalization				
Week 2	1.3 Globalization: Myth or Reality – Supportive Arguments			Reading: Roland Robertson, & White, K. E. (2003). <i>Globalization: Critical Concepts in Sociology</i> (Vol. 1). Assignment: Debate: Is globalization a	
	1.4 Globalization: Myth or Reality – Critical Perspectives				

		reality or a myth? (Group debate).
Week 3	2. Characteristics of globalization, globalizaton, modernization & Europeanization; globalization and cultural leveling 2.1 Characteristics of Globalization – Economic, Political, Cultural	Reading: Bhattacharya, M. (2004). <i>Globalization</i> (Chapter 1). Assignment: Comparative Essay: Distinguish between Modernization and Globalization.
	2.2 Globalization vs. Modernization – Concepts and Differences	
Week 4	2.3 Europeanization and Globalization – Historical Context	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Culture). Assignment: Case Study: Analyze a local cultural practice affected by globalization.
	2.4 Globalization and Cultural Leveling – Homogenization and Resistance	
Week 5	3. Technology and globalization, global economy, and digital networks 3.1 Role of Technology in Accelerating Globalization	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Digital Networks). Assignment: Presentation: The impact of social media on global connectivity.
	3.2 Digital Revolution and New Media	
Week 6	3.3 The Global Economy – Features and Impacts	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Economy). Assignment: Discussion: How has the digital revolution changed the economic landscape?
	3.4 Digital Networks and Global Communication	
Week 7	4 The Global Village: Recovering Place and Social Practices 4.1 Understanding the "Global Village" (McLuhan's Concept)	Reading: Roland Robertson, & White, K. E. (2003). <i>Globalization</i> (Section on Global Village). Assignment: Critical Review: Analyze the
	4.2 Time-Space Compression and Global Connectivity	

		concept of the "Global Village".
Week 8	4.3 Recovering "Place" in the Globalized World	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Place). Assignment: Midterm Assessment.
	4.4 Changes in Social Practices in Global Settings	
Week 9	5. The Making of International Migrations – WTO 5.1 Causes and Patterns of International Migration	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Migration). Assignment: Report: Current migration trends in South Asia.
	5.2 Migration Trends in the 21st Century	
Week 10	5.3 Role of WTO in Labor and Migration Policies	Reading: Sklair, L. (2001). <i>The Transnational Capitalist Class</i> (Selected sections on global governance). Assignment: Policy Analysis: The impact of WTO on local labor markets.
	5.4 Effects of Globalization on Human Mobility	
Week 11	6. Emergence of Global Classes and Local Actors in Global Politics 6.1 Emergence of Global Classes – Elite, Middle, Marginalized	Reading: Sklair, L. (2001). <i>The Transnational Capitalist Class</i> (Chapter 1). Assignment: Class Discussion: Who are the winners and losers of globalization?
	6.2 Global Capitalism and Class Transformation	
Week 12	6.3 Role of Local Actors in Global Governance	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Social Movements). Assignment: Case Study: Role of an NGO in global governance.
	6.4 Civil Society, NGOs, and Grassroots Resistance	
Week 13	7. Theories of globalization, global stratification, global inequalities, globalization, and local identity	Reading: Bhattacharya, M. (2004). <i>Globalization</i>

	7.1 Major Theories of Globalization – Overview	(Chapter on Theories). Assignment: Quiz: World Systems Theory and Core-Periphery concepts.	
	7.2 Global Stratification – Core and Periphery Model		
Week 14	7.3 Global Inequalities – Economic, Social, and Technological	Reading: Sassen, S. (2007). <i>A Sociology of Globalization</i> (Chapter on Inequality). Assignment: Essay: Globalization and its impact on local identity in Pakistan.	
	7.4 Globalization and Local Identity – Cultural Preservation vs. Loss		
Week 15	8.Globalization and Social Institution 8.1 Impact of Globalization on Education, Family, Religion	Reading: Cohen, R. (2007). <i>Global Sociology</i> (Chapter on Institutions). Assignment: Group Presentation: Impact of globalization on a specific social institution.	
	8.2 Globalization and Media, Law, and Political Institutions		
Week 16	Review and Group Presentations	Reading: Review of course material. Assignment: Final Reflection Paper.	
	Final Class: Assessment / Reflection / Discussions		
Textbooks and Reading Material			
Cohen, Robin. (2007). Global Sociology. 2 nd ed. New York: Palgrave Macmillan. Bhattacharya, malini. (2004). Globalization. New Delhi: Tulika Books. Roland Robertson, Kathleen E. White. (2003). Globalization: Critical Concepts in Sociology Sassen, Saskia. (2007). A Sociology of Globalization. London: Blackwell. Sklair, L. (2001). The Transnational Capitalist Class. London: Blackwell.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will combine written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.

2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Economic Sociology				
Course Description					
This course explores the intersection of economy and society through a sociological lens, examining how social structures, cultural norms, and institutional arrangements shape economic behavior. Moving beyond traditional economic models that focus solely on rational choice and market efficiency, economic sociology highlights the embeddedness of economic actions within broader social contexts. Students will engage with classical and contemporary sociological theories, analyze topics such as labor markets, consumption, capitalism, financial institutions, and globalization, and assess how power, networks, and inequality influence economic outcomes. Through case studies and critical readings, the course equips students with tools to understand economic phenomena as deeply social processes.					
Course objectives					
By the end of the course, students will be able to:					
1. Understand the key concepts, theoretical perspectives, and foundational debates in economic sociology. 2. Analyze how social structures, cultural norms, and institutions influence economic behavior and outcomes. 3. Critically evaluate contemporary economic issues through a sociological lens such as markets, work, inequality, and globalization.					
Course Content					Assignments / Readings
Week 1	Introduction to Economic Sociology - What is economic sociology? - Differences from mainstream economics - Historical emergence of the field			Reading: Hass, J. K. (2020). <i>Economic sociology: An introduction</i> (Chapter 1). Assignment: Short Essay: "Economic Man" vs. "Social Man" – A critical analysis.	

Week 2	Classical Foundations I – Karl Marx • Political economy and capitalism • Labor, class, and commodification	Reading: Collins, R., et al. (2002). <i>The new economic sociology</i> (Chapter on Marx). Assignment: Reading Response: Summarize Marx's concept of commodification.
Week 3	Classical Foundations II – Max Weber • The Protestant ethic and the spirit of capitalism • Rationalization, bureaucracy, and economic action	Reading: Granovetter, M., & Swedberg, R. (2001). <i>The sociology of economic life</i> (Weber Selection). Assignment: Discussion: The relevance of the "Protestant Ethic" in modern business.
Week 4	Classical Foundations III – Émile Durkheim and Others • Division of labor and solidarity • Moral economy and embeddedness	Reading: Smelser, N. J., & Swedberg, R. (2005). <i>The handbook of economic sociology</i> (Chapter on Durkheim). Assignment: Compare and contrast the views of Marx, Weber, and Durkheim on the economy.
Week 5	The New Economic Sociology • Granovetter's concept of embeddedness • Social networks and economic action	Reading: Granovetter, M. (2005). The impact of social structure on economic outcomes. <i>Journal of Economic Perspectives</i>. Assignment: Midterm Assessment.
Week 6	Institutions and Markets • How institutions structure markets • Rules, norms, and legitimacy in economic life	Reading: Dobbin, F. (2004). <i>The new economic sociology: A reader</i> (Selected Chapters). Assignment: Case Study: Institutional analysis of the housing market.
Week 7	Trust, Reciprocity, and Informal Economies • The role of trust and social capital in economic exchanges • Informal, underground, and gift economies	Reading: Ossandón, J., & Pallesen, T. (2022). <i>Markets and the arts of attachment</i>. Assignment: Field Observation: Identify examples of the informal economy in your locality.

