

**Department of Sociology
Jamia Millia Islamia
Jamia Nagar
New Delhi-110025**

22.08.2022

**Course Work Curriculum for Ph.D.
Semester I
(2021-2022 onwards)**

S. No.	Course Code	Title of Paper	Marks	Examination Hours	Credit
1	Ph.D-SO-01	Contemporary Debates in Social Theory	100	3	4
2	Ph.D-SO-02	Advanced Social Research Methods	100	3	4
3	Ph.D-SO-03	Philosophical Debates in Social Science	100	3	4
4	Ph.D-SO-04	Term Paper* OR Annotated Bibliography*	50		2
5	Ph.D-SO-05	Research and Publication Ethics	50		2

* To be decided by the student in consultation with the Supervisor.


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Contemporary Debates in Social Theory

M. Phil. /Ph.D., Semester I

Total Credits: 4

Course Objectives:

The course focuses on the debates on major theoretical themes in the contemporary world. It engages with central sociological perspectives and emerging world orders: post-industrialism, post-colonialism, postmodernism, globalization, networks and mobility. The shift from modernity to globality is a key transition at the epicenter of social inquiry that gets expressed in many specific social and intellectual contexts: temporal as well as spatial; epistemological as well as ontological. The discourses and critiques on the key concepts and contexts are discussed with fresh questioning and insights. In the wake of post-societal and post-human developments in science and technology, the notions of time, time-space compression and everyday life can be put to test. Similarly, the manifestation of violence can be traced in the war on global terror, ecology, food crisis and climate change, inter-sectionality of gender, speed and new mobilities. The issues of identity can be explored through the emerging discourse on body, sexuality, space or networks. The study of social relationships and communities may be looked from the precincts of local and global, national and transnational, real and virtual to be explored afresh from the theoretical frames of public-private. The last unit will revisit the theoretical and philosophical debates on utopia as a reaction to the increasing cultures of violence and domination. These theoretical debates on the said themes represent a selection in relation to which most contemporary theories can be understood.

Learning Outcomes:

1. To enhance the ability to discuss and analyze contemporary sociological theoretical debates.
2. To have the capacity for critical reflection on micro and macro levels of sociological analysis and their interrelations.
3. To have an in-depth knowledge of selected contemporary sociological theories and debates.

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UNIT I: Emerging World Orders: Discourses and Critiques

- Post-Industrialism
- Post-Colonialism
- Globalization, Networks and Mobility

UNIT II: Dilemma, Ambivalence and Contradictions

- Identities and Representations
- Dissenting Voices
- Individual and the Collective

UNIT: III Cultures of Domination: Responses and Alternatives

- Violence: Structures and Processes
- Negotiating Skepticism and Trust
- Hope and Utopia

Essential Readings for Unit I:

1. Wallerstein, Immanuel. (2004). *World Systems Analysis: An Introduction*. Duke University Press.
2. Bell, D. (1976). *The Coming of the Post-Industrial Society: A Venture In Social Forecasting*. With A New Intro by The Author. Basic Books Incorporated.
3. Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (2000). *Global Transformations: Politics, Economics and Culture*. In politics at the edge (pp. 14-28). Palgrave Macmillan UK.
4. Gayatri Spivak, (1999). *A Critique of Postcolonial Reason*. Harvard University Press
5. Urry, J. (2012). *Sociology Beyond Societies: Mobilities for The Twenty-First Century*. Routledge.
6. Manuel Castells, (ed). (2004). *The Network Society: A Cross Cultural Perspective*.
7. Sassen, Saskia. (2007). *A Sociology of Globalization*. W. W. Norton & Company, Inc.

Essential Readings for Unit II:

1. Jenkins, Richard. (1994). *Social Identity*. Routledge (Key Idea series).
2. Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in The Late Modern Age*. Stanford University Press.
3. Calhoun, Craig. (1994). *Social Theory and Politics of Identity*. Blackwell.
4. Arendt, Hannah. (2013). *The Human Condition*. University of Chicago Press.
5. Bauman, Zygmunt. (1991). *Modernity and Ambivalence*. Polity Press.
6. Gayatri Spivak. (1998). "Can The Subaltern Speak?" (Article).
7. Sennett, Richard. (1992). *The Fall of Public Man*. WW Norton & Company.
8. Habermas, J. (1991). *The Structural Transformation of the Public Sphere: An Enquiry into A Category of the Bourgeois Society*. MIT press.

