

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 M.Phil. Sociology (2-Years) Program with effect from the Academic Session Fall 2026.

The Revised Curriculum/Course Outlines of M.Phil. Sociology (2-Years) Program is attached, vide Annexure 'A'.

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

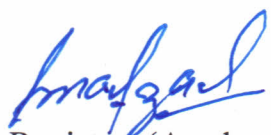
**Sd/-
Dr. Ahmad Islam
Registrar**

No. D/ 3522 /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. Chairperson, DPCC
4. Director (IT) for placement at website
5. Secretary to the Vice-Chancellor
6. Secretary to the Registrar
7. Assistant Registrar (Statutes)
8. Assistant Registrar (Syndicate)
9. Assistant Registrar (Syllabus)


Assistant Registrar (Academic)
for Registrar



Program Curriculum

MPHIL IN SOCIOLOGY



**Institute of Social and Cultural Studies
University of the Punjab
Lahore 2025**

Program	MPHIL in Sociology				
Duration	1.5 to 2 Years	Semesters	03 to 04	Credit hours	30
Department	Institute of Social And Cultural Studies				
Faculty	Behavioral and Social Sciences				
Introduction					
Founded in 1954, the Department of Sociology at the University of the Punjab stands as one of the earliest academic centers in South Asia devoted to the study of human society. Its establishment was guided by Dr. John B. Edlefsen of Washington State University, facilitated through the Inter-College Exchange Program. In September 1955, the Department inaugurated its regular MA program with a pioneering cohort of 35 students, including 26 men and 9 women. Since its inception, the Department has evolved into a distinguished center of high-quality scholarship and academic excellence within the social sciences in Pakistan. A significant milestone in its institutional journey was reached on December 5, 2006, when it was elevated to the status of the Institute of Social and Cultural Studies (ISCS). Today, the Institute offers seven degree programs across the fields of Sociology, Criminology, and Demography. These include PhD, MPhil, BS (4-year), and BS (2-year) programs in Sociology; BS (4-year) and BS (2-year) programs in Criminology; and a BS (4-year) program in Demography. Over the span of seventy years, student enrollment has grown from an initial cohort of 35 to over 1,300 by 2025, reflecting the Institute’s continued expansion and academic impact.					
Vision					
At the Institute of Social and Cultural Studies, we envision a dynamic academic community devoted to the critical exploration of human life in all its richness and complexity. We seek to examine the nature of human relationships, institutions, belief systems, and historical trajectories through inquiry that is locally rooted and globally attuned. Our vision centers on nurturing students and scholars who are intellectually independent, ethically conscious, and culturally grounded. We are committed to cultivating new modes of thought that transcend dominant paradigms, while remaining anchored in our cultural and historical realities. Through rigorous dialogue, both within the classroom and across the Institute’s wider scholarly platforms, we strive to illuminate the forces of inequality, cooperation, identity, and resistance that shape our collective existence. Ultimately, we aspire to contribute to the emergence of a just, compassionate, and critically aware society. We view knowledge not merely as intellectual capital, but as a transformative force for collective uplift. Through critical reflection, creative inquiry, and meaningful engagement with the world, we aim to foster the values and capacities essential for a more humane and equitable future.					
Mission					
The Institute of Social and Cultural Studies is committed to advancing a rigorous and transformative intellectual project centered on the critical understanding of human life, social complexity, and cultural meaning. Our mission is to cultivate scholarly inquiry that bridges					

theory and practice, and to prepare students for lives of reflective engagement, ethical leadership, and public contribution.

We seek to empower learners with the analytical acumen, research competence, and cultural awareness required to navigate and interrogate the rapidly evolving social landscapes of the contemporary world. Rooted in principles of justice, equity, and inclusion, our academic ethos prioritizes deep critical reflection, dialogical learning, and the co-creation of knowledge informed by lived realities.

Through interdisciplinary scholarship across the social sciences, collaborative research, and civic-minded education, we endeavor to shape thinkers who are not only intellectually capable but also morally conscious and socially responsive. We envision education as a relational and ethical practice that inspires agency, challenges injustice, and contributes meaningfully to the creation of life-affirming institutions and communities.

Our ultimate commitment is to the pursuit of knowledge that transforms lives and uplifts society.

Goals

The goals set forth by the Institute of Social and Cultural Studies are firmly grounded in, and reflective of, the vision and mission articulated above:

- To offer and continually enhance robust academic programs in the fields of human relationships, institutional dynamics, crime, population studies, and social change, supported by cutting-edge research and innovative pedagogy.
- To integrate theoretical insight with applied research and community engagement, encouraging learners to connect classroom knowledge with real-world social challenges and policy debates.
- To foster a vibrant academic environment that values dialogue, interdisciplinary collaboration, and the co-creation of knowledge across diverse scholarly, cultural, and institutional platforms.
- To cultivate educational experiences that prioritize ethical reflection, cultural sensitivity, and self-awareness, enabling students to critically assess their roles in society and the moral dimensions of public life.
- To foster the creation of knowledge that is both critically engaged and contextually rooted in local histories, cultures, and lived experiences, while remaining globally relevant and intellectually rigorous.
- To generate knowledge that informs public discourse and influences social policy, contributing meaningfully to the advancement of equitable, humane, and culturally responsive institutions and communities in Pakistan and beyond.
- To develop future scholars, educators, and practitioners who demonstrate leadership through their commitment to justice, equity, inclusion, and the transformation of unjust social structures.

Program Introduction

The M.Phil. in Sociology is a post graduate degree program that is designed to produce qualified Sociologists/professionals who are able to make meaningful contribution in enhancing understanding about sociological issues of Pakistan. This program is running successfully since

2006 and is a blend of theoretical and practical knowledge to equip students with contemporary Sociology. This is achieved through providing high quality education and research skills to our students. Like most of the developing countries, Pakistan continue to face a diverse set of socio-cultural challenges, including high population growth, poverty, crime, violence, unemployment, and sizable population migration. These and other social trends have important repercussions in all possible domains of life; from public and domestic violence, voting behavior, living arrangements, labour markets, cities, economic growth, and the demand for education, health and social services.

Program Objectives

1. To equip students with a deep and critical understanding of classical and contemporary sociological theories for analyzing complex social structures and processes
2. To train students in advanced qualitative and quantitative research methodologies, enabling them to conduct independent, original, and socially relevant research
3. To cultivate students' ability to critically evaluate social issues, inequalities, and policy interventions with a commitment to social justice and ethical scholarship
4. To encourage interdisciplinary approaches that connect sociological insights with real-world challenges, supporting evidence-based policy and development interventions
5. To prepare students for careers in academia, research institutions, civil society, media, and public service through professional development and scholarly engagement
6. To align student research and academic development with national development priorities, Sustainable Development Goals (SDGs), and global sociological trends

Market Need / Rationale of the Program

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

Potential students for the program

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

a. Potential Employers

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

b. Academic Projections

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

Faculty

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

c. Physical Facilities

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

Admission Eligibility Criteria

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

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

Categorization of Courses as per HEC Recommendation

Semester 1			
SR	Course	Credit Hours	Category
1	Advanced Sociological Theories	03	Core
2	Quantitative Research Methods	03	Core
3	Gender, Justice and Society	03	Elective
4	Sociology of the City: Critical Perspectives	03	Elective
Total Credit Hours: 12			

Semester 2			
SR	Course	Credit Hours	Category
1	Qualitative Research Methods	03	Core
2	Media, Power and Society	03	Elective
3	Contemporary Debates in Sociology of Education	03	Elective
4	Rethinking Development: Global and Local Perspectives	03	Elective
Total Credit Hours: 12			

Semester 3 & 4			
SR	Course	Credit Hours	Category

1	Thesis	06	Research
Total Credit Hours: 06			

There is no difference in Credit hours HEC requirement and University of the Punjab. Minimum duration of this program shall be 1.5 years (3 regular semesters) or Maximum 04 Years (8 regular semesters)

Scheme of Studies

S. #.	Course Code	Title of the Course	Credit Hours
1	SOC- 701	Advanced Sociological Theories	03
2	SOC-702	Quantitative Research Methods	03
3	SOC-703	Gender, Justice and Society	03
4	SOC-704	Sociology of the City: Critical Perspectives	03
5	SOC-705	Qualitative Research Methods	03
6	SOC-706	Media, Power and Society	03
7	SOC-707	Contemporary Debates in Sociology of Education	03
8	SOC-708	Rethinking Development: Global and Local Perspectives	03
		Thesis	06
Total Credit Hours			30

Scheme of Studies / Semester-wise workload

Semester 1

#	Code	Course Title	Course Type	Prerequisite	Credit hours
1.	SOC- 701	Advanced Sociological Theories	Core Course	Sociological Theories	03
2.	SOC-702	Quantitative Research Methods	Core Course	Research Methods	03
3.	SOC-703	Gender, Justice and Society	Elective	Gender Studies/Sociology	03
4.	SOC-704	Sociology of the City: Critical Perspectives	Elective	Demography/Sociology	03
Total Credit Hours					12

Semester 2

#	Code	Course Title	Course Type	Prerequisite	Credit hours
1.	SOC- 705	Qualitative Research Methods	Core Course	Research Methods	03
2.	SOC-706	Media, Power and Society	Elective	Sociology	03
3.	SOC-707	Contemporary Debates in Sociology of Education	Elective	Sociology	03
4.	SOC-708	Rethinking Development: Global and Local Perspectives	Elective	Sociological theories /Sociology	03
Total Credit Hours					12

***List of Elective Courses**

1. Gender, Justice and Society
2. Sociology of the City: Critical Perspectives
3. Media, Power and Society
4. Contemporary Debates in Sociology of Education
5. Rethinking Development: Global and Local Perspectives
6. Sociology of Decolonization: Knowledge, Power, and Resistance
7. Sociology of Knowledge and Epistemology

* The required elective courses in each semester shall be offered from the above provided list depending upon the availability of the teacher/s

Research Thesis / Project /Internship		
06 credit Hours (Semester III-Semester IV)		
Award of Degree		
HECs Graduate Education Policy 2023 and University of the Punjab Lahore rules		
NOC from Professional Councils (if applicable)		
Not applicable		
Faculty Strength		
Degree	Area/Specialization	Total
PhD	Research Methods, Human Rights, Migration, Health & Illness, Gender, Politics,	11

		Education, Crime, Disaster, Urbanization, Media,			
MPhil				01	
Total				12	
Present Student Teacher Ratio in the Department					
Total Faculty	12	Total Students	72	Ratio	1:6
Course Outlines separately for each course					