Week 8	Networks and Social Capital • Strong and weak ties in economic outcomes • Structural holes and network theory	Reading: Granovetter, M. (2005). The impact of social structure on economic outcomes. Assignment: Network Mapping: Create a sociogram of professional ties.
Week 9	Labor, Work, and Organizations • Sociology of labor markets • Workplace dynamics and the sociology of professions	Reading: Kabeer, N. (2015). Gender, labour, and the “empowerment” agenda. Assignment: Presentation: Labor market dynamics in Pakistan.
Week 10	Consumption and Culture • Consumer behavior and status • The symbolic and social meanings of consumption	Reading: Zelizer, V. A. (2017). <i>The social meaning of money</i> (Selected Chapters). Assignment: Consumer Diary: Track and analyze your consumption habits sociologically.
Week 11	Capitalism and Varieties of Capitalism • Global capitalism and its discontents • Comparative capitalist systems (e.g., coordinated vs. liberal market economies)	Reading: Nee, V., & Swedberg, R. (2007). <i>The economic sociology of capitalism</i>. Assignment: Comparative Essay: Liberal vs. Coordinated market economies.
Week 12	Economic Globalization • Global production networks • Multinational corporations and labor mobility	Reading: Tilly, C. (2002). Globalization threatens labor’s rights. Assignment: Discussion: The impact of MNCs on local labor in South Asia.
Week 13	Money, Finance, and Credit • Sociology of money and credit • Financial institutions, risk, and crisis	Reading: Maurer, A. (2021). <i>Handbook of economic sociology</i> (Chapter on Finance). Assignment: Assignment: Analyze the social dimensions of a financial crisis.
Week 14	Inequality and Class in Economic Life • Wealth accumulation and social mobility	Reading: Parry, J. (2021). Unequal lives: Class, caste and inequalities in India. Assignment: Quiz: Concepts of wealth, status, and power.

	Intersectionality in economic inequality	
Week 15	Postcolonial and Southern Perspectives in Economic Sociology - Colonial legacies and economic structures in the Global South - Informal economies, extractivism, and global inequality - Decolonizing economic knowledge and practice	Reading: Benería, L., et al. (2016). <i>Gender, development and globalization</i>. Assignment: Final Presentation: Decolonizing economic sociology.
Week 16	Course Wrap-Up - Review of major concepts and theories - Discussion future directions in economic sociology	Reading: Swedberg, R. (2020). Can there be a post-COVID economic sociology? Assignment: Final Term Exam.
Textbooks and Reading Material		
Benería, L., Berik, G., & Floro, M. (2016). <i>Gender, development and globalization: Economics as if all people mattered</i> (2nd ed.). Routledge. Collins, R., Guillén, M. F., England, P., & Meyer, M. (Eds.). (2002). <i>The new economic sociology: Developments in an emerging field at the millennium</i>. Russell Sage Foundation. Dobbin, F. (Ed.). (2004). <i>The new economic sociology: A reader</i>. Princeton University Press. Granovetter, M. (2005). The impact of social structure on economic outcomes. <i>Journal of Economic Perspectives</i>, 19(1), 33–50. Granovetter, M., & Swedberg, R. (Eds.). (2001). <i>The sociology of economic life</i> (2nd ed.). Westview Press. Hass, J. K. (2020). <i>Economic sociology: An introduction</i>. Routledge. Kabeer, N. (2015). Gender, labour, and the “empowerment” agenda: Insights from the Bangladeshi garment industry. <i>International Development Planning Review</i>, 37(3), 277–297. Maurer, A. (2021). <i>Handbook of economic sociology for the 21st century</i>. Springer International Publishing.		

Nee, V., & Swedberg, R. (Eds.). (2007). *The economic sociology of capitalism*. Princeton University Press.

Ossandón, J., & Pallesen, T. (Eds.). (2022). *Markets and the arts of attachment*. Routledge.

Parry, J. (2021). Unequal lives: Class, caste and inequalities in India. *Anthropology of Work Review*, 42(1), 5–16.

Smelser, N. J., & Swedberg, R. (Eds.). (2005). *The handbook of economic sociology* (2nd ed.). Princeton University Press.

Swedberg, R. (2020). Can there be a post-COVID economic sociology? *Economic Sociology–The European Electronic Newsletter*, 21(3), 10–15.

Tilly, C. (2002). Globalization threatens labor's rights. *International Labor and Working-Class History*, 62, 1–7.

Zafirovski, M. (Ed.). (2023). *The Routledge international handbook of economic sociology*. Routledge.

Zelizer, V. A. (2017). *The social meaning of money: Pin money, paychecks, poor relief, and other currencies*. Princeton University Press.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course.

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

Institute of Social and Cultural Studies Faculty of Behavior and Social Sciences University of the Punjab, Lahore Course Outline					
Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Migration & Society				
Course Introduction					
This course will explore the complex relationship between the patterns of migration and society from a sociological perspective. It introduces the causes, types, patterns and consequences of migration both voluntary and forced while analyzing its impacts on individuals, families, communities, and nations. The course critically engages with migration theories and policies while addressing current global and local issues including rural to urban migration, transnational labor, brain drain, displacement and refugee crises.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Define and distinguish different forms and drivers of migration. 2. Understand sociological theories explaining migration trends. 3. Analyze the effects of migration on family, gender roles, identity, and development. 4. Critically examine migration trends and policies in Pakistan. 5. Evaluate global migration challenges such as displacement, borders, and refugee rights.					
Course Content				Assignments/Readings	
Week 1	Unit-I: Definitions & Concepts 1.1 Migration, mobility and displacement 1.2 Classification of migration 1.3 Internal and international 1.4 Voluntary and forced			Reading: Castles, S., de Haas, H., & Miller, M. J. (2014). <i>The Age of Migration</i> (Chapter 1: Introduction). Assignment: Class Discussion: Distinguish between "Migrant," "Refugee," and "IDP" with local examples.	

Week 2	Unit II: Theories of Migration 2.1 Classical Theories: Ravenstein’s Law, Neoclassical, Push-pull Model 2.2 Contemporary Theories: World System, Migration Systems and Transnationalism	Reading: Massey, D. S., et al. (1993). Theories of International Migration: A Review and Appraisal. <i>Population and Development Review</i> . Assignment: Group Activity: Apply Push-Pull factors to a specific rural-urban migration case in Pakistan.
Week 3	Unit III: Types of Migration & Displacement 3.1 Types of Migration 3.2 Development projects causing displacement and migration 3.3 Governmental laws for displacement of people (Resettlement Law 1894)	Reading: Cernea, M. M. (1997). The risks and reconstruction model for resettling displaced populations. <i>World Development</i> . Reading: The Land Acquisition Act, 1894 (Key Sections). Assignment: Critical Review: Analyze the colonial legacy of the Land Acquisition Act 1894.
Week 4	3.4 Global Framework for displacement World Bank Environmental and Social Framework 5 (Land Acquisition) 3.5 Pakistan Development Projects causing Displacements	Reading: World Bank. (2018). <i>Environmental and Social Framework</i> (ESF 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement). Assignment: Comparative Analysis: Compare the Land Acquisition Act 1894 with World Bank ESF 5 standards.
Week 5	3.6 Examples of KWSSIP ARAP (Abbreviated Resettlement Action Plan) 3.7 Google the Development Projects that goes for Land Acquisition	Reading: KWSSIP Project Documents (Available on Government/Sui Southern Gas Company websites). Assignment: Assignment 1 Due: Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region”.
Week 6	3.8 Budget allocation from government departments Unit-IV: Rural to Urban Migration 4.1 Rural to urban Migration	Reading: Zaman, M. (2015). Development-induced displacement in Pakistan. <i>Lahore Journal of Policy Studies</i> . Assignment: Data Analysis: Review census data on rural-urban migration trends in Punjab.