Essential Readings for Unit III:

1. Arendt, Hannah. (1970). *On Violence*. New York: Harcourt Books.
2. Bloch, Ernst. (1986). *The Principle of Hope*. Massachusetts: MIT Press.
3. Lovett, Frank. (2010). *A General Theory of Domination and Justice*. OUP: Oxford.
4. Agamben, G. 2005. *State and Exception*. University of Chicago Press.
5. Warren, Mark. (1999). *Democracy and Trust*. Cambridge University Press.
6. Turner, C. (2010). *Investigating Sociological Theory*. Sage Publications (chap. 6 and 7).
7. Levitas, R. (1990). *The Concept of Utopia*. Syracuse, NY: Syracuse University Press. (chap. 2,3 and 4).
8. Jacobson, M.H. & Tester, K. (2012). *Utopia: Social Theory and Future*. Routledge (selected chapters).
9. Zizek, Slavoj. (2008). *Violence: Six Sideways Reflections*. Picador, New York.

Suggested Readings:

1. Aillen O Carroll. (2015). *Working Time, Knowledge Work and Post Industrial Society*. (Illustrative).
2. Bermudez, Jose Manual Sanchez. (2012). *Neoliberal Patterns of Domination*. Brill: Leiden, Boston. (Illustrative).

3. Fraser, Nancy. (2007). "Transnationalizing the Public Sphere". *Theory, Culture and Society*. Sage. Vol. 24 (4): 7-30.
4. Mannheim, K. 1940. *Ideology and Utopia*.
5. Robinson, W. I. (2009). *Saskia Sassen and The Sociology of Globalisation: A Critical Appraisal*. Orfalea Centre for Global & International Studies. (Illustrative).
6. Sharpe, P Joanne et al. (2000). *Entanglements of Power: Geographies of Dominations and Resistance*. New York: Routledge. (selected chapters as illustrations).
7. Swedberg, Richard. (2016). "Before Theory Comes Theorizing or How to Make Social Science More Interesting". *British Journal of Sociology*. 67 (1): 5-22.
8. Waters, M. (1995). *Globalization*, Routledge, London.

Advanced Social Research Methods

Ph. D. Sociology, Semester-I

Maximum Marks: 100
Credits: 04

Course Objectives:

This course entails introduction to the philosophy and practice of social science research and will cover key topics such as the assumptions of scientific inquiry, the conceptualization of research problems, qualitative and quantitative approaches, basic statistical analysis and computer assisted statistical analysis with SPSS. Essentially, this course will provide a foundation for writing Ph.D. thesis. Students will learn the skill of producing plagiarism. The main objective of the course is to provide students with a general understanding of the principles of social scientific research methods.

Learning Outcomes:

1. Students will be able to undertake their own research projects.
2. They will be able to develop sociological research questions, empirical investigation and the relevant data collection tools and techniques used to generates answers.
3. They will be able to identify the component parts of a study's design.
4. They will be able to critically evaluate research conducted by others.
5. They will be sensitive to ethical issues to work with different populations.

Unit-I

Researching Social Phenomena

- 1) Logic and ethics of social inquiry
- 2) Understanding Qualitative and Quantitative methodologies
- 3) Triangulation

Unit -II

Methods of Data Collection

- 1) Operationlization of concepts
- 2) Fieldwork, Observation, Ethnography
- 3) Survey, NSSO, Census

Unit-III

Data Analysis and Presentation (to be conducted in a workshop mode)

- 1) Qualitative data analysis using softwares (e.g. Ethnograph)
- 2) SPSS, Statistical techniques for data analysis
- 3) Interpretation of data and report writing

Essential Readings:

1. Babbie, E.R and Lucia Benaquisto. 2009. Fundamentals of social research (2nd edition) Toronto. ON. Nelson
2. Brewer, John.2005. Ethnography. Buckingham. Open university press
3. Bryman, A. 2007. Social Research Methods (3rd edition). Oxford. Oxford University Press.
4. Bryman, A. 1984.The debate about Quantative and Qualitative research: A Question of method or epistemology? *British Journal of Sociology*.Vol.35
5. Bryman,A.2006.Integrating quantative and qualitative research: how is it done? *Qualitative research*.Vol.06.No.1.Sage
6. Bulmer, M. 2001.Social measurement: what stands in its way?. *Social research*. Vol.68.No.02.New York school for social research
7. Bulmer,M.1980.Why don't sociologist make more use of the official statistics? *Sociology*.Vol.14.No.4
8. Burgess,Robert.1980.Qualitative and Quantative social research : papers in honour of Paul.F.Lazarsfeld.*Sociology*.Vol.14.Sage
9. Cannell,Charles.F,Peter.V.Miller and Lois Oksenberg.1981.Research on interviewing techniques, *Socioicgical methodology*.Vol.12
10. Cargan,Leonard.2007.Doing social research. Marryland USA.Rowman and Littlefield publishers
11. Cooper, Matthew.1980. More on 'Epistemological implication of fieldwork, *American Anthropologist*.New series.Vol.82.No.02. June 80. In Memoriam Margret Mead (1901-1978)
12. Cornman,James .W.1971.Observing and what it entails. *Philosophy of science*.Vol.38.No.03.sept.
13. Denzin, N.K. and Y.Lincoln (eds.) 2005. Handbook of Qualitative Research (3rd Edition). Thousand Oaks. CA. Sage.

14. Ewing, Kathrine Pratt. 1981. Revealing and concealing- Interpersonal dynamics and the negotiation of identity in the interview. *Ethos*. Vol.34.No.1
15. Gilbert, N. 2002, *Researching Social Life* (2nd edition). London Sage
16. Guppy, Neil and George Gray. 2008. *Successful surveys: Research method and practice*. (4th edition). Toronto. Tomson Nelson.
17. Hamel, J. S. Dufour and D. Forti. 1993. *Case Study Method*. London. Sage
18. Hammel, E.A. 1980. The comparative method in Anthropological perspective. *Comparative studies in society and history*. Vol.22.No.2. April
19. Hastrup, Kristen. 1990. The ethnographic present: A reinvention. *Cultural Anthropology*. Vol.05.No.01
20. Henry, Gary. T. 1990. *Practical sampling*. London. Sage
21. Jenkins, Timothy. 1994. Field work and the perception of everyday life. *Man*. New Series. Vol.29.No.02
22. Krippendorff, K. 2004. *Contents Analysis: An introduction to its methodology*, London. Sage
23. Long, J. Scott. 1987. Introduction to common problems in qualitative social research: A special issue of sociological methods and research. *Sociological Research*. Vol.16.
24. Marsh, C. 1982. *The survey method: The contribution of surveys Sociological Expiation*. London. Unwin Hyman
25. Marvasti, Amir. 2004. *Qualitative research in sociology*. New York. Sage publication
26. Oberdan, Thomas. 1990. Positivism and pragmatic theory of observation. PSA proceedings of the binnual meeting of the philosophy of science association. Vol.01
27. Pallant, Julie. 2016. *SPSS survival manual*. USA. Mc Graw Hills
28. Parker, Andrew and Jonathan Titter. 2006. Focus group method and methodology. Current practices and recent debates. *International Journal of research & method in education*. Vol.29 No.01
29. Srivastava, Vinay Kumar (ed.). 2004. *Methodology and fieldwork*. India. Oxford University Press.

Suggested Readings:

- 1) Benton, Ted and Ian Craib. 2010. *Philosophy of social science: The philosophical foundation of social thought*. UK. Macmillan.

- 2) Onwuegbuzie, A & Leech, N. L. 2005. On becoming a pragmatic researcher: The importance of combining qualitative and quantitative research methodologies. *International Journal of social research methodologies*. Vol.8. No.5. Taylor and Francis.
- 3) Stewart, D and P. Shamdasani, 1990. Focus Group – Theory and Practice, London, Sage.
- 4) Thomas, Nicholas.1991.Against ethnography. *Cultural Anthropology*.Vol.06.No. 3
- 5) Walliman, Nicholas.2011. Research methods- The basics. London and New York. Routledge



Philosophical Debates in Social Science
M.Phil/Ph.D. Semester-I

Credits-4

Course Objectives

The course aims to comprehend and analyse the epistemological and ontological foundations of social reality and the ensuing debates about the nature of knowledge and its production in social sciences. It revisits some of the ubiquitous debates about constructivism, modernism, rationality, self, culture that are often presented in dualisms. The objective of the course is to prod student to eschew the comfort of meta-theoretical bipolar understanding and engage with theoretical perspectives at a deeper level of complexity.

Learning Outcomes:

The students would be able to pose fresh questions about the nature of the social world and the knowledge and methodologies needed to understand it. They would become aware of the philosophical roots of their own epistemological and ontological positions and