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

Program	MPHIL IN SOCIOLOGY	Course Code	SOC-701	Credit Hours	03
Course Title	Advanced Sociological Theories				
Course Introduction					
This course provides an in-depth understanding of the sociological theories and equips students with a nuanced clarity of different theoretical underpinnings and threads woven into the social fabric of any society. Students will critically engaged with diverse theoretical paradigms including structure functionalism, conflict, symbolic interactionism, critical, modern and post modernism. With the hands on reviews of the different social paradigms and perspectives, the students will develop their critical understanding and be able to translate theory into practice.					
Learning Outcomes					
On the completion of the course, the students will: 1. Enhance their level of understanding of sociological theories 2. Be able to comprehend and compare different theoretical perspectives 3. Be able to develop their theoretical frameworks to undertake their research projects 4. Be able to analyze social issues while using their understanding					
Course Content				Assignments/Readings	
Week 1	Historical Background of Sociological Theory			Ritzer, George (2010)	
	Intellectual Forces and the Rise of Sociological Theory			Ritzer, George (2010)	
Week 2	Classical Sociological Perspectives			Ritzer, George (2010)	
	Overview, discussion			Ritzer, George (2010)	
Week 3	Modern Sociology & Early Sociological Theory				
	Chicago, Harvard school of sociology				
Week 4	Radical Sociology & Development of Conflict Theory			Dillon, Michel (2014)	
	C. W. Mills			Dillon, Michel (2014)	
Week 5	Dramaturgical Analysis			Assignment/ Review of Paradigm	
	Erving Goffman			Dillon, Michel (2014)	
Week 6	Phenomenological Sociology			Scott Appelrouth (2021)	
	Alferd Schutz			Scott Appelrouth (2021)	
Week 7	Ethnomethodology			Scott Appelrouth (2021)	

	Herlad Garfinkel	Dillon, Michel (2014)
Week 8	Feminist Theory	Scott Appelrouth (2021)
	Dorothy Smith	Dillon, Michel (2014)
Week 9	Post-Modernism	Scott Appelrouth (2021)
	Jean Baudrillard	Scott Appelrouth (2021)
Week 10	Post Modernism	Theoretical Framework
	Jurgen Habermas	Dillon, Michel (2014)
Week 11	Globalization Theory	Ritzer, George (2010)
	Anthony Giddens	Ritzer, George (2010)
Week 12	Post Structuralism	Scott Appelrouth (2021)
	Michel Foucault	Scott Appelrouth (2021)
Week 13	Queer Theory	Dillon, Michel (2014)
	Discussion and Debates	
Week 14	Race and Racism	Scott Appelrouth (2021)
	Recent incidences	Scott Appelrouth (2021)
Week 15	Meta Theorizing	Presentation
	Pierre Bourdieu	Scott Appelrouth (2021)
Week 16	Actor-Network Theory, Posthumanism, and Postsociality	Scott Appelrouth (2021)
	Actor-Network Theory, Posthumanism, and Postsociality	Scott Appelrouth (2021)
	Levels of Social Analysis	Scott Appelrouth (2021)
Textbooks and Reading Material		
Ritzer, George (2010). Sociological theory. McGraw Hill Companies. Dillon, Michel (2014). Introduction to sociological theory. John willy & Sons. Heir, Sean Paul (2008). Contemporary Sociological Thoughts-Themes and Theories. Canadian Scholars Press.		
Teaching Learning Strategies		
1. Discussion 2. Review Writing 3. Analysis of theory 4. Presentation		
Assignments: Types and Number with Calendar		
1.	Review of a theoretical paradigm	5 Marks
2.	Preparation of a theoretical Framework	10 Marks
		4 th Week
		9 th Week

3. Presentation of a theoretical perspective		10 Marks	14 th Week
Assessment			
Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
2.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
3.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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



Programme	MPhil in Sociology	Course Code	SOC 702	Credit Hours	3
Course Title	Quantitative Research Methods				
Course Introduction					
The aim of this course is to introduce our students to a number of issues involved while conducting empirical social inquiry. Specifically, we will cover essential concepts in social research, sampling, surveys and designs of research, measurement, and testing of hypotheses. This course is advanced scholarship and techniques oriented, due attention will be given to theory and assumptions of the methods presented. It is assumed that the students have a background in basic social statistics and in social theory. It is also assumed that the students are familiar with the use of SPSS statistical package.					
Learning Outcomes					
On the completion of the course, the students will: 5. Understanding the key theoretical concepts associated with quantitative social research methods 6. Create a set of research questions that can be addressed by quantitative data 7. Select and apply appropriate statistical methods to analyse specific types of quantitative data 8. Use computer software programs to analyse quantitative data 9. Understand key concepts and terminology associated with various quantitative data analysis					
Course Content				Assignments/Readings	
Week 1	Unit-I 1.1 Fundamentals of quantitative social research 1.1.1 Language of research 1.1.1.2 Logic of Research 1.1.1.3 Theory testing and deductive approach			Walliman, N. (2021)	
	Unit-II 2.1 Headings Concepts, variables and hypothesis 2.1.1 Types of data			Walliman, N. (2021)	

	2.1.2 Unit of analysis and unit of observation 2.1.3 Structure of research	
Week 2	Unit-I 1.1 Sampling 1.1.1 External validity 1.1.2 Sampling terminology/Terms 1.1.3 Population/Target Population 1.1.4 Unit of analysis	Walliman, N. (2021)
	Unit-II 2.1 Probability Sampling and Non-probability sampling	Neuman, W. L. (2007)
Week 3	Unit-I 1.1 Construct validity 1.2 Research Questions and Quantitative Methods	Neuman, W. L. (2007)
	Unit-II 2.1 Measurement 2.1.1 Theory of measurement 2.1.2 Conceptualization 2.1.3 Operationalization 2.1.4 Levels of Measurement	Neuman, W. L. (2007)
Week 4	Unit-I 1.1 Reliability 1.1.1 Types and application of concept of reliability	Goertzen, M. J. (2017)
	Unit-II 2.1 Validity 2.1.1 Types and application of concept of validity	Goertzen, M. J. (2017)
Week 5	Unit-I 1.1 Scales	Patten, M. L. (2016)
	Unit-II 2.1 Indices	Patten, M. L. (2016)

Week 6	Unit-I 1.1 Survey Research design 1.1.1 Issues in survey research design 1.1.2 Types of Survey	Patten, M. L. (2016)
	Unit-II 2.1 Construction of a Survey Instrument 2.1.1 Question content 2.1.2 Question ordering 2.1.3 Question Format	Patten, M. L. (2016)
Week 7	Unit-I 1.1 Research Designs 1.1.1. Internal Validity 1.1.2. Threats to Internal Validity	Elifson, Kirk W (1990)
	Unit-II 2.1 Design Types	Elifson, Kirk W (1990)
Week 8	Unit-I 1.1 Experimental Designs 1.1.1 Types of experimental designs	Elifson, Kirk W (1990)
	Unit-II 2.1 Quasi Experimental Designs 2.1.1 Types of experimental designs	Elifson, Kirk W (1990)
Week 9	Unit-I 1.1 Non-reactive and Secondary data analysis	Patten, M. L. (2016)
	Unit-II 2.1 Quantitative content analysis	Patten, M. L. (2016)
Week 10	Unit-I Analysis 1.1 Conclusion validity 1.2 Data preparation	
	Unit-II 2.1 Descriptive statistics	Patten, M. L. (2016)

	Research design and statistical test using Analysis of variance	
Week 11	Unit-I Inferential statistics 1.1 Research design and statistical test using t-tests	
	Unit-II 2.1 Research design and statistical test using Analysis of Variance	Patten, M. L. (2016)
Week 12	Unit-I 1.1 Research design and statistical test using regression	Patten, M. L. (2016)
	Unit-II 2.1 Research design and statistical test using regression	Field, A. (2018)
Week 13	Unit-I 1.1 Research design and statistical test using Factor analysis	Field, A. (2018)
	Unit-II 2.1 Research design and statistical test using Factor analysis	Field, A. (2018)
Week 14	Unit-I 1.1 Research design and statistical test using SEM	Goertzen, M. J. (2017)
	Unit-II 2.1 Research design and statistical test using Factor analysis	Goertzen, M. J. (2017)
Week 15	Unit-I 1.1 Research design and statistical test using Secondary data analysis	Goertzen, M. J. (2017)
	Unit-II 2.1 Research design and statistical test using Secondary data analysis	Goertzen, M. J. (2017)

Week 16	Unit-I 1.1 Write up 1.2 Key elements 1.3 Formatting	Neuman, W. L. (2007)
	Unit-II 2.1 References and Citations	Neuman, W. L. (2007)
Textbooks and Reading Material		
Textbooks. - Walliman, N. (2021). <i>Research methods: The basics</i>. Routledge. - Field, A. (2018). <i>Discovering statistics using SPSS</i>. London; Sage. - Goertzen, M. J. (2017). Introduction to quantitative research and data. <i>Library technology reports</i>, 53(4), 12-18. - Bacon-Shone, J. H. (2013). <i>Introduction to quantitative research methods</i>. Graduate School, The University of Hong Kong. - Nardi, P. M. (2018). <i>Doing survey research: A guide to quantitative methods</i>. Routledge. - Patten, M. L. (2016). <i>Understanding research methods: An overview of the essentials</i>. Routledge. - Neuman, W. L. (2007). <i>Basics of social research</i>. - Singh, K. (2007). <i>Quantitative social research methods</i>. SAGE Publications India Pvt Ltd, https://doi.org/10.4135/9789351507741 - Babbie, E. 2004. <i>The Practice of Social Research</i>. Wadsworth/Thomson Learning, Belmont, U.S.A. - William. M. K Trochim (2005). <i>Research Methods: The concise Knowledge base</i>. Atomic Dog Pub. - Blalock, H.M. 1988. <i>Social Statistics</i> 2nd ed London: McGraw-Hill book Company - Elifson, Kirk W. 1990 <i>Fundamentals of Social Statistics</i> 2nd ed London: McGraw-Hill Book Co - Healey, Joseph F. 2002 <i>Statistics: A tool for Social Research</i> 6th ed. Belmont: Wadsworth - Neuman, W.L. 2000. <i>Social Research Methods: Qualitative and Quantitative Approaches</i>, 4th ed. Allyn and Bacon: Boston (only Quantitative part) - Vaus, David de. 2002. <i>Analyzing Social Science Data</i> London: Sage Publication https://statstinking21.github.io/statstinking21-core-site/index.html#why-does-this-book-exist https://libguides.unomaha.edu/c.php?g=946374&p=6822893 https://stats.oarc.ucla.edu/ https://spssanalysis.com/ http://bayes.acs.unt.edu:8083/BayesContent/class/Jon/SPSS_SC/		
Teaching Learning Strategies		