Week 7	4.2 Seasonal, Circle, Chain Migration 4.3 Nomadic Societies	Reading: Khandelwal, M. (2009). Arranging Marriage: Conjugal Agency in the South Asian Diaspora (for Chain Migration). Assignment: Quiz (Week 7): Covering definitions, theories, and displacement laws.
Week 8	4.4 Gender and Migration Feminization of Migration 4.5 Care work, Remittances	Reading: Hondagneu-Sotelo, P. (2011). <i>Gender and Migration</i> (Overview). Assignment: Case Study: Analyze the role of remittances in poverty alleviation in rural Pakistan.
Week 9	4.6 Migration and Social Change Impacts on Family, Identity and Culture Unit V: Migration in Pakistan 5.1-5.2 Internal Migration trends	Reading: Addleton, J. S. (1992). <i>Undermining the Centre: Migration from Pakistan to the UK</i> . (Selected Chapters on Social Change). Assignment: Group Discussion: How does migration change family dynamics?
Week 10	5.3 Urbanization, Industrialization, Modernization 5.7 Informal Settlements 5.8 Environmental Migration	Reading: Deacon, B. (2009). <i>Global governance, regional integration and social policy</i> (Relevant section on Migration/Social Policy). Assignment: Assignment 2 Due: Policy Brief: "How Can Pakistan Improve Labor Migration Governance?"
Week 11	Unit VI: Brain Drain 6.1 Cause and Consequences and Policy Researches 6.2 Brainstorming session for policy reforms (Orange Train Case Study)	Reading: Docquier, F., & Rapoport, H. (2012). Globalization, Brain Drain, and Development. <i>Journal of Economic Literature</i> . Reading: News reports on Orange Line Train land acquisition issues. Assignment: In-class Brainstorming: Propose amendments to Land Acquisition Laws.

Week 12	Unit VII: Forced Migration & Displacement 7.1 Refugees, Asylum Seeker, and IDPs 7.2 Conflict and Climate-Induced Displacements 7.3 Displacements caused by dam construction (Neelum Jehlum)	Reading: Zetter, R. (2007). More Labels, Fewer Refugees: Remaking the Refugee Label in an Era of Globalization. <i>Journal of Refugee Studies</i> . Assignment: Case Study Analysis: Environmental displacement in Pakistan (2010 floods or recent floods).
Week 13	Policies and Rights of refugees and IDPs in Pakistan Unit VIII: Migration Borders, and Global Policies 8.1 Border Security, Deportation Xenophobia 8.1 Migration Governance and Human Rights	Reading: Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance (Chapter on Migration). Assignment: Review the National Refugee Policy of Pakistan.
Week 14	Unit IX: Migration, Media and Public Discourse 9.1 Representation of Migrants in Media 9.2 Fake News, Islamophobia and Stereotyping	Reading: Parker, S. (2015). 'Unwanted Invaders': The representation of refugees and asylum seekers in the UK and Australian print media. Assignment: Media Audit: Analyze how Pakistani media portrays Afghan refugees.
Week 15	Student Presentations Migration and Displacement case studies	Reading: Review of selected case study materials. Assignment: Group Presentation: Presentation on specific case studies (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums).
Week 16	Review Reflection & Final terms preparation	Reading: Course Summary Notes. Assignment: Final Exam Preparation.
Textbooks and Reading Material		
Barrett, S., & Fudge, C. (Eds.). (2025). <i>Policy and action: essays on the implementation of public policy</i> . Taylor & Francis.		

Bessant, J., Watts, R., Dalton, T., & Smyth, P. (2020). <i>Talking policy: How social policy is made</i>. Routledge. Bianculli, A. C., & Ribeiro Hoffmann, A. (2020). The IPE of global social policy governance. In E. Vivares (Ed.), <i>The Routledge handbook to global political economy: Conversations and inquiries</i>. Routledge. Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work: An introduction</i>. Learning Matters. Deacon, B. (2009). <i>Global governance, regional integration and social policy</i>. Edward Elgar Publishing. Edgar, L., & Chandler, J. (2004). <i>Strengthening social policy: Lessons on forging government–civil society partnerships</i>. Commonwealth Secretariat. Garrett, P. M. (2017). <i>Welfare words: Critical social work & social policy</i>. SAGE Publications. Hill, M., & Varone, F. (2021). <i>The public policy process</i>. Routledge. Lewis, G., Gewirtz, S., & Clarke, J. (2006). <i>Rethinking social policy</i>. Open University Press. Newman, J. (2005). <i>Remaking governance: Peoples, politics and the public sphere</i>. Policy Press. Patrick, R., Treanor, M., & Wenham, A. (2021). Introduction: Qualitative longitudinal research for social policy – Where are we now? <i>Social Policy and Society</i>, 20(1), 1–7. https://doi.org/10.1017/S1474746421000042 Williams, B. (2022). Social policy. In Neil Kinnock (pp. 124-138). Routledge. Wiseman, J. (2020). <i>Making social policy in Australia: An introduction</i>. Melbourne University Press.	<table><tr><th>Teaching Learning Strategies</th></tr><tr><td> 1. Visual lectures with migration maps and data 2. Migration story-based discussions and life history methods 3. Film/documentary screening (e.g., <i>Human Flow</i>, <i>The Swimmers</i>) 4. Student-led group projects on migration cases </td></tr><tr><th>Assignments: Types and Number with Calendar</th></tr><tr><td> 1. Assignment 1 (Week 5): Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region” 2. Assignment 2 (Week 10): Policy Brief: “How Can Pakistan Improve Labor Migration Governance?” 3. Quiz: Week 7 4. Group Presentation: Week 15 – Migration Case Study (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums, etc.) </td></tr></table>	Teaching Learning Strategies	1. Visual lectures with migration maps and data 2. Migration story-based discussions and life history methods 3. Film/documentary screening (e.g., <i>Human Flow</i>, <i>The Swimmers</i>) 4. Student-led group projects on migration cases	Assignments: Types and Number with Calendar	1. Assignment 1 (Week 5): Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region” 2. Assignment 2 (Week 10): Policy Brief: “How Can Pakistan Improve Labor Migration Governance?” 3. Quiz: Week 7 4. Group Presentation: Week 15 – Migration Case Study (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums, etc.)
Teaching Learning Strategies					
1. Visual lectures with migration maps and data 2. Migration story-based discussions and life history methods 3. Film/documentary screening (e.g., <i>Human Flow</i>, <i>The Swimmers</i>) 4. Student-led group projects on migration cases					
Assignments: Types and Number with Calendar					
1. Assignment 1 (Week 5): Essay on “My Family’s Migration Story” or “Push-Pull Factors in My Region” 2. Assignment 2 (Week 10): Policy Brief: “How Can Pakistan Improve Labor Migration Governance?” 3. Quiz: Week 7 4. Group Presentation: Week 15 – Migration Case Study (e.g., Rohingya, Afghan Refugees in Pakistan, Urban Slums, etc.)					

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Program me	BS in Sociology	Course Code		Credit Hours	3
Course Title	Introduction to Social Work				
Course Introduction					
This course laid the foundation and introduces the students to the professions, values, history, and practices of social workers for the betterment of society, by training, initiatives for better and welfare of the society and work as a social agent. This course explores the core concepts, methods, field practices and the role of social workers in promoting social justice and human well-being in all aspects of the society. Furthermore, the course also highlights social work’s relevance in the Pakistan context, focusing on social institution, community needs, and development challenges.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Define the fundamental concepts, scope, and principles of social work. 2. Analyze the historical development and major fields of social work, with a focus on both global and Pakistani contexts. 3. Apply core values, ethics, and methods of social work to address contemporary social issues and community needs.					
Course Content				Assignments/Readings	
Week 1	Unit-I: Understanding Social Work 1.1 Definition, Objective, and function of social work 1.2 Difference between social work and sociology			Reading: Skidmore, R. A., Thackeray, M. G., & Farley, O. W. (2017). Introduction to social work (Chapter 1). Assignment: Short Essay: "Sociology vs. Social Work: Distinct Roles in Society."	
Week 2	1.3 Philosophical and ethical foundations of social work Unit-II: Historical Development 2.1 Birth and evolution of Social work in the West			Reading: Payne, M. (2021). <i>Modern social work theory</i> (Chapter on History). Assignment: Timeline Activity: Create a timeline of key milestones in the history of social work.	
Week 3	2.2 Development of Social Work in Pakistan			Reading: Ahmed, M. (2004). <i>Social work: An introductory text</i> (Chapter on Social Work in Pakistan).	