5. Class discussions 6. Problem solving 7. On hand data analysis 8. Utilization of computer software package			
Assignments: Types and Number with Calendar			
4. Developing quantitative research questions		5 Marks	6 th Week
5. Utilizing secondary data sources		5 Marks	8 th Week
6. Data collection and analysis		5 Marks	10 th Week
7. Reporting the data		10 Marks	14 th Week
Assessment			
Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
5.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
6.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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



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

Week 8	Gender and environmentalism	Weekly review 8
Week 9	Challenges in transforming gender relations	Weekly review 9
Week 10	Indicators of measuring gender (in)equality and their critique	Weekly review 10
Week 11	Gender Disparities in Pakistan	Weekly review 11
Week 12	Institutional framework for gender mainstreaming in Pakistan	Weekly review 12
Week 13	Contemporary gender issues in Pakistan Theme I: Student's Presentation	Group assignment and presentation
Week 14	Contemporary gender issues in Pakistan Theme II: Students' Presentation	Group assignment and presentation
Week 15	Contemporary gender issues in Pakistan Theme III: Students' Presentation	Group assignment and presentation
Week 16	Contemporary gender issues in Pakistan Theme IV: Students' Presentation	Group assignment and presentation
Textbooks and Reading Material		
Connell, R.W. (2005). <i>Masculinities</i> (2nd edition). University of California Press. Driver, A. (Ed.). (2018). <i>Gender studies: Theories, issues and concerns</i>. Willford Press. Heath, M., Darkwah, A., Beuku-Betts, J., and Purkayastha, B. (Eds.) . (2022). <i>Global Feminist Autoethnographies During COVID-19: Displacements and Disruptions</i>. New York: Routledge. Kimmel, M. and Aronson, A. (2016). <i>The gendered society reader</i> (6th edition). Ontario: Oxford University Press. MacGregor, S. (Ed.). (2019). <i>Routledge handbook of gender and environment</i>. Routledge. Pandey, U.C. and Kumar, C. (2020). <i>SDG5: Gender equality and empowerment of women and girls</i>. Emerald. Patel, R. (2010). <i>Gender equality and women's empowerment in Pakistan</i>. Oxford University Press. Saeed, F. (2022). <i>Tapestry: Strands of Women's Struggles Woven into the History of Pakistan</i>. Oxford University Press. Skjerven, A., and Fordham, M (Eds.). (2023). <i>Gender and Sustainable Development Goals: Infrastructure, empowerment and education</i>. New York: Routledge. World Economic Forum. (2024). <i>Global gender gap report</i>. https://www.weforum.org/reports/global-gender-gap-report-2024/		
Teaching Learning Strategies		

9. Lectures 10. Class discussions 11. Weekly review of readings 12. Group assignments/presentations on selected themes			
Assignments: Types and Number with Calendar			
Students will be required to write a weekly review of the readings assigned on a particular issue.			
Assessment			
Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
8.	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
9.	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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



Programme	M. Phil in Sociology	Course Code	SOC-704	Credit Hours	3
Course Title	Sociology of The City: Critical Perspectives				
Course Introduction					
This course provides an in-depth exploration of the development, structure, and dynamics of urban spaces from classical and contemporary theoretical perspectives. Students will engage with foundational concepts in urban sociology and critically examine the transformations of cities through post-colonial, capitalist, post-modern, and global lenses. The course also examines the social dynamics within urban environments, focusing on gender, disorder, and the built environment's influence on urban behavior.					
Learning Outcomes					
By the end of this course, the students should be able to:					
1. understand the historical development of the modern city and its key characteristics, including economic, social, and physical transformations; 2. develop a comprehensive understanding of classical and advanced theoretical frameworks in urban sociology; 3. explore the complexities of urban life, focusing on social inequalities, political power, and socio-spatial change, and how these dynamics shape urban experiences; 4. examine the nature and changing character of the city and the urban experience, considering the impacts of post-colonialism, capitalism, post-modernism, and globalization on urban environments; and 5. apply theoretical insights to analyze and address current urban issues and policies, enhancing the ability to critically assess and contribute to contemporary urban research and development practices.					
Course Content				Assignments/Readings	
Week 1	Introduction to Urban Sociology- Definition, scope, and significance			A Reader will be provided to students with articles and book chapters	
	Continued.				
Week 2	Development of the Modern City			Reader	
	Continued				
Week 3	The Post-Colonial City			Reader	

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

Textbooks and Reading Material	Continued
1. Fortanet, J. (2020). Foucault and the Roots of the Smart City. <i>Differences in the City: Postmetropolitan Heterotopias as Liberal Utopian Dreams</i>, Nova Science Publishers, New York, 33-44. 2. Harvey, D. (2015). The right to the city. In <i>The City Reader</i> (pp. 314-322). Routledge. 3. Ikeda, S. (2024). <i>A City Cannot Be a Work of Art: Learning Economics and Social Theory from Jane Jacobs</i> (p. 400). Springer Nature. 4. Jameson, F. (1998). <i>The cultural turn: Selected writings on the postmodern, 1983-1998</i>. Verso. 5. Kelling, G. L., & Wilson, J. Q. (1982). Broken windows. <i>Atlantic Monthly</i>, 249(3), 29-38. 6. Massey, D. (2013). Doreen Massey on space. <i>Women Reclaiming the City: International Research on Urbanism, Architecture and Planning</i>, 3-7. 7. McLaughlin, E., & Muncie, J. (1999). Walled cities: surveillance, regulation and segregation. <i>Unruly cities</i>, 96-136.	
Teaching Learning Strategies	
1. Seminar Discussions • Purpose: Facilitate critical debates and analysis of core readings. • Implementation: Assign readings (e.g., journal articles, book chapters) before class. Students present key ideas and critique them, followed by a guided discussion. • Outcome: Develops analytical skills, public speaking, and collaborative learning. 2. Case Study Analysis • Purpose: Apply theoretical frameworks to real-world urban phenomena. • Implementation: Provide case studies on topics such as urban inequality, housing crises, or smart cities. Students analyze the cases using course theories. • Outcome: Encourages practical application of theoretical knowledge. 3. Guest Lectures • Purpose: Expose students to diverse perspectives and current research in urban sociology. • Implementation: Invite urban sociology researchers, urban planners, or policymakers to discuss their work. • Outcome: Bridges theoretical knowledge with professional insights.	
Assignments: Types and Number with Calendar	
8. Class Presentations (Pre Midterm) 9. Term Paper (End of Term)	

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

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



Program	MPhil in Sociology	Course Code	SOC-705	Credit Hours	03
Course Title	Qualitative Research Methods				
Course Introduction					
This course is designed for MPhil students to deepen their understanding of qualitative research methodologies and their application in complex research settings. It builds on foundational knowledge, exploring the philosophical underpinnings, intricate research designs, and advanced data collection and analysis techniques essential for qualitative research. Through a focus on critical thinking and reflexivity, the course aims to equip students with the necessary skills to conduct high-quality qualitative research, address ethical issues, and present research findings with rigor and clarity.					
Learning Outcomes					
On the completion of the course, the students will be able to: 1. Critically evaluate the philosophical foundations of qualitative research. 2. Design comprehensive and contextually relevant qualitative research projects. 3. Implement advanced data collection strategies in qualitative research. 4. Analyze qualitative data using appropriate methodologies. 5. Present qualitative research findings clearly and rigorously.					
Course Content			Assignments/Readings		
Week 1	Unit-I Introduction to Qualitative Research 1.1 Overview: History, Characteristics, and Purpose of Qualitative Research		• Mason, J. (2018). Qualitative researching • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.).		
	Unit-II Contrasting Qualitative and Quantitative Research Methods		• Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches		
Week 2	Unit-I The Role of Science in Research Methodologies		• Chapter 1: Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches • Husserl, E. (1970). The crisis of European sciences and transcendental phenomenology: An introduction to phenomenology		

	Unit-II Theoretical Approaches: Inductive vs. Deductive Methods	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>. Routledge. • Flick, U. (2014). <i>An Introduction to Qualitative Research</i> (5th ed.).
Week 3	Unit-I Key Stages in Conducting Qualitative Research	• Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
	Unit-II Philosophical Foundations of Qualitative Research:	• Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.). • Berger, P. L., & Luckmann, T. (1966). <i>The social construction of reality: A treatise in the sociology of knowledge</i>
Week 4	Unit-I Ontology and Epistemology in Qualitative Inquiry	• Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Positivist vs. Interpretivist Paradigms: Foundational Assumptions	• Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 5	Unit-I The Evolution of Philosophical Paradigms in Qualitative Research	• Giorgi, A. (2009). <i>Phenomenology as qualitative research: A critical analysis of meaning attribution</i>
	Unit-II Implications of Philosophical Foundations on Research Methodology	• Popper, K. (2005). <i>The logic of scientific discovery</i> (2nd ed.). Routledge. (Original work published 1934) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
Week 6	Unit-I Planning and Design in Qualitative Research 1.1 Characteristics and Essentials of Qualitative Research Design	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research</i>

		<i>design: Concepts and processes.</i> • Flick, U. (2014). An Introduction to Qualitative Research (5th ed.). • Flick, U. (2022). The SAGE Handbook of Qualitative Research Design. Sage.
	Unit-II Crafting Research Questions and Objectives	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes.</i> • Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches
Week 7	Unit-I Key Research Designs 1.1 Ethnography 1.2 Phenomenology	• Gobo, G., & Molle, A. (2023). Doing Ethnography (2nd ed.). • Giorgi, A. (2009). <i>Phenomenology as qualitative research: A critical analysis of meaning attribution</i> • Smith, J.A., Flowers, P., & Larkin, M. (2024). Interpretative Phenomenological Analysis: Theory, Method and Research (2nd ed.). • Hammersley, M., & Atkinson, P. (2019). Ethnography: Principles in Practice (4th ed.).
	Unit-II Key Research Designs 2.1 Case Study 2.2 Grounded Theory	• Yin, R. K. (2018). Case study research: Design and methods (6th ed.) • Charmaz, K. (2014). Constructing Grounded Theory (2nd ed).
Week 8	Unit-I Site Selection and Sampling 1.1 Site Selection and Contextual Relevance in Research 1.2 Non-Probability Sampling Strategies in Qualitative Research	• Mason, J. (2018). Qualitative researching • Neuman, W. L. (2021). Social research methods:

		Qualitative and quantitative approaches
	Unit-II Data Collection Methods and Ethics 2.1 Data Collection Methods and Tools: Primary and Secondary Approaches 2.2 Ethical Considerations and Contextual Sensitivity in Research Design 2.3 Reflexivity and Addressing Researcher Bias	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>. • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 9	Unit-I Fieldwork Dynamics in Qualitative Data Collection 1.1 Key Considerations in Conducting Fieldwork	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
	Unit-II Strategies for Accessing Research Sites: 2.1 Negotiation, Rapport Building, and Gatekeeper Utilization 2.2 Navigating Researcher and Participant Disclosure	• Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 10	Unit-I Conducting In-Depth Interviews 1.1 Purpose, Strategies, and Protocols	• Kvale, S., & Brinkmann, S. (2015). <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i> (3rd ed.). • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Designing Interview Guides	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
Week 11	Unit-I Organizing Focus Group Discussions 1.1 Purpose, Strategies, and Protocols	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Developing Discussion Guides	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)

Week 12	Unit-I Effective Observation and Field Note Taking: 1.1 Protocols and Strategies for Observational Research 1.2 Formulating Field Observation Guides	• Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.).
	Unit-II Collecting Data and Conducting Preliminary Analysis in the Field	• Mason, J. (2018). <i>Qualitative researching</i> • Flick, U. (2014). <i>An Introduction to Qualitative Research</i> (5th ed.).
Week 13	Unit-I Foundational Principles of Qualitative Data Analysis	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.)
	Unit-II Comprehensive Steps in Qualitative Data Analysis: An Introduction	• Lofland, J., Snow, D., Anderson, L., & Lofland, L.H. (2006). <i>Analyzing Social Settings: A Guide to Qualitative Observation and Analysis</i> (4th ed.). Wadsworth. • Neuman, W. L. (2021). <i>Social research methods: Qualitative and quantitative approaches</i>
Week 14	Unit-I Preparing Data for Coding 1.1 Organizing and Preparing Data for Analysis 1.2 Coding Techniques: Methods, Challenges, and Solutions 1.3 Employing Thick Description and Comparative Analysis	• Saldana, J. (2021). <i>The coding manual for qualitative researchers</i> (4th ed.) • Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
	Unit-II Categorization, Theme Development, and Conceptualization	• Hennink, M., Hutter, I., & Bailey, A. (2020). <i>Qualitative research methods</i> (2nd ed.) • Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).
Week 15	Unit-I Inductive Theory Construction	• Mason, J. (2018). <i>Qualitative researching</i> (3rd ed.).

	Unit-II Evaluating the Generalizability of Qualitative Findings: Challenges and Considerations	• Schwartz-Shea, P., & Yanow, D. (2012). <i>Interpretive research design: Concepts and processes</i>.
Week 16	Unit-I Structuring and Writing Qualitative Research Reports	• Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.). • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.)
	Unit-II Effectively Presenting Qualitative Research Findings	• Denzin, N.K., & Lincoln, Y.S. (2018). The SAGE Handbook of Qualitative Research (5th ed.) • Berg, B.L., & Lune, H. (2024). Qualitative Research Methods for the Social Sciences (10th ed.).
Textbooks and Reading Material		
21. Textbooks. 1. Berg, B. L., & Lune, H. (2024). Qualitative research methods for the social sciences (10th ed.). Pearson. 2. Flick, U. (2014). An introduction to qualitative research (5th ed.). SAGE Publications. 3. Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods (2nd ed.). SAGE Publications. 4. Mason, J. (2018). Qualitative researching (3rd ed.). SAGE Publications. 5. Morse, J. M., & Clark, L. (2023). The essentials of qualitative inquiry. SAGE Publications. 6. Neuman, W. L. (2021). Social research methods: Qualitative and quantitative approaches (9th ed.). Pearson. 7. Schwartz-Shea, P., & Yanow, D. (2012). Interpretive research design: Concepts and processes. Routledge.		
22. Suggested Readings		
22.1. Books 1. Berger, P. L., & Luckmann, T. (1966). The social construction of reality: A treatise in the sociology of knowledge. Doubleday. 2. Charmaz, K. (2014). Constructing grounded theory (2nd ed.). SAGE Publications. 3. DeCuir-Gunby, J. T., & Schutz, P. A. (2024). Developing a mixed methods proposal: A practical guide for beginning researchers (2nd ed.). SAGE Publications. 4. Denzin, N. K., & Lincoln, Y. S. (2018). The SAGE handbook of qualitative research (5th ed.). SAGE Publications. 5. Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes (2nd ed.). University of Chicago Press.		

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

22.2. Journal Articles/ Reports

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

Teaching Learning Strategies

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

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

Assignments: Types and Number with Calendar

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

Assessment

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

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



Program	MPhil in Sociology	Course Code	SOC-706	Credit Hours	3
Course Title	Media, Power, and Society				
Course Introduction					
How do we experience the digital world? How are those experiences different from the analog world, the physical or empirical world? Which is the “real” world? How does our experience with the digital change based on who we are and where we live? This course introduces concepts and methods drawn from sociology to analyze humans and/in digital environments. While this obviously includes a close look at social media, the students will also learn about privacy, identity, work, law and justice to understand how major systems both respond to and develop out of changes in digital technologies. This course is designed to provide an overview of major themes, theories, and concepts related to the socio-economic implications of the digital media and artificial intelligence. Throughout the course, students will have the opportunity to delve into the impact of the Internet and other emerging technologies on various aspects of human society from economics and politics to the development of cultural artifacts. Students will discuss the role of smartphones, social media, and online platforms in shaping modern communication paradigms, while learning to critically evaluate the impact of emerging technologies, such as artificial intelligence and the Internet of Things, on society at large. This course takes a global perspective, embracing the localized and context-specific development of the Internet as well as its transformation into a worldwide communication and information network. This course emphasizes the inclusion of current academic research, highlighting commonalities and differences in various research approaches within the broader field of studies related to digital media and artificial intelligence. Ultimately, the course aims to provide students with a shared foundation in Internet research and the skills to engage in critical thinking and constructive discussions about complex Internet-related issues.					
Learning Outcomes					
On the completion of the course, the students will: 1. Understand the relationship between digital technologies and society, analyzing the role of artificial intelligence in shaping social structures, inequalities, and identities. 2. Develop proficiency in digital research methods like digital storytelling, ethnography, and online experiments, while addressing ethical concerns in digital research. 3. Evaluate the impact of social media on activism and social movements, assessing both the power and limitations of digital activism and slacktivism. 4. Critically assess issues of digital power, exploitation, and surveillance, focusing on privacy, data exploitation, and the role of big tech in contemporary society. 5. Apply social theories to AI and digital interactions, exploring how AI influences concepts of self, social capital, and online behavior in the digital age.					

Course Content		Assignments/Readings
Week 1	Introduction to Digital Sociology and Artificial Intelligence What are Digital Sociology and the Digital Society?	Poster, M. (2006). <i>Information Please: Culture and Politics in the Age of Digital Machines</i> . Duke University Press. (Chapter 1) Castells, M. (2010). <i>The Rise of the Network Society</i> (2nd ed.), Wiley-Blackwell. (Chapter 1)
	Socio-digital Theories	Giddens, A. (1991). <i>Modernity and Self-Identity</i> . Polity Press. (Chapter 1)
Week 2	Digital Divide and Inequalities Online Digital Divide and Inequalities Online	Mossberger, K., Tolbert, C. J., & McNeal, R. S. (2008). <i>Digital Citizenship: The Internet, Society, and Participation</i> . MIT Press. (Chapter 1) van Dijk, J. (2020). <i>The Digital Divide: The Internet and Social Inequality in International Perspective</i> . SAGE. (Chapters 1 & 2)
	Towards a Sociology of Artificial Intelligence	□ Brynjolfsson, E., & McAfee, A. (2014). <i>The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies</i> . W.W. Norton & Company. (Chapter 3) □ Healy, M. (2021). <i>The Sociology of Artificial Intelligence</i> . Routledge. (Chapter 1)
Week 3	Digital Research Methods and Ethics Introduction to Digital Research Methods	□ Hine, C. (2015). <i>Ethnography for the Internet: Embedded, Embodied and Everyday</i> . SAGE. (Chapter 2)

		□ Fielding, N. (2013). "Thematic Networks." <i>Sociological Research Online</i>, 18(1).
	Digital Storytelling	□ Lambert, J. (2013). <i>Digital Storytelling: Capturing Lives, Creating Community</i>. Routledge. (Chapters 1 & 2) □ McLuhan, M. (1964). <i>Understanding Media: The Extensions of Man</i>. MIT Press. (Chapter 3)
Week 4	Digital Ethnography and Online Experiments Digital Ethnography	□ Pink, S. (2016). <i>Digital Ethnography: Principles and Practices</i>. SAGE. (Chapters 1 & 2) □ Horst, H. A., & Miller, D. (2012). <i>Digital Anthropology</i>. Berg Publishers. (Chapter 3)
	Online Experiments and FGDs	Marwick, A. E., & Boyd, D. (2014). "Networked Privacy: How Teenagers Negotiate Context in Social Media." <i>New Media & Society</i>, 16(7), 1051–1067.
Week 5	AI for Data Analysis and Ethics in Digital Research AI for Data Analysis	□ Domingos, P. (2015). <i>The Master Algorithm: How the Quest for the Ultimate Learning Machine Will Remake Our World</i>. Basic Books. (Chapter 5) □ Kelleher, J. D., & Tierney, B. (2018). <i>Data Science: An Introduction</i>. CRC Press. (Chapter 4)
	Ethics in Digital Research	Floridi, L. (2013). <i>The Ethics of Information</i>. Oxford University Press. (Chapters 1 & 2)
Week 6	Politics and Activism: Digital Activism or Slacktivism? Role of Social Media in Activism and Social Movements	□ Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press. (Chapter 1)

		□ Shirky, C. (2011). <i>Cognitive Surplus: How Technology Makes Consumers into Collaborators</i>. Penguin Press. (Chapter 2)
	Voice and Visibility in the Era of #Hashtag	Freelon, D., McIlwain, C. D., & Clark, M. D. (2016). "Beyond the Hashtags: #Ferguson, #Blacklivesmatter, and the Online Struggle for Offline Justice." <i>Journal of Computer-Mediated Communication</i>, 21(3), 1–18.
Week 7	Hashtag Movements and the Problems with Slacktivism Hashtag Movements in the World (e.g., #MeToo, #BLM)	□ Daniels, J. (2018). <i>Cyber Racism: White Supremacy Online and the New Attack on Civil Rights</i>. Rowman & Littlefield. (Chapter 3) □ Jackson, S. J., & Foucault Welles, B. (2016). "The Political Economy of #BlackLivesMatter." <i>Media, Culture & Society</i>, 38(3), 470-487.
	The Problems with Hashtag Activism	Lievrouw, L. A. (2011). "Alternative and Activist New Media." In <i>The Handbook of New Media</i>. SAGE. (Chapter 8)
Week 8	Digital Power and Exploitation in the Digital Age Disruption and Exploitation in the Digital Age	□ Srnicek, N. (2016). <i>Platform Capitalism</i>. Polity Press. (Chapter 1) □ Zuboff, S. (2019). <i>The Age of Surveillance Capitalism</i>. PublicAffairs. (Chapter 2)
	Privacy, Exploitation, and Digital Enclosure	□ Fuchs, C. (2017). <i>Social Media: A Critical Introduction</i>. SAGE. (Chapter 4) □ Andrejevic, M. (2014). <i>Surveillance in the Digital Enclosure</i>. Routledge. (Chapter 3)

Week 9	Cancel Culture, Popular Media, and Fandom Cancel Culture, Popular Media, and Fandom	□ Jones, J. (2021). <i>The Cultural Politics of Digital Protest</i>. Routledge. (Chapter 7) □ Jenkins, H. (2006). <i>Convergence Culture: Where Old and New Media Collide</i>. New York University Press. (Chapter 5)
	Digital Fandom and Media Influence	Jenkins, H. (2013). <i>Fans, Bloggers, and Gamers: Media Consumers in a Digital Age</i> . Routledge. (Chapter 4)
Week 10	Fake News and Misinformation Roles of Technology in the Spread of Fake News	□ Lazer, D. M. J., et al. (2018). "The Science of Fake News." <i>Science</i>, 359(6380), 1094-1096. □ Tufekci, Z. (2018). "How Social Media Took Us from Tipping Point to Tumult." <i>New York Times</i>.
	The Psychology of Fake News	Pennycook, G., & Rand, D. G. (2018). "Fighting Fake News: An Agenda for the Cognitive Science of Media," <i>Perspectives on Psychological Science</i> , 13(2), 105-118.
Week 11	AI's Role in Misinformation and Deep fake What AI has to do with Misinformation and Disinformation?	Binns, R. (2018). "On the Ethics of Algorithmic Decision-making." <i>Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems</i> , 1–14.
	Deep fake and Public Policy Challenge	West, D. M. (2019). "The Ethics of Deepfakes." <i>Brookings Institution Report</i> .
Week 12	AI and Social Theory Theorizing Artificial Intelligence and Self in Daily Life	Zeng, Y., et al. (2018). "Artificial Intelligence and the Future of Sociology." <i>Sociology Compass</i> , 12(5).
	AI and Social Theory	Marx, K. (1867). <i>Capital, Volume I</i> . (Selected Excerpts relevant to AI).

Week 13	Artificial Intelligence and the Sociology of Mind Artificial Intelligence and the Sociology of Mind	Clark, A. (2003). <i>Natural-Born Cyborgs: Minds, Technologies, and the Future of Human Intelligence</i> . Oxford University Press. (Chapter 2)
	Automating Social Theory	Kitchin, R. (2014). "Big Data and Human Geography." <i>Progress in Human Geography</i> , 38(1), 137-146.
Week 14	Bourdieu, Social Capital, and Online Interaction Bourdieu, Social Capital, and Online Interaction	Bourdieu, P. (1986). <i>The Forms of Capital</i> . In J. Richardson (Ed.), <i>Handbook of Theory and Research for the Sociology of Education</i> . Greenwood. (Chapter 4)
	Theories of Social Capital in the Digital Age	Putnam, R. D. (2000). <i>Bowling Alone: The Collapse and Revival of American Community</i> . Simon & Schuster. (Chapter 2)
Week 15	Tech-Driven Life: Identity and the Filtered Self The Filtered Self: Selfies and Gendered Media Production	Duffy, B. E., & Hund, E. (2015). " 'Having It All' on Social Media: The Politics of Ambivalence in Online Self-Representation." <i>Feminist Media Studies</i> , 15(2), 232–248.
	Emotional AI: The Rise of Empathic Media	Sherry Turkle, (2011). <i>Alone Together: Why We Expect More from Technology and Less from Each Other</i> . Basic Books. (Chapter 3)
Week 16	Surveillance Capitalism and Final Review Surveillance Capitalism	Zuboff, S. (2019). <i>The Age of Surveillance Capitalism</i> . PublicAffairs. (Chapter 7)
	Final Review, Revision and Course Wrap-up	Review core readings and discussions. Prepare for final exam and class discussion on themes of Digital Sociology.
Textbooks and Reading Material		
- Fussey, P., & Roth, S. (2020). Digitizing sociology: Continuity and change in the internet era. <i>Sociology</i>, 54(4), 659-674. - Ging, D. (2019). Alphas, betas, and incels: Theorizing the masculinities of the manosphere. <i>Men and masculinities</i>, 22(4), 638-657.		

- Haight, M., Quan-Haase, A., & Corbett, B. A. (2016). Revisiting the digital divide in Canada: The impact of demographic factors on access to the internet, level of online activity, and social networking site usage. In *Current Research on Information Technologies and Society* (pp. 113-129). Routledge.
- Dodel, M. (2020). Socioeconomic inequalities and digital skills. Oxford University Press, London, United Kingdom
- Schwartz, R. D. (1989). Artificial intelligence as a sociological phenomenon. *Canadian Journal of Sociology/Cahiers canadiens de sociologie*, 179-202.

Teaching Learning Strategies

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

Assignments: Types and Number with Calendar

10. Written Assignment (5)
11. Field reports (5)
12. Quiz (5)
13. Assignment presentations (5)
14. Class Participation (5)

Assessment

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

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



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

1. Critically Evaluate Education-Based Meritocracy: Assess the role of education in reinforcing or challenging meritocratic ideologies, with a focus on how educational and labour market success are shaped by socio-economic inequalities and other categories of differences. 2. Analyse the Impact of Technology on Education: Examine the digital divide and its implications for access to educational opportunities, and critically engage with debates surrounding the effectiveness of various modes of learning including online versus in-person education in educational settings. 3. Examine Gender, Identity, and Intersectionality in Education, and University Careers: Explore how gender, disability, and other intersecting identities impact educational experiences and outcomes, and critically analyse the barriers and facilitators of inclusion, diversity, and equality in educational settings. 4. Critique the Neoliberal Marketization of Education: Assess the global trends of neoliberalism and market-driven reforms in education, focusing on the evolution of private schooling in Pakistan and the massification of higher education, and how these changing patterns link to equity, public good, and labour market demands.		
Course Content		Assignments/Readings
Week 1	Education-Based Meritocracy: Theoretical and Empirical Perspectives on Success and Inequality • Education based meritocratic contemporary societies • Key determinants of educational and labour market success: Theoretical and empirical claims • Education based meritocracy, social reproduction & legitimate socio-economic inequalities	Apple M.W., (2010)
Week 2	From Domination to Freedom: The Intersection of Technology, Access, and Pedagogical Practices	Apple M.W., (2010)

	• Technology and education: The effectiveness and accessibility of online education, including debates about the quality of online versus in-person instruction • Digital divide: How access to technology affects educational opportunities and outcomes? There's concern about the gap between students with access to high-quality technology and those without	
Week 3	Various Pedagogical Models & School Education • Education as the practice of domination and/or the practice of freedom: implications for teaching & learning in school classrooms and other educational settings • Various models of pedagogies (e.g., authoritative vs. democratic and participatory approaches): Critical understanding of hierarchies of teachers and students – who has power in the classroom and why?	Apple M.W., (2010)
Week 4	Teaching Methods and Curricular Impacts: Functionalist and Critical Perspectives • Dominant methods of teaching & assessments • Functionalist views of schools, and curriculum: shaping young minds into shared societal values & norms • Critical perspectives on manifest & hidden curriculum: perpetuating and legitimating inequalities in education and wider society	Ball, S.J. (2004)

Week 5	Bourdieu’s Capitals and the Role of Educational Institutions in Social Class Reproduction - French sociologist Pierre Bourdieu’s concept of ‘capitals’ in helping to explain social reproduction of social class inequalities in education - Education institutions conservative forces of scholastic, cultural and socio-economic inequalities	
Week 6	Navigating Gender, Identity, and Inclusion: Exploring Inequalities and Intersectionalities in Education - Gendered nature & forms of schooling - Gender gap in educational attainment around the world - The gendering of school subjects and its implications - Representation, and gendered inequalities between men and women teachers in school contexts - Experience of transgender people in schools	Apple M.W., (2010)
Week 7	Navigating Gender, Identity, and Inclusion: Exploring Inequalities and Intersectionalities in Education Continue the unit of gendered experiences in educational settings (a global analysis)	Ball, S.J. (2004)

Week 8	Intersection of Ethnic, Religious and Geographical Identities and Educational Inequalities Educational experiences and attainments of students from different minority and/ or marginalised sections of a society (e.g., the impact of religious, geographical, and ethnic intersectionality)	Ball, S.J. (2004)
Week 9	Ability and/or Disability, Social Policy & Educational Experiences (A Global Comparative Analysis) - Key features and debates on ableism and disablism in schools - Barriers and facilitators relating to the participation of people with disabilities in various educational contexts - Institutional and structural ways in which disabled students navigate (or not) the educational settings and systems	Mijs, J.J.B. (2016)
Week 10	Neoliberalism and Marketization in Education: Global Trends and the Evolution of Private Schooling in Pakistan - Neoliberal ideology in relation to education: ideological basis of the marketization of schooling - Principles and practices of marketisation in schooling globally	Mijs, J.J.B. (2016)

	How the private school system developed in Pakistan and how these schools became strongly associated with the elite and middle classes	
Week 11	Neoliberalism and Marketization in Education - Gendered & classed higher education careers: - Competing demands of neoliberal universities & social lives of university faculty	Mijs, J.J.B. (2016)
Week 12	The Massification of Higher Education: Drivers, and Impacts - Higher education from elite to mass phenomenon: Causes and consequences of the massive expansion of student numbers and the growing diversification of higher education institutions - Competing conceptions of why societies all over the world are educating more and more people to degree level: looking at both the demand for higher education and its supply from a national and international perspective	Reay, D. (2020)
Week 13	Reimagining Higher Education: Navigating Public Good, Equity, and Inclusion - Higher education as public good or private commodity: a shift from publicly funded to privately financed participation in higher education - Changing nature of the university under late capitalism: Transformations and implications	Reay, D. (2020)
Week 14	Determinants & Politics of University Ranking Systems Nationally & Globally	

	University rankings and hierarchies of prestige between higher education institutions both nationally and internationally	
Week 15	Sustained Systems of Educational & Career Inequalities: Current Theoretical & Policy Debates How different social categories of difference—gender, ethnicity, religion, socio-cultural and economic backgrounds, and social networks—contribute to shape students’ experience of being and belonging at university? Intersectional perspectives on faculty and graduate experiences	Reay, D. (2020)
Week 16	Equity, Widening Access & Justice: Implications of Policy & Programs for Education & Labour Market Participation - Widening participation in higher education: Strategies for equity, diversity, and inclusion - Decolonizing higher education: Towards an inclusive and diverse curriculum - The Value of a university degree: Access to elite positions and the role of socioeconomic factors	Reay, D. (2020)
Textbooks and Reading Material		
Recommended list of Readings Jin, J. and Ball, S.J., 2020. Meritocracy, social mobility and a new form of class domination. <i>British Journal of Sociology of Education</i>, 41(1), pp.64-79. Bourdieu, P. (1974) The school as a conservative force: Scholastic and cultural inequalities. In Eggleston, J. (Ed.) <i>Contemporary research in the sociology of education</i>. London: Methuen & Co. Mijs, J.J.B. (2016) The Unfulfillable Promise of Meritocracy: Three Lessons and Their Implications for Justice in Education. <i>Social Justice Research</i>, 29: 14-34.		