	2.3 Acid Attacks and work of Depilex Smileagain Foundation	Assignment: Case Study Analysis: Review the work of Depilex Smileagain Foundation and identify the social work methods used.
Week 4	2.4 Edhi Centers: Objectives and goals 2.5 Al-khidmat and PSRD: Rehabilitation centers for differently abled people	Reading: Official reports/websites of Edhi Foundation and PSRD. Assignment: Comparative Report: Compare the service delivery models of Edhi Foundation and PSRD.
Week 5	2.6 Pioneers and Milestones in Social Work Practices 2.7 State of Pakistan Prison's rehabilitation centers and mental well-being	Reading: Skidmore, R. A., et al. (2017). <i>Introduction to social work</i> (Chapter on Pioneers). Assignment: Article Review: "Mental Health Challenges in Pakistani Prisons."
Week 6	Unit-III: Values & Principles 3.1 Core values of Social Work (human dignity, social justice, services, integrity) 3.2 Code of Conducts 3.3 Ethics and Professional Conducts	Reading: Banks, S. (2021). <i>Ethics and values in social work</i> (Chapter 1 & 2). Assignment: Group Discussion: "Ethical Dilemmas in Social Work Practice."
Week 7	Unit-IV: Fields of Social Work 4.1 Medical, Psychiatric, and Educational Social Work 4.4 Connection of Social Work in Gender Awareness and Women Hygiene	Reading: Skidmore, R. A., et al. (2017). <i>Introduction to social work</i> (Section on Fields of Practice). Assignment: Quiz on Fields of Social Work.
Week 8	4.5 Social Work & Public Health 4.6 Role of Social Welfare during Pandemic (COVID-19) 4.7 Social Work with Children (Polio Eradication) 4.8 Old age homes awareness	Reading: Dominelli, L. (2019). <i>Anti-oppressive social work theory and practice</i> (Chapter on Health). Assignment: Policy Brief: "Social Work Interventions for Elderly Care in Pakistan."
Week 9	4.9 Combining Orphanage and Old age homes 4.10 Social Work with Transgender and	Reading: Reports on Transgender Rights in Pakistan (NGO reports). Assignment: Presentation: Strategies for social inclusion of the Transgender community.

	Minorities (Third Gender Empowerment Program)	
Week 10	Unit-V: Social Work in Community Development 5.1 Social Work in Disasters Response 5.2 Flood Effected areas and voluntary participation 5.3 Case studies on Climate disasters	Reading: Healy, K. (2021). <i>Social work theories in context</i> (Chapter on Disaster Management). Assignment: Case Study Report: Analyze the relief efforts during the recent floods in Pakistan.
Week 11	Unit VI: Methods to operate social work 6.1 Methodology for betterment of society 6.2 Group work on case demonstration 6.3 Community Organization and Social Actions	Reading: Lishman, J. (Ed.). (2018). <i>Handbook for practice learning</i> (Chapter on Group Work). Assignment: Role Play: Demonstration of a social work intervention session.
Week 12	Unit VII: Research and Social Policy 7.1 Alternative methods for policy reforms Unit VIII: Social Work Practices in Pakistan 8.1 Role of NGOs	Reading: Punjab Resource Management & Policy Unit (PRMPU) documents/reports. Assignment: Review of a local NGO's annual report focusing on policy impact.
Week 13	8.2 Challenges to social work practice in Pakistan 8.3 Lack of resources, awareness, and training 8.4 Lack of encouragement at governmental departments	Reading: Ahmed, M. (2004). <i>Social work: An introductory text</i> (Chapter on Challenges). Assignment: Debate: "Challenges facing Social Work Professionalization in Pakistan."
Week 14	Unit IX: Contemporary Approaches 9.1 Technology in Social Work 9.2 Rights-Based & Advocacy Approaches	Reading: Cree, V. E. (Ed.). (2022). <i>Becoming a social worker</i> (Chapter on Digital Social Work). Assignment: Assignment: Design a digital advocacy campaign for a social cause.
Week 15	Unit X: Field Based Activity 10.1 Student group project presentation	Reading: Student selected readings for presentations.

	10.2 Discussion on gaps in policy reforms	Assignment: Final Presentations: Field activity findings and project outcomes.
Week 16	10.3 Gaps in Budget 2025-26 and social inequality 10.4 Review and preparation of final terms	Reading: Budget Brief 2025-26 (Social Sector Allocation). Assignment: Final Exam Review and Reflection Paper.
Textbooks and Reading Material		
Ahmed, M. (2004). <i>Social work: An introductory text</i>. Oxford University Press Pakistan. Banks, S. (2021). <i>Ethics and values in social work</i> (5th ed.). Red Globe Press. Cree, V. E. (Ed.). (2022). <i>Becoming a social worker</i> (3rd ed.). Routledge. Dominelli, L. (2019). <i>Anti-oppressive social work theory and practice</i> (2nd ed.). Red Globe Press. Ferguson, I., Ioakimidis, V., & Lavalette, M. (2018). <i>Global social work in a political context: Radical perspectives</i>. Policy Press. Healy, K. (2021). <i>Social work theories in context: Creating frameworks for practice</i> (3rd ed.). Red Globe Press. Lishman, J. (Ed.). (2018). <i>Handbook for practice learning in social work and social care</i> (3rd ed.). Jessica Kingsley Publishers. Payne, M. (2021). <i>Modern social work theory</i> (5th ed.). Oxford University Press. Saleebey, D. (Ed.). (2009). <i>The strengths perspective in social work practice</i> (5th ed.). Pearson Education. Skidmore, R. A., Thackeray, M. G., & Farley, O. W. (2017). <i>Introduction to social work</i> (12th ed.). Pearson.		
Teaching Learning Strategies		
1. Interactive lectures and classroom discussion 2. Group work and community-based activities 3. Field Visit to any NGO 4. Short documentary screening (Acid Attacks survival and help from Diplex, Edhi Foundation or old age homes)		
Assignments: Types and Number with Calendar		
1. Assignment 1 (Week 4) Reflective Essays “Need of Social work” 2. Assignment 2 (Week 10) Group Presentation 3. Field Visit to a welfare organization or shelter home 4. Quiz		

Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Digital Sociology				
Course Introduction					
In what ways do we see the digital world? What distinctions exist between those experiences and the analogue world? The empirical or physical world? Which world is "real"? What effects do our location and identity have on how we interact with the digital world? Sociological ideas and techniques are introduced in this course for analyzing people and/or digital surroundings. While social media will undoubtedly be closely examined, we will also delve at privacy, identity, employment, law, and justice to comprehend how important systems react to and evolve as a result of advancements in digital technology.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Use important sociological ideas and concepts to critically examine how digital technologies affect relationships, social structures, and cultural practices. 2. Analyze how digital platforms influence power relations, inequality, community, and identity in both local and global contexts. 3. Exhibit knowledge of the methodological, ethical, and political difficulties associated with sociological research in digital settings. 4. Examine current issues including online activism, digital monitoring, the gig economy, and the digital divide using sociological frameworks. 5. Using interdisciplinary resources, create well-informed arguments and case studies on digital phenomena for written assignments, presentations, and research projects.					
Course Content				Assignments / readings	
Week 1	Unit 1: Introduction to Digital Sociology 1.1. Defining Digital Sociology; Historical context of digital technologies in society.			Reading: Chayko, M. (2021). <i>Superconnected</i> (Chapter 1: The Digital Landscape). Assignment: Reflection Paper: "The 'Real' vs. The	

		'Virtual': A Personal Account of Digital Life."
Week 2	Unit 1: Introduction to Digital Sociology (Continued) 1.2. Evolution of digital media. 1.3. The role of digital technologies in modern society.	Reading: Tolentino, J. (2019). The I in the Internet. <i>The New Yorker</i> . Assignment: Timeline Construction: Map the evolution of digital media and its societal impact in Pakistan.
Week 3	Unit 2: Theories of Digital Society 2.1. Network Society (Castells), Technological Determinism, Social Construction of Technology. 2.2. The concept of the Network Society.	Reading: Ritzer, G. (2013). <i>The McDonaldization of society</i> (Chapter on Efficiency and Technology). Assignment: Short Essay: Compare Technological Determinism and Social Construction of Technology using a local example.
Week 4	Unit 2: Theories of Digital Society (Continued) 2.3. Theories explaining the relationship between technology and society. Unit 3: Digital Identity and Online Interaction 3.1 Self-presentation, anonymity, digital footprints, online community.	Reading: Marwick, A. E., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. Assignment: Case Study: Analyze the self-presentation strategies of a popular Pakistani influencer.
Week 5	Unit 3: Digital Identity and Online Interaction (Continued) 3.2. The construction of identity in digital spaces. 3.3. The impact of digital interactions on self-perception.	Reading: Chayko, M. (2021). <i>Superconnected</i> (Chapter on Identity). Assignment: Digital Audit: Google yourself (or a peer) and analyze the "digital footprint" findings.
Week 6	Unit 4: Social Media and Society 4.1. Platforms as social spaces, algorithms, echo chambers, digital activism.	Reading: Tufekci, Z. (2014). Big questions for social media big data. Assignment: Group Presentation: "Digital Activism in Pakistan: Successes and Limitations."
Week 7	Unit 4: Social Media and Society (Continued) 4.2. The role of algorithms in shaping online behavior.	Reading: Bucher, T. (2021). <i>Programming the news</i> (Chapter 1). Assignment: Experiment:

	4.3. The phenomenon of echo chambers and filter bubbles.	Compare news feeds on two different devices/accounts and report on algorithmic differences.
Week 8	Unit 5: Surveillance and Privacy in the Digital Age 5.1. Digital surveillance, data privacy, governmental and corporate monitoring	Reading: Zuboff, S. (2019). <i>The age of surveillance capitalism</i> (Introduction). Assignment: Critical Review: Analyze the privacy policy of a commonly used app (e.g., WhatsApp, TikTok).
Week 9	Unit 5: Surveillance and Privacy in the Digital Age (Continued) 5.2. Mechanisms of digital surveillance. 5.3. The balance between security and privacy.	Reading: Lyon, D. (2018). <i>The culture of surveillance</i> (Chapter 1). Assignment: Debate: "Security vs. Privacy: The role of the state in digital monitoring."
Week 10	Unit 6: Digital Labor and the Gig Economy 6.1. Online work platforms, labor rights, digital entrepreneurship. 6.2. The rise of gig work and its implications.	Reading: Scholz, T. (2016). <i>Uberworked and underpaid</i> (Chapter 1). Assignment: Interview Report: Conduct a short interview with a gig worker (e.g., Careem, Foodpanda, Upwork) about their working conditions.
Week 11	Unit 6: Digital Labor and the Gig Economy (Continued) 6.3. Labor rights in the digital economy. Unit 7: Ethics and Methodologies in Digital Research 7.1. Ethical considerations, data collection methods, digital ethnography	Reading: Back, L. (2012). Live sociology: Social research and its futures. Assignment: Proposal: Design a methodology for a digital ethnography project.
Week 12	Unit 8: Gender and Race in Digital Spaces 8.1. Representation, online harassment, intersectionality. 8.2. Gender and racial disparities in digital spaces.	Reading: Noble, S. U. (2018). <i>Algorithms of oppression</i> (Introduction). Assignment: Content Analysis: Examine the comment section of a news post regarding a minority group in Pakistan for hate speech patterns.
Week 13	Unit 8: Gender and Race in Digital Spaces 8.1. Representation, online harassment, intersectionality. 8.2. Gender and racial disparities in digital spaces.	Reading: Wajcman, J. (2004). <i>TechnoFeminism</i> (Selected Chapter). Assignment: Quiz: Concepts of intersectionality and digital divide.
Week 14	Unit 9: Digital Communities and Social Capital (Continued)	Reading: Wellman, B., & Gulia, M. (1999). Virtual communities

	9.2. The formation and dynamics of online communities. 9.3. The concept of social capital in digital contexts.	as communities. Assignment: Observation: Join an online community (Reddit/Facebook Group) and analyze the social capital dynamics.
Week 15	Unit 10: Digital Consumerism and Culture 10.1. Online shopping, digital advertising, consumer behavior. 10.2. The influence of digital platforms on consumer choices. 10.3. The role of data in shaping consumer behavior.	Reading: Couldry, N., & Mejias, U. A. (2019). <i>The costs of connection</i> (Chapter on Data Colonialism). Assignment: Final Project Presentation: Present findings from your semester-long digital sociology research project.
Week 16	Unit 11: The Future of Digital Society 11.1. Emerging technologies (AI, IoT), digital governance, future trends. 11.2. The impact of artificial intelligence on society. 11.3. The role of the Internet of Things in everyday life	Reading: Dencik, L., Hintz, A., & Redden, J. (2022). <i>Data justice</i> (Conclusion). Assignment: Final Exam Preparation and Course Review.
Textbooks and Reading Material		
Back, L. (2012). Live sociology: Social research and its futures. <i>The Sociological Review</i>, 60(1_suppl), 18–39. https://doi.org/10.1111/j.1467-954X.2012.02114.x Bucher, T. (2021). <i>Programming the news: The rise of the algorithmic newsroom</i>. Polity Press. Chayko, M. (2021). <i>Superconnected: The internet, digital media, and techno-social life</i> (3rd ed.). SAGE Publications. Couldry, N., & Mejias, U. A. (2019). <i>The costs of connection: How data is colonizing human life and appropriating it for capitalism</i>. Stanford University Press. Dencik, L., Hintz, A., & Redden, J. (2022). <i>Data justice: Exploring the implications of data-driven surveillance and control</i>. SAGE Publications. Lyon, D. (2018). <i>The culture of surveillance: Watching as a way of life</i>. Polity Press. Marwick, A. E., & boyd, d. (2011). To see and be seen: Celebrity practice on Twitter. <i>Convergence</i>, 17(2), 139–158. https://doi.org/10.1177/1354856510394539 Noble, S. U. (2018). <i>Algorithms of oppression: How search engines reinforce racism</i>. NYU Press. Ritzer, G. (2012). <i>Introduction to sociology</i> (3rd ed.). McGraw-Hill Education.		