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

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

Teaching Learning Strategies

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

Assignments: Types and Number with Calendar

15. Proposal for a Research Projects on Topics of Students Choice in Sociology of Education
16. Presentations on Gender and Intersectionality in Education
17. Case Studies and Comparative Analysis of Education Institution Across the Globe
18. Reflection Paper on Pedagogical Approaches

Assessment

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

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



Program	MPhil in Sociology	Course Code	SOC-708	Credit Hours	03
Course Title	Rethinking Development: Global and Local Perspectives				
Course Introduction					
A Sociology of Development course analyzes the social, cultural, and political dimensions of economic change, focusing on theories like modernization, dependency, and globalization. It explores the history of underdevelopment, the role of technology and NGOs, and critiques of development, often covering topics like gender, sustainability, and regional case studies.					
Learning Outcomes					
After studying this course students will be enable to;					
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	Unit-II • Cultural Determinants • Economic Determinants	Auty, Richard M. (1995)
Week 4	Unit-I • Approaches to development	Danne M waddell (2007)
	Unit-II • Approaches to development	Danne M waddell (2007)
Week 5	Unit-I • Sustainable Development	Debora heade (2005)
	Unit-II • Challenges to development	Debora heade (2005)
Week 6	Unit-I • Decolonization and Development	Danne M waddell (2007)
	Unit-II Development: a myth or reality	Danne M waddell (2007)
Week 7	Unit-I Development of under development	Desmond, M. (2023).
	Unit-II Global south experiences	Desmond, M. (2023).
Week 8	Unit-I • Technology and Development	Gardez, Hassan N. (1991)
	Unit-II • Adoption and role in Development	Gardez, Hassan N. (1991)
Week 9	Unit-I	Hunter, G. (1969)

	• Social Change and Development in Global Perspective • The Politics of Development: Economy, Policy, Culture	
	Unit-II Corporations, Classes and Consumerism	Hunter, G. (1969)
Week 10	Unit-I • Transitional Practices in the Third World	Laxmi Devi (1998)
	Unit-II • Transitional Practices in the Third World	Laxmi Devi (1998)
Week 11	Unit-I • The Role of Aid in Development	Hunter, G. (1969)
	Unit-II • The Role of Non-government Organizations in Development	Hunter, G. (1969)
Week 12	Unit-I • Development indicators and the Human Development Index	Auty, Richard M. (1995)
	Unit-II • Role of education and healthcare in development	Auty, Richard M. (1995)
Week 13	Unit-I • Development in the Global South: Regional Case Studies	Desmond, M. (2023)
	Unit-II • Successful and failed development models	Desmond, M. (2023)
Week 14	Unit-I Social Change and Development in Global Perspective	Laxmi Devi (1998)

	The Politics of Development: Economy, Policy, Culture	
	Unit-II Corporations, Classes and Consumerism	Laxmi Devi (1998)
Week 15	Unit-I Transitional Practices in the Third World	Danne M waddell (2007)
	Unit-II Transitional Practices in the Third World	Danne M waddell (2007)
Week 16	Unit-I The Role of Aid in Development	Collier, P. (2024)
	Unit-II The Role of Non-government Organizations in Development	Collier, P. (2024)
Textbooks and Reading Material		
- A.P Thirlwall (1999) Growth & Development (6th Edition) Macmillan - Adams, W.M., (1990), Green development: Environment and Sustainability in the Third World, London, Routledge. - Auty, Richard M. (1995), Patterns of Development Resources, Policy and Economic growth, London, Edward Arnold. - Boas, Morten. 2004. Global Institutions and Development: Framing the World? London: Routledge. - Booth, David (1994), Rethinking Social Development. Theory, Research and Practice. England, Longman Scientific and Technical. - Chambers, Robert. 2005. Ideas for Development. London: Earthscan. - Collier, P. (2024). <i>Left behind: A new economics for neglected places</i>. Harper Business. - Danne M waddell (2007) Organization Thoms G Cummings Christopher G Worley Development & Change Asia Pacific - Debora heade (2005) Development NGO & Civil Society Rawat Publications Jaipur New Delhi - Desmond, M. (2023). <i>Poverty, by America</i>. Crown Publishing Group. - Epstein, T.S. (1962) Economic Development and Social Change in South India. Manchester University Press.		
Teaching Learning Strategies		

12. Instructor-Led Lectures
13. Provision of Readings for Each Lecture (Articles, Books, and Reports)
14. Group Reflection Sessions
15. Special Sessions on Landmark Studies
16. Assignments with Feedback Discussions
17. Presentations with Peer Feedback and Expert Critique
18. Incorporation of Local Case Studies in Classroom Discussions
19. Use of Visual Aids and Digital Tools

Assignments: Types and Number with Calendar

1. Critical Reflection Essay: Students will choose one core theoretical text (e.g., Stuart Hall, Frantz Fanon, or Saba Mahmood) and write a critical reflection
2. Decolonial Mapping Project: Students will create a visual or digital map tracing a diasporic journey (individual, familial, or collective), exploring questions of memory, rupture, and belonging.
3. Final Research Paper or Proposal: A substantial paper that applies course concepts to a specific diaspora, cultural production, intellectual figure, or displacement-related policy. Alternatively, students may submit a dissertation-style research proposal including literature review, research questions, and methodology with a decolonial lens.

Assessment

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

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



Program	MPhil in Sociology	Course Code	SOC-709	Credit Hours	03
Course Title	Sociology of Decolonization: Power, Knowledge, and Resistance				
Course Introduction					
This course critically engages with the colonial foundations of modern social thought and explores the global movement toward decolonization in theory, knowledge, and practice. It interrogates how sociology, as a discipline, emerged within imperial contexts and how colonial logics continue to shape its assumptions, categories, and methods. Drawing on key thinkers such as Aimé Césaire, Edward Said, Aníbal Quijano, Gayatri Spivak, and Saba Mahmood, the course explores concepts such as coloniality of power, Orientalism, epistemic violence, and subaltern agency. Through examining settler colonialism, knowledge hierarchies, and indigenous epistemologies, students will analyze decolonial movements across the Global South and rethink the role of the researcher in knowledge production. The course encourages students to move beyond Eurocentric frameworks, engaging with decolonial feminism, spirituality, and alternative ontologies, while envisioning new futures for postcolonial societies and social science itself.					
Learning Outcomes					
By the end of this course, students will be able to: Critically analyze the colonial origins of sociology and assess how Eurocentric frameworks have shaped social theory, knowledge production, and the construction of the “Other.” Differentiate between classical colonialism, settler colonialism, and ongoing structures of coloniality, and apply these frameworks to contemporary global and local contexts. Evaluate key texts and thinkers in the decolonial tradition, including Aimé Césaire, Edward Said, Aníbal Quijano, and Sylvia Wynter, and articulate their contributions to epistemic and political decolonization. Engage with subaltern and indigenous epistemologies, understanding how oral traditions, memory, and spirituality challenge dominant knowledge systems and offer alternative ontologies. Develop reflexive and ethically grounded approaches to research, rethinking positionality, fieldwork, and the role of the social scientist within a decolonial framework.					
Course Content			Assignments/Readings		
Week 1	Unit-I What is colonialism: Introduction		Aimé Césaire – <i>Discourse on Colonialism</i>		

	Unit-II Classical Colonialism vs Settler Colonialism	• Aimé Césaire – <i>Discourse on Colonialism</i>
Week 2	Unit-I What is decolonization?	• Aimé Césaire – <i>Discourse on Colonialism</i>
	Unit-II Political vs Epistemic Decolonization	• Aimé Césaire – <i>Discourse on Colonialism</i>
Week 3	Unit-I Sociology as a Colonial Discipline? 1.1 Sociology's birth in empire	• Syed Farid Alatas – <i>Alternative Discourses in Asian Social Science</i>
	Unit-II Sociology as a Colonial Discipline? 2.1 Eurocentrism and the invention of the "Other"	• Syed Farid Alatas – <i>Alternative Discourses in Asian Social Science</i>
Week 4	Unit-I Coloniality of Power 1.1 Race, labor, and knowledge systems	• Aníbal Quijano – "Coloniality of Power, Eurocentrism and Latin America"
	Unit-II Coloniality of Power 2.1 Concept of coloniality: Eurocentrism and Latin America	• Aníbal Quijano – "Coloniality of Power, Eurocentrism and Latin America"
Week 5	Unit-I Orientalism and Representational Power 1.1 West's construction of the "East"	• Edward Said – <i>Orientalism</i> (Intro + selected chapters)
	Unit-II Orientalism and Representational Power 2.1 Cultural imperialism	• Edward Said – <i>Orientalism</i> (Intro + selected chapters)
Week 6	Unit-I Epistemologies of the South 1.1 Knowledge production and exclusion	• Boaventura de Sousa Santos – <i>Epistemologies of the South</i> (selections)
	Unit-II Epistemologies of the South 2.1 Epistemic justice	• Boaventura de Sousa Santos – <i>Epistemologies of the South</i> (selections)
Week 7	Unit-I Indigenous and Subaltern Knowledges 1.1 Oral traditions, memory, and marginality	• Gayatri Spivak – "Can the Subaltern Speak?"