Ritzer, G. (2013). <i>The McDonaldization of society</i> (20th anniversary ed.). SAGE Publications.			
Scholz, T. (2016). <i>Uberworked and underpaid: How workers are disrupting the digital economy</i> . Polity Press.			
Sorj, B. (2008). Information societies and digital divides. <i>arXiv preprint</i> arXiv:0807.2743. https://arxiv.org/abs/0807.2743			
Tolentino, J. (2019, May 13). The I in the Internet. <i>The New Yorker</i> . https://www.newyorker.com/magazine/2019/05/20/the-i-in-internet			
Tufekci, Z. (2014). Big questions for social media big data: Representativeness, validity and other methodological pitfalls. <i>arXiv preprint</i> arXiv:1403.7400. https://arxiv.org/abs/1403.7400			
Wajcman, J. (2004). <i>TechnoFeminism</i> . Polity Press.			
Wellman, B., & Gulia, M. (1999). Virtual communities as communities: Net surfers don't ride alone. In P. Kollock & M. Smith (Eds.), <i>Communities in cyberspace</i> (pp. 167–194). Routledge.			
Zuboff, S. (2019). <i>The age of surveillance capitalism: The fight for a human future at the new frontier of power</i> . PublicAffairs.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc..
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Clinical Sociology				
Course Introduction					
This course provides students with a comprehensive understanding of Clinical Sociology as both a theoretical and applied field concerned with assessing and intervening in individual, group, organizational, and community issues. It explores how sociological knowledge and methods are used to develop solutions to real-world social problems, with a particular focus on preventive programming, mediation, and conflict resolution. Emphasizing the intervention process, the course trains students to diagnose social issues, formulate appropriate strategies, and evaluate outcomes. Through interactive case studies, simulations, and applied research, students will gain the critical skills required to act as change agents in diverse social settings.					
Learning Outcomes					
On the completion of the course, the students will be able to:					
1. Demonstrate an understanding of the concepts, and theories of clinical sociology; 2. develop skills of intervention, the process of intervention, and clinical; and 3. learn mediation and conflict resolution, evaluation, and preventive programming.					
Course Content					Assignments / readings
Week 1	Introduction to Clinical Sociology 1.1 Sociological Practice		Reading: Straus, R. A. (1979). Introduction: The reemergence of clinical sociology. Assignment: Short Essay: Define Clinical Sociology and its relevance in Pakistani society.		
Week 2	1.1.1 Applied Sociology vs. 1.1.2 Clinical Sociology		Reading: Fritz, J. M. (2021). The history of clinical sociology in the United States (pp. 35–55). Assignment: Comparative Chart: Distinguish between Applied and Clinical Sociology.		
Week 3	1.2 Interrelation and Difference 2. Theories in Clinical Sociology		Reading: Wan, P. M., & Wan, A. H. (2020). Clinical sociology (Chapter on Theoretical Frameworks). Assignment: Group Discussion: How does sociological imagination apply to clinical practice?		
Week 4	Theories in Clinical Sociology (Continued) 3. Communication and Relationships with Clients		Reading: Warren, C. A. B. (1985). Clinical and research interviewing in sociology. Assignment: Role Play: Practicing effective communication and active listening skills.		

Week 5	4. Ethics in Clinical Sociology	Reading: Bailey, C., & Lanza, R. (2023). Applied clinical sociology (Chapter on Ethics). Assignment: Case Study Analysis: Identifying ethical dilemmas in client intervention.
Week 6	5. Intervention 5.1 Levels of Intervention: 5.1.1 With Individuals	Reading: Rebach, H., & Bruhn, J. G. (2001). Handbook of clinical sociology (Chapter on Individual Intervention). Assignment: Drafting an intervention plan for a hypothetical individual case.
Week 7	5.1.2 With Families 5.1.3 With Groups	Reading: Hall, C. M. (2006). Narrative as vital methodology in clinical sociology. Assignment: Group Project: Design a family intervention strategy.
Week 8	5.1.4 With Communities 5.1.5 With Formal Organizations	Reading: Sengstock, M. C. (1987). Sociological strategies for developing community resources. Assignment: Community Needs Assessment: Identify a local issue and propose a clinical approach.
Week 9	5.2 The Process of Intervention 5.2.1 Assessment	Reading: Gondolf, E. W. (1985). Teaching clinical sociology: The introductory course. Assignment: Midterm Assessment.
Week 10	5.2.2 Programme Planning 5.2.3 Programme Implementation	Reading: Lee, A. M. (1984). Overcoming barriers to clinical sociology. Assignment: Develop a Logic Model for a social program.
Week 11	5.2.4 Programme Evaluation 6.1 Mediation and Conflict Resolution	Reading: Thompson, N. (2017). Applied sociology (Chapter on Evaluation). Assignment: Simulation: Conducting a mediation session between conflicting parties.
Week 12	6.2 Evaluation 6.3 Preventive Programming	Reading: Rebach, H., & Bruhn, J. G. (2001). Handbook of clinical sociology (Chapter on Prevention). Assignment: Proposal: Design a preventive program for youth delinquency.
Week 13	Review of Clinical Sociology Practice 7. Application to Contemporary Social Problems	Reading: Vissing, Y., et al. (2021). Clinical sociology and its application to analysis of unaccompanied children. Assignment: Case Study Selection for Final Presentation.
Week 14	Case Studies (Social Issues – Part 1 & 2)	Reading: Hossfeld, L., et al. (2021). The Routledge international handbook of public sociology. Assignment: Student Presentations: Analysis

		of specific social issues using clinical methods.
Week 15	Case Studies (Social Issues – Part 3) Discussion on studies	Reading: Review of course readings. Assignment: Peer Review of presented case studies.
Week 16	Group Work / Presentations Final exams preparation	Reading: None. Assignment: Final Exam Preparation.
Textbooks and Reading Material		
Bailey, C., & Lanza, R. (2023). <i>Applied clinical sociology: Humanizing research, interventions, and change</i>. Routledge. Fritz, J. M. (2021). The history of clinical sociology in the United States. In J. M. Fritz (Ed.), <i>International clinical sociology</i> (pp. 35–55). Springer. Hossfeld, L., Kelly, E. B., & Hossfeld, C. (Eds.). (2021). <i>The Routledge international handbook of public sociology</i>. Routledge. Rebach, H., & Bruhn, J. G. (Eds.). (2001). <i>Handbook of clinical sociology</i> (2nd ed.). Springer. Straus, R. A. (1979). Introduction: The reemergence of clinical sociology. <i>American Behavioral Scientist</i>, 23(3), 477–482. Thompson, N. (2017). <i>Applied sociology</i>. Routledge. Vissing, Y., Leitão, S., & Fritz, J. M. (2021). Clinical sociology and its application to analysis of unaccompanied children. In <i>The rights of unaccompanied minors</i> (pp. 1–18). Springer. Wan, P. M., & Wan, A. H. (2020). <i>Clinical sociology</i>. Springer International Publishing. Warren, C. A. B. (1985). Clinical and research interviewing in sociology. <i>Clinical Sociology Review</i>, 3, 72–84. Gondolf, E. W. (1985). Teaching clinical sociology: The introductory course. <i>Clinical Sociology Review</i>, 3, 143–149. Hall, C. M. (2006). Narrative as vital methodology in clinical sociology. <i>Sociological Practice</i>, 8(1), 53–67. Lee, A. M. (1984). Overcoming barriers to clinical sociology. <i>Clinical Sociology Review</i>, 2, 42–50. Sengstock, M. C. (1987). Sociological strategies for developing community resources: Abused wives as an example. <i>Clinical Sociology Review</i>, 5, 132–143.		
Teaching Learning Strategies		

5. Interactive lectures to introduce and explain key concepts 6. Guided class discussions to foster critical thinking and deeper understanding 7. Collaborative group work to encourage peer learning and practical application of concepts 8. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance			
Assessment			
Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	Written examination at the mid-point of the semester, comprising a combination of long questions, short questions, and multiple-choice questions (MCQs).
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written examination at the end of the semester comprising a combination of long questions, short questions, and multiple-choice questions (MCQs).

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

Programme	BS in Sociology	Course Code		Credit Hours	
Course Title	Management of Resettlement and Rehabilitation				
Course Introduction					
This course offers a comprehensive overview of the social and economic consequences of displacement caused by large-scale infrastructure and development projects. It critically examines both involuntary and development-induced displacement, focusing on legal, institutional, and participatory frameworks for land acquisition, compensation, and resettlement. Students will be introduced to global best practices in resettlement planning and the principles of sustainable and inclusive rehabilitation, including Social Impact Assessment (SIA), stakeholder engagement, and livelihood restoration strategies. The course combines theoretical grounding with practical tools such as the Impoverishment Risks and Reconstruction (IRR) model and Resettlement Action Plan (RAP) preparation, equipping students to assess, plan, and implement equitable resettlement solutions in line with international standards.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Understand the causes, types, and dimensions of displacement and its implications for development and human rights. 2. Analyze national and international regulatory frameworks, tools, and models used in the planning and management of resettlement and rehabilitation. 3. Develop skills to identify stakeholders, assess conflicts, and design inclusive strategies for livelihood restoration, benefit sharing, and sustainable resettlement implementation.					
Course Content				Readings & Assignments	
Week 1	1. Introduction to Displacement: Concepts and Causes			Reading: Cernea, M. M. (2000). Risks, safeguards and reconstruction: A model for population displacement. Assignment: Essay: "The paradox of development-induced displacement."	
	1.1. Sustainable Development, Infrastructure Development Projects and Displacement				
Week 2	1.2. Involuntary Displacement vs. Voluntary Migration			Reading: Amin, W., et al. (2021). Understanding	

	1.3. Factors that lead to Displacements	various dimensions of resettlement and rehabilitation. Assignment: Case Comparison: Analyze voluntary migration vs. involuntary displacement scenarios.
Week 3	Types of Displacement 1.3.1. Natural Disasters Induced	Reading: Branch, K., et al. (2019). Guide to social assessment: A framework for assessing social change. Assignment: News Analysis: Identify recent examples of disaster/conflict displacement.
	1.3.2. Conflict Induced Displacement	
Week 4	Development & Dimensions 1.3.3. Development Induced Displacement	Reading: Mathur, H. M. (2006). Managing resettlement in India: Approaches, issues, experiences. Assignment: Report: Analyze the social and cultural dimensions of a specific dam project.
	1.4. Dimensions (Physical, Economic, Social, and Cultural)	
Week 5	2. Infrastructural Projects and Development Project Cycle	Reading: The World Bank. (2004). Involuntary resettlement sourcebook (Chapter 1). Assignment: Diagram the project cycle identifying where displacement risks arise.
	2.1. Introduction to the Development Project Cycle	
Week 6	2.2. Infrastructure Projects and their Foot Prints	Reading: Rhoads, R., & Mugenyi, O. (2019). Analysis of a country framework for land acquisition. Assignment: Legal Review: Compare the Land Acquisition Act 1894 with current reforms.
	3.1. Regulatory Frameworks for Land Acquisition in Pakistan	
Week 7	3.2. Impoverishment, Risks and Reconstruction (IRR) Model	Reading: Cernea, M. M. (2000). (Deep dive into IRR Model). Assignment: Midterm Assessment.
	3.3. International Best Policies and Practices for LARR	

Week 8	4. Introduction to Impact Assessments	Reading: Vanclay, F. (2003). International principles for social impact assessment. Assignment: Identify potential impacts of a hypothetical highway project.
	4.1. Key Impacts of Public Infrastructure Projects	
Week 9	4.2. Avoid, Minimize and Mitigate (AMM)	Reading: Blakley, J. A., & Franks, D. M. (Eds.). (2021). Handbook of cumulative impact assessment. Assignment: Draft a mitigation strategy for a hypothetical project.
	4.3. Different Types of Impact Assessments	
Week 10	4.4. Social Impact Assessment (SIA)	Reading: Branch, K., et al. (2019). (Chapter on Stakeholders). Assignment: Stakeholder Mapping: Create a stakeholder matrix for a local project.
	5.1. Stakeholders: Identification and Engagement	
Week 11	5.2. Consultation: Process, Strategy and Tools	Reading: Partridge, W. L., & Halmo, D. B. (2020). Resettling displaced communities. Assignment: Design a consultation plan for affected communities.
	5. Conflict Assessment and Analysis	
Week 12	5.1. Identifying and Assessing Existing and Potential Conflicts	Reading: Singer, J. (Ed.). (2019). Country frameworks for development displacement. Assignment: Conflict Analysis Framework application.
	5.2. Management of Conflicts about RAP Preparation and Implementation	
Week 13	6.1. Resettlement Action Plan (RAP): Objectives and Tools	Reading: The World Bank. (2004). Involuntary resettlement sourcebook (Chapter on RAP). Assignment: Draft a PAP (Project Affected Persons) Profile format.
	6.2. PAP Profile and Compensation Principles	
Week 14	6.3. Entitlement Matrix and Institutional Arrangement	Reading: Burra, S. (1999). Resettlement and rehabilitation of the urban poor.
	8.1. Livelihood Restoration: Scope, Objectives and Importance	

		Assignment: Develop a simplified Entitlement Matrix.
Week 15	8.2. Strategies and Planning of Livelihood Restoration	Reading: Mathur, H. M. (2011). Resettling displaced people: Policy and practice in India. Assignment: Group Presentation: Proposed Livelihood Restoration Plan.
	8.3. Benefit Sharing: Concepts, Approaches, and Practices	
Week 16	8. Implementing Resettlement Action Plan (RAP)	Reading: Review of key texts. Assignment: Final Exam Preparation.
	8.1. Compensation, Displacement and Rehabilitation 8.2. Entitlement Matrices	
Textbooks and Reading Material		
Amin, W., Gul, A., & Hassan, G. (2021). Understanding various dimensions of resettlement and rehabilitation in the context of development-induced displacement: A review study. <i>Research Journal of Humanities and Social Sciences</i>, 12(2), 115–119. Blakley, J. A., & Franks, D. M. (Eds.). (2021). <i>Handbook of cumulative impact assessment</i>. Edward Elgar Publishing. Branch, K., Hooper, D. A., Thompson, J., & Creighton, J. (2019). <i>Guide to social assessment: A framework for assessing social change</i>. Routledge. Burra, S. (1999). Resettlement and rehabilitation of the urban poor: The story of Kanjur Marg. <i>Development Planning Unit, University College London</i>. Cernea, M. M. (2000). Risks, safeguards and reconstruction: A model for population displacement and resettlement. <i>Economic and Political Weekly</i>, 35(41), 3659–3678. Mathur, H. M. (2006). <i>Managing resettlement in India: Approaches, issues, experiences</i>. Oxford University Press. Mathur, H. M. (2011). <i>Resettling displaced people: Policy and practice in India</i>. Routledge. Partridge, W. L., & Halmo, D. B. (2020). <i>Resettling displaced communities: Applying the international standard for involuntary resettlement</i>. Lexington Books. Rhoads, R., & Mugenyi, O. (2019). Analysis of a country framework for land acquisition, resettlement and rehabilitation. In J. Singer (Ed.), <i>Country frameworks for development displacement and resettlement: Reducing risk, building resilience</i> (pp. 76–91). Routledge.		

Singer, J. (Ed.). (2019). *Country frameworks for development displacement and resettlement: Reducing risk, building resilience*. Routledge.

The World Bank. (2004). *Involuntary resettlement sourcebook: Planning and implementation in development projects*. Washington, DC: The World Bank.

Vanclay, F. (2003). International principles for social impact assessment. *Impact Assessment and Project Appraisal*, 21(1), 5–11.

Teaching Learning Strategies

1. Interactive lectures to introduce and explain key concepts
2. Guided class discussions to foster critical thinking and deeper understanding
3. Collaborative group work to encourage peer learning and practical application of concepts
4. Emphasis on active student engagement throughout the course

Assignments: Types and Number with Calendar

The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.

Assessment

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester.