	Unit-II Indigenous and Subaltern Knowledges 2.1 Subaltern Studies	• Gayatri Spivak – “Can the Subaltern Speak?”
Week 8	Unit-I Decolonial Movements in the Global South 1.1 Latin America, Africa	• Leila Ahmed or Partha Chatterjee
	Unit-II Decolonial Movements in the Global South 2.1 South Asia, Palestine	• Leila Ahmed or Partha Chatterjee
Week 9	Unit-I Coloniality and the Invention of the Modern Social 1.1 The formation of “society” as a concept in Europe	• Aníbal Quijano – “Coloniality of Power, Eurocentrism and Latin America”; Sylvia Wynter – “Unsettling the Coloniality of Being/Power/Truth/Freedom”
	Unit-II Coloniality and the Invention of the Modern Social 2.1 Colonialism’s role in shaping social theory	• Aníbal Quijano – “Coloniality of Power, Eurocentrism and Latin America”; Sylvia Wynter – “Unsettling the Coloniality of Being/Power/Truth/Freedom”
Week 10	Unit-I Beyond Eurocentric Modernity 1.1 Decolonial critiques of the Enlightenment	• Walter Dignolo – “The Geopolitics of Knowledge and the Colonial Difference”; Ashis Nandy – <i>The Intimate Enemy</i>
	Unit-II Beyond Eurocentric Modernity 2.1 Detaching universality from Europe	• Walter Dignolo – “The Geopolitics of Knowledge and the Colonial Difference”; Ashis Nandy – <i>The Intimate Enemy</i>
Week 11	Unit-I Gender, Empire, and Decolonial Feminism 1.1 Intersectionality and colonial patriarchy	• Saba Mahmood – <i>Politics of Piety</i> (selections)
	Unit-II Gender, Empire, and Decolonial Feminism 2.1 Muslim women, piety, and resistance	• Saba Mahmood – <i>Politics of Piety</i> (selections)
Week 12	Unit-I Religion, Sufism, and Decolonial Spirituality 1.1 Sufi shrines, sacred authority, and alternative ontologies	• Talal Asad – <i>Formations of the Secular</i> (selected chapters)

	Unit-II Religion, Sufism, and Decolonial Spirituality 2.1 Decolonizing the secular	• Talal Asad – <i>Formations of the Secular</i> (selected chapters)
Week 13	Unit-I Decolonial State and Society 1.1 Colonial legacies and the postcolonial state	• Mahmood Mamdani, Partha Chatterjee
	Unit-II Decolonial State and Society 2.1 Colonial Legacies and the Postcolonial society	• Veena Das
Week 14	Unit-I Decolonization and Diaspora 1.1 Identity Struggles	• Cultural Identity and Diaspora
	Unit-II Decolonization and Diaspora 2.1 Subjectivity, and Power	• Cultural Identity and Diaspora
Week 15	Unit-I Futures of Decolonization 1.1 Is decolonization complete?	• Eve Tuck & K. Wayne Yang – “Decolonization is not a metaphor
	Unit-II Futures of Decolonization 2.1 Ongoing struggles, futures of knowledge, ecological dimensions	• Eve Tuck & K. Wayne Yang – “Decolonization is not a metaphor
Week 16	Unit-I Rethinking Method: What is a Decolonial Sociology? 1.1 Research <i>with</i> , not <i>on</i>	• Nishant Upadhyay – “Unmapping Whiteness in Decolonial Research”; Zubairu Wai – “Decolonizing African Studies”
	Unit-II Rethinking Method: What is a Decolonial Sociology? 2.1 Rethinking fieldwork, positionality, and ethics	• Nishant Upadhyay – “Unmapping Whiteness in Decolonial Research”; Zubairu Wai – “Decolonizing African Studies”

Textbooks and Reading Material

23. Textbooks.

- Ahmed, L. (1992). *Women and Gender in Islam: Historical Roots of a Modern Debate*. Yale University Press.
- Alatas, S. F. (2006). *Alternative Discourses in Asian Social Science: Responses to Eurocentrism*. SAGE Publications.
- Asad, T. (2003). *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press.
- Césaire, A. (2000). *Discourse on Colonialism* (J. Pinkham, Trans.). Monthly Review Press. (Original work published 1950)
- Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

- Das, V. (2006). *Life and Words: Violence and the Descent into the Ordinary*. University of California Press.
- Mamdani, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton University Press.
- Mahmood, S. (2005). *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton University Press.
- Nandy, A. (1983). *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Oxford University Press.
- Santos, B. de S. (2014). *Epistemologies of the South: Justice Against Epistemicide*. Routledge.
- Said, E. W. (1978). *Orientalism*. Pantheon Books.
- Wynter, S. (2003). *Unsettling the Coloniality of Being/Power/Truth/Freedom* [Often published as a long-form article but also included in edited volumes].

24. Suggested Readings

- Mignolo, W. D. (2002). The geopolitics of knowledge and the colonial difference. *The South Atlantic Quarterly*, 101(1), 57–96.
- Quijano, A. (2000). Coloniality of power, Eurocentrism, and Latin America. *Nepantla: Views from South*, 1(3), 533–580.
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture* (pp. 271–313). University of Illinois Press.
- Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1–40.
- Upadhyay, N. (2021). Unmapping Whiteness in Decolonial Research. *Sociological Research Online*, 26(3), 499–516. <https://doi.org/10.1177/13607804211002592>
- Wai, Z. (2018). Decolonizing African studies: Knowledge production, agency, and voice. *Global Society*, 32(3), 311–334.

Teaching Learning Strategies

20. Instructor-Led Lectures
21. Provision of Readings for Each Lecture (Articles, Books, and Reports)
22. Group Reflection Sessions
23. Special Sessions on Landmark Studies
24. Assignments with Feedback Discussions
25. Presentations with Peer Feedback and Expert Critique
26. Incorporation of Local Case Studies in Classroom Discussions
27. Use of Visual Aids and Digital Tools

Assignments: Types and Number with Calendar

4. Critical Reflection Essay: Students will choose one core theoretical text (e.g., Stuart Hall, Frantz Fanon, or Saba Mahmood) and write a critical reflection
5. Decolonial Mapping Project: Students will create a visual or digital map tracing a diasporic journey (individual, familial, or collective), exploring questions of memory, rupture, and belonging.
6. Final Research Paper or Proposal: A substantial paper that applies course concepts to a specific diaspora, cultural production, intellectual figure, or displacement-related

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

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



Program	MPhil in Sociology	Course Code	SOC-710	Credit Hours	3
Course Title	Sociology of Knowledge and Epistemology				
Course Introduction					
This course critically explores how knowledge is produced, legitimized, and contested across social, political, and historical contexts. Drawing from classical thinkers like Marx, Durkheim, Weber, and Mannheim, it examines foundational debates on ideology, consciousness, and the role of interpretation in knowledge-making. The course then investigates how power operates through institutions and discourses, with key insights from Foucault, Gramsci, and postcolonial theorists. It further engages with feminist, decolonial, and Global South epistemologies that challenge Eurocentric and universalist claims to knowledge. Students will critically examine the politics of expertise, epistemic injustice, and the shifting authority of science in contemporary societies. Through discussions on indigenous, Islamic, and alternative epistemologies, the course emphasizes plural ways of knowing and the implications of knowledge for justice and transformation. The final module encourages reflexivity on the researcher’s positionality and the broader politics of research, culminating in a call for epistemic responsibility and activism.					
Learning Outcomes					
On the completion of the course, the students will:					
1. Critically evaluate classical and contemporary theories on the social construction of knowledge, ideology, and epistemic authority. 2. Analyze the role of power, discourse, and institutions e.g. science, academia, the state in shaping knowledge production and dissemination. 3. Assess and apply alternative epistemologies, including feminist, postcolonial, decolonial, indigenous, and Global South perspectives, to challenge dominant knowledge paradigms. 4. Identify and critique forms of epistemic injustice, such as testimonial and hermeneutical injustice, and articulate their social and political consequences. 5. Reflect on their own positionality as researchers, and engage with the ethical and political dimensions of knowledge production through a reflexive and justice-oriented lens.					
Course Content			Assignments/Readings		
Week 1	Unit-I Sociology of Knowledge and Epistemology: Introduction		• Berger & Luckmann (1966). <i>The Social Construction of Reality</i> • Fuller (2002). <i>Social Epistemology</i> (Introductory chapters)		
	Unit-II What is Sociology of Knowledge?		• Berger & Luckmann (1966). <i>The Social Construction of Reality</i>		

		Fuller (2002). <i>Social Epistemology</i> (Introductory chapters)
Week 2	Unit-I What is Epistemology?	- Berger & Luckmann (1966). <i>The Social Construction of Reality</i> - Fuller (2002). <i>Social Epistemology</i> (Introductory chapters)
	Unit-II Classical Roots: Marx on ideology	Marx & Engels (1970). <i>The German Ideology</i>
Week 3	Unit-I Classical Roots: Durkheim on collective consciousness	Durkheim (1995). <i>The Elementary Forms of Religious Life</i>
	Unit-II Classical Roots: Weber on interpretive understanding and the value-free ideal	Weber (1946). <i>Science as a Vocation</i>
Week 4	Unit-I Sociology of Ideology: Karl Mannheim	- Mannheim (1936). <i>Ideology and Utopia</i> - Therborn (2000). <i>Knowledge and Class</i>
	Unit-II Power, Institutions, and Knowledge Production: Introduction	- Foucault (1977). <i>Discipline and Punish</i> - Foucault (1980). <i>Power/Knowledge</i> - Bourdieu (1984). <i>Homo Academicus</i>
Week 5	Unit-I Power, Knowledge and Discourse: Michel Foucault	- Foucault (1977). <i>Discipline and Punish</i> - Foucault (1980). <i>Power/Knowledge</i>
	Unit-II Institutions of Knowledge: Science, Academia, and the State	- Foucault (1977). <i>Discipline and Punish</i> - Foucault (1980). <i>Power/Knowledge</i> - Bourdieu (1984). <i>Homo Academicus</i>
Week 6	Unit-I The role of the intellectual in knowledge production	- Gramsci (1971). <i>Selections from the Prison Notebooks</i> - Bourdieu (2003). <i>Participant Objectivation</i>

	Unit-II The Organic Intellectual: Antonio Gramsci	Gramsci (1971). <i>Selections from the Prison Notebooks</i>
Week 7	Unit-I Hegemony and counter-hegemony	- Gramsci (1971). <i>Selections from the Prison Notebooks</i> - Bourdieu (2003). <i>Participant Objectivation</i>
	Unit-II Knowledge and the Colonial Matrix of Power	- Quijano (2000). <i>Coloniality of Power and Eurocentrism in Latin America</i> - Mignolo (2009). <i>Epistemic Disobedience</i>
Week 8	Unit-I Knowledge Economy and Power	- Jasanoff (2003). <i>Technologies of Humility</i> - Visvanathan (2009). <i>The Search for Cognitive Justice</i>
	Unit-II Scientific Authority, Expertise, and Public Trust	- Jasanoff (2003). <i>Technologies of Humility</i> - Visvanathan (2009). <i>The Search for Cognitive Justice</i>
Week 9	Unit-I Feminist, Postcolonial, and Situated Epistemologies: Introduction	- Haraway (1988). <i>Situated Knowledges</i> - Harding (1986). <i>The Science Question in Feminism</i> - Hill Collins (2000). <i>Black Feminist Thought</i>
	Unit-II Standpoint Theory	Hill Collins (2000). <i>Black Feminist Thought</i>
Week 10	Unit-I Situated Knowledges	Haraway (1988). <i>Situated Knowledges</i>
	Unit-II Postcolonial Epistemologies	- Chakrabarty (2000). <i>Provincializing Europe</i> - Simpson (2007). <i>On Ethnographic Refusal</i>
Week 11	Unit-I Subaltern Epistemologies	Spivak (1988). <i>Can the Subaltern Speak?</i>
	Unit-II Feminist Epistemologies	Harding (1986). <i>The Science Question in Feminism</i>