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



Programme	BS in Sociology	Course Code		Credit Hours	3
Course Title	Social Psychology				
Course Introduction					
This course provides an in-depth introduction to the core principles of social psychology, examining how individuals perceive themselves and others, form attitudes, and engage in social interactions. Through a blend of theory, empirical research, and real-world application, students will explore key topics such as self-concept, social cognition, persuasion, group dynamics, and interpersonal relationships. The course aims to develop critical thinking and analytical skills, enabling students to apply psychological insights to contemporary social challenges and everyday experiences.					
Learning Outcomes					
By the end of the course, students will be able to:					
1. Explain foundational theories and concepts related to the self, social perception, and group behavior in social psychology. 2. Analyze interpersonal processes such as attribution, persuasion, and social influence using psychological frameworks. 3. Evaluate the relevance of social psychological theories to real-life issues, including group conflict, identity, and social change.					
Course Content			Assignments and readings		
Week 1	Introduction to Social Psychology		Reading: Allport, G. W. (1985). The historical background of modern social psychology.		
	Definition, Scope & Historical Background		Reading Link:		
Week 2	Distinctions from Related Fields + Applications in Daily Life		https://www.simplypsychology.org/social-psychology.html		
	Research Methods in Social Psychology		Assignment: Reflection Paper: "How social psychology differs from clinical psychology."		
Week 3	Scientific Approach + Types of Research		Reading: Aronson, E., Wilson, T. D., & Akert, R. M. (2013). Social psychology (Chapter 2).		
	Survey, Field, Archival Methods & Ethical Considerations		Reading Link: https://www.simplypsychology.org/research-methods.html		
Week 4	Social Cognition		Assignment: Research Design: Propose a simple survey study on a social behavior.		
	Schemas, Heuristics & Biases		Reading: Fiske, S. T. (2022). Social beings: A core motives approach to social		

	Attribution Theories & Causes of Behavior	psychology (Chapter on Cognition). Assignment: Heuristics Log: Identify cognitive biases in your daily decisions.
Week 4	The Self in Social Psychology Impression Formation & Accuracy	Reading: Baumeister, R. F., & Bushman, B. J. (2020). Social psychology and human nature (Chapter on The Self). Assignment: Self-Assessment: Conduct a brief self-concept inventory.
	Self-Concept, Esteem, Regulation & Culture	
Week 5	Attitudes and Persuasion Attitude Structure, Formation & Change	Reading: Gilovich, T., et al. (2019). Social psychology (Chapter on Attitudes). Assignment: Ad Analysis: Analyze advertisements for persuasion techniques (ELM).
	Cognitive Dissonance, ELM & HSM	
Week 6	Social Influence Conformity, Compliance & Obedience	Reading: Doliński, D., & Grzyb, T. (2021). The social psychology of social influence. Assignment: Video Review: Analyze a documentary on the Milgram or Stanford Prison experiment.
	Classic Experiments (Asch, Milgram, Zimbardo)	
Week 7	Interpersonal Attraction Proximity, Similarity, Reciprocity	Reading: Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (Chapter on Relationships). Assignment: Survey: Factors influencing attraction among peers.
	Theories of Love & Relationship Dynamics	
Week 8	Relationships & Communication Attachment Styles & Communication	Reading: Crisp, R. J., & Turner, R. N. (2020). Essential social psychology (Chapter on Relationships). Assignment: Survey: Factors influencing attraction among peers.
	Conflict & Relationship Maintenance	
Week 9	Helping Behavior Prosocial Behavior: Motives & Barriers	Reading: Forgas, J. P., et al. (Eds.). (2021). The social psychology of inequality (Chapter on Helping). Assignment: Observation: Observe and record helping behaviors in a public setting. Reading: Baron, R. A., & Branscombe, N. R. (2019). Social psychology (Chapter on Prejudice). Assignment: Implicit Bias Test: Take an online IAT test and reflect on results.
	Bystander Effect, Diffusion of Responsibility	
Week 10	Social Justice & Reducing Bias Prejudice, Stereotypes & Discrimination	Reading: Baumeister, R. F., & Bushman, B. J. (2020). (Chapter on Aggression). Assignment: Media Analysis: Review a film/video game for aggressive cues.
	Reducing Bias: Intergroup Contact & Education	
Week 11	Aggression Causes: Biological, Environmental, Psychological	Reading: Forgas, J. P., et al. (Eds.). (2021). The social psychology of inequality (Chapter on Helping).

	Types of Aggression & Media Effects	Assignment: Observation: Observe and record helping behaviors in a public setting. Reading: Baron, R. A., & Branscombe, N. R. (2019). Social psychology (Chapter on Prejudice). Assignment: Implicit Bias Test: Take an online IAT test and reflect on results.
Week 12	Reducing Aggression	Reading: Baumeister, R. F., & Bushman, B. J. (2020). (Chapter on Aggression). Assignment: Media Analysis: Review a film/video game for aggressive cues.
	Desensitization, Intervention & Reduction Strategies	
Week 13	Case Studies & Group Discussion	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Culture and Social Behavior	
Week 14	Individualism vs. Collectivism	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Culture’s Role in Norms, Values & Identity	
Week 15	Cross-Cultural Contexts	Reading: None. Assignment: Final Presentations with Peer Feedback.
	Cross-Cultural Social Behavior	
Week 16	Relevance to Pakistani Society & Globalization	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Student Presentations	
Week 17	Presentations: Social Media, Extremism, Gender, etc.	Reading: Kassir, S., Fein, S., & Markus, H. R. (2021). Social psychology (Chapter on Culture). Assignment: Comparative Essay: Individualism vs Collectivism in Pakistan. Reading: Fiske, S. T. (2022). (Chapter on Cultural Psychology). Assignment: Group Presentation Preparation.
	Presentations Continue + Peer Feedback	
Week 18	Assessment and Course Review	Reading: None. Assignment: Final Presentations with Peer Feedback.
Week 19	Concept Integration & Group Reflection	
Textbooks and Reading Material		
Aronson, E., Ellsworth, P., & Carlsmith, J. M. (1990). <i>Readings about the social animal</i> (7th ed.). W. H. Freeman.		
Aronson, E., Wilson, T. D., & Akert, R. M. (2013). <i>Social psychology</i> (8th ed.). Pearson.		
Allport, G. W. (1985). <i>The historical background of modern social psychology</i> . Random House.		
Baron, R. A., & Branscombe, N. R. (2019). <i>Social psychology</i> (14th ed.). Pearson.		

Baumeister, R. F., & Bushman, B. J. (2020). <i>Social psychology and human nature</i> (5th ed.). Cengage Learning.			
Crisp, R. J., & Turner, R. N. (2020). <i>Essential social psychology</i> (5th ed.). Sage.			
Doliński, D., & Grzyb, T. (2021). <i>The social psychology of social influence: From compliance to social change</i> . Routledge.			
Fiske, S. T. (2022). <i>Social beings: A core motives approach to social psychology</i> (5th ed.). Wiley.			
Forgas, J. P., Jussim, L. J., & Van Lange, P. A. M. (Eds.). (2021). <i>The social psychology of inequality</i> . Routledge.			
Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. E. (2019). <i>Social psychology</i> (5th ed.). W. W. Norton & Company.			
Kassin, S., Fein, S., & Markus, H. R. (2021). <i>Social psychology</i> (11th ed.). Cengage Learning.			
Smith, E. R., & Mackie, D. M. (2023). <i>Social psychology</i> (5th ed.). Cambridge University Press.			
Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (Eds.). (2021). <i>Social psychology: Handbook of basic principles</i> (3rd ed.). Guilford Press.			
Teaching Learning Strategies			
1. Interactive lectures to introduce and explain key concepts 2. Guided class discussions to foster critical thinking and deeper understanding 3. Collaborative group work to encourage peer learning and practical application of concepts 4. Emphasis on active student engagement throughout the course.			
Assignments: Types and Number with Calendar			
The sessional work will be a combination of written assignments, class quizzes, presentations, and class participation/attendance.			
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Assessments may include classroom participation, assignments, presentations, projects, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester..

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

Checklist for a New Academic Program

Parameters	YES/NO	
15. Department Mission and Introduction	YES ☐	NO ☐
16. Program Introduction	YES ☐	NO ☐
17. Program Alignment with University Mission	YES ☐	NO ☐
18. Program Objectives	YES ☐	NO ☐
19. Market Need/ Rationale	YES ☐	NO ☐
20. Admission Eligibility Criteria	YES ☐	NO ☐
21. Duration of the Program	YES ☐	NO ☐
22. Assessment Criteria	YES ☐	NO ☐
23. Courses Categorization as per HEC Recommendation	YES ☐	NO ☐
24. Curriculum Difference	YES ☐	NO ☐
25. Study Scheme / Semester-wise Workload	YES ☐	NO ☐
26. Award of Degree	YES ☐	NO ☐
27. Faculty Strength	YES ☐	NO ☐
28. NOC from Professional Councils (if applicable)	YES ☐	NO ☐

Program Coordinator

Chairperson