		Hill Collins (2000). <i>Black Feminist Thought</i>
Week 12	Unit-I Decolonial Science Critiques	- Subramaniam (2014). <i>Ghost Stories for Darwin</i> - Margulis (1995). <i>Gaia is a Tough Bitch</i>
	Unit-II Knowledge, Modernity, and the Global South: Introduction	- Connell (2007). <i>Southern Theory</i> - Escobar (1995). <i>Encountering Development</i>
Week 13	Unit-I Epistemologies of the South	Connell (2007). <i>Southern Theory</i>
	Unit-II Indigenous Epistemologies	- Smith (2012). <i>Decolonizing Methodologies</i> - Deloria Jr. (1992). <i>God is Red</i>
Week 14	Unit-I Islamic Epistemologies	Sardar (1989). <i>Islamic Science</i>
	Unit-II Knowledge and Development: Whose Rationality?	Escobar (1995). <i>Encountering Development</i>
Week 15	Unit-I Epistemic Injustice and Knowledge Politics: Introduction	- Fricker (2007). <i>Epistemic Injustice</i> - Mills (2007). <i>White Ignorance</i> - Wynter (2003). <i>Unsettling the Coloniality of Being/Power/Truth/Freedom</i>
	Unit-II Epistemic Injustice 2.1 Testimonial and hermeneutical injustice 2.2 Knowledge, Race, and Coloniality 2.3 Epistemic Disobedience	- Fricker (2007). <i>Epistemic Injustice</i> - Mills (2007). <i>White Ignorance</i> - Wynter (2003). <i>Unsettling the Coloniality of Being/Power/Truth/Freedom</i>
Week 16	Unit-I Applications, Reflections and the Politics of Research: Introduction 1.1 Researcher Positionality and Reflexivity	- Bourdieu (2000). <i>The Scholastic Point of View</i> - Fraser (1985). <i>What's Critical About Critical Theory?</i>
	Unit-II Knowledge for What? Epistemic Activism and Justice	- Santos (2014). <i>Epistemologies of the South</i> - Appadurai (2004). <i>The Capacity to Aspire</i>

Textbooks and Reading Material

Textbooks.

- 1 Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Anchor Books.
- 2 Bourdieu, P. (1984). *Homo academicus* (P. Collier, Trans.). Stanford University Press.
- 3 Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.
- 4 Connell, R. (2007). *Southern theory: The global dynamics of knowledge in social science*. Polity Press.
- 5 Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton University Press.
- 6 Fricker, M. (2007). *Epistemic injustice: Power and the ethics of knowing*. Oxford University Press.
- 7 Fuller, S. (2002). *Social epistemology*. Indiana University Press.
- 8 Mannheim, K. (1936). *Ideology and utopia: An introduction to the sociology of knowledge* (L. Wirth & E. Shils, Trans.). Harcourt, Brace & Co.
- 9 Marx, K., & Engels, F. (1970). *The German ideology* (C. J. Arthur, Ed.). International Publishers. (Original work written 1846)
- 10 Santos, B. de S. (2014). *Epistemologies of the South: Justice against epistemicide*. Routledge.
- 11 Sardar, Z. (1989). *Islamic science: The myth of the scientific Muslim*. Zed Books.
- 12 Smith, L. T. (2012). *Decolonizing methodologies: Research and indigenous peoples* (2nd ed.). Zed Books.

Suggested Readings

a. Books

- 1 Appadurai, A. (2004). *The capacity to aspire: Culture and the terms of recognition*. In V. Rao & M. Walton (Eds.), *Culture and public action* (pp. 59–84). Stanford University Press.
- 2 Deloria Jr., V. (1992). *God is red: A native view of religion* (2nd ed.). Fulcrum Publishing.
- 3 Durkheim, E. (1995). *The elementary forms of religious life* (K. E. Fields, Trans.). Free Press. (Original work published 1912).
- 4 Ferguson, J. (1990). *The anti-politics machine: Development, depoliticization, and bureaucratic power in Lesotho*. University of Minnesota Press.
- 5 Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Pantheon Books.
- 6 Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972–1977* (C. Gordon, Ed.). Pantheon Books.
- 7 Gramsci, A. (1971). *Selections from the prison notebooks* (Q. Hoare & G. N. Smith, Eds. & Trans.). International Publishers.
- 8 Harding, S. (1986). *The science question in feminism*. Cornell University Press.
- 9 Harding, S. (2004). Rethinking standpoint epistemology: What is “strong objectivity”? In S. Harding (Ed.), *The feminist standpoint theory reader* (pp. 127–140). Routledge.
- 10 Hill Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.

- 11 Latour, B. (1987). *Science in action: How to follow scientists and engineers through society*. Harvard University Press.
- 12 Margulis, L. (1995). Gaia is a tough bitch. In C. Keller & A. Daniell (Eds.), *Feminist science studies: A new generation* (pp. 219–230). Routledge.
- 13 Mills, C. W. (2007). White ignorance. In S. Sullivan & N. Tuana (Eds.), *Race and epistemologies of ignorance* (pp. 11–38). SUNY Press.
- 14 Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). University of Illinois Press.
- 15 Subramaniam, B. (2014). *Ghost stories for Darwin: The science of variation and the politics of diversity*. University of Illinois Press.
- 16 Weber, M. (1946). Science as a vocation. In H. H. Gerth & C. Wright Mills (Eds.), *From Max Weber: Essays in sociology* (pp. 129–156). Oxford University Press.

a. Journal Articles/ Reports

- 1 Bourdieu, P. (2000). *The scholastic point of view*. *Cultural Anthropology*, 5(4), 380–391.
- 2 Bourdieu, P. (2003). *Participant objectivation*. *Journal of the Royal Anthropological Institute*, 9(2), 281–294.
- 3 Fraser, N. (1985). What’s critical about critical theory? *New German Critique*, (35), 97–131.
- 4 Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.
- 5 Jasanoff, S. (2003). Technologies of humility: Citizen participation in governing science. *Minerva*, 41(3), 223–244.
- 6 Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, Culture & Society*, 26(7–8), 159–181.
- 7 Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215–232.
- 8 Simpson, A. (2007). On ethnographic refusal: Indigeneity, “voice” and colonial citizenship. *Junctures: The Journal for Thematic Dialogue*, 9, 67–80.
- 9 Therborn, G. (2000). Knowledge and class. In I. Szeman & T. Kaposy (Eds.), *Cultural theory: An anthology* (pp. 553–565). Wiley-Blackwell.
- 10 Visvanathan, S. (2009). The search for cognitive justice. *Seminar*, 597, 1–10.
- 11 Wynter, S. (2003). Unsettling the coloniality of being/power/truth/freedom. *CR: The New Centennial Review*, 3(3), 257–337.

Teaching Learning Strategies

28. Instructor-Led Lectures
29. Provision of Readings for Each Lecture (Articles, Books, and Reports)
30. Group Reflection Sessions
31. Special Sessions on Landmark Studies
32. Assignments with Feedback Discussions
33. Presentations with Peer Feedback and Expert Critique
34. Incorporation of Local Case Studies in Classroom Discussions
35. Use of Visual Aids and Digital Tools

Assignments: Types and Number with Calendar

Assignment 1: Concept Mapping and Comparative Reflection

Title: *Mapping the Classical Foundations of the Sociology of Knowledge*

Due: Week 3

Type: Individual

Instructions: Create a visual concept map comparing how Marx, Durkheim, and Weber understand knowledge, ideology, and social order. Accompany your map with a 1000-word critical reflection explaining their key differences and how these classical views shape later sociological epistemologies.

Objective: Deepen understanding of classical theorists and develop comparative analytical skills.

Assessment Criteria: Theoretical clarity, comparative insight, coherence of reflection, visual organization.

Assignment 2: Critical Review Essay

Title: *Power/Knowledge: A Critical Engagement with Foucault or Bourdieu*

Due: Week 6

Type: Individual

Instructions: Choose either Michel Foucault or Pierre Bourdieu and write a 1500-word critical essay analyzing how they theorize the relationship between power and knowledge. Use at least two course texts and one external scholarly source.

Objective: Foster in-depth engagement with key theoretical texts and apply them analytically.

Assessment Criteria: Argument strength, textual interpretation, engagement with theory, structure and writing quality.

Assignment 3: Epistemic Injustice Case Study Presentation

Title: *Knowledge, Marginality, and Voice*

Due: Weeks 11–12 (In-class presentations)

Type: Group (2–3 students)

Instructions: Choose a real-world case (e.g., medical racism, indigenous knowledge exclusion, climate science debates, gender bias in AI) where epistemic injustice is evident. Present your case using concepts from Fricker, Mills, Wynter, or Tuana, and analyze the politics of voice, recognition, and power in knowledge production.

Objective: Apply theoretical concepts to contemporary social issues and collaborate effectively.

Assessment Criteria: Conceptual clarity, case relevance, use of theory, presentation style, teamwork.

Assignment 4: Reflexive Essay and Positionality Statement

Title: *Knowledge from Somewhere: The Politics of “Knowing”*

Due: Final Week

Type: Individual

Instructions: Write a 1500–1800-word reflexive essay that explores your own epistemological standpoint. Engage critically with at least two theories from the course (e.g., standpoint theory, decolonial epistemology, Southern theory) and consider how your social location (race, class,

gender, education, geography) shapes what you know and how you come to know.
 Objective: Cultivate epistemic reflexivity and connect course theory to personal and research praxis.
 Assessment Criteria: Depth of reflection, engagement with course theory, coherence, honesty, and critical self-awareness.

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

Checklist for a New Academic Program

Parameters	YES/NO
1. Department Mission and Introduction	YES ☒ NO ☐
2. Program Introduction	YES ☒ NO ☐
3. Program Alignment with University Mission	YES ☒ NO ☐
4. Program Objectives	YES ☒ NO ☐
5. Market Need/ Rationale	YES ☒ NO ☐
6. Admission Eligibility Criteria	YES ☒ NO ☐
7. Duration of the Program	YES ☒ NO ☐
8. Assessment Criteria	YES ☒ NO ☐
9. Courses Categorization as per HEC Recommendation	YES ☒ NO ☐
10. Curriculum Difference if any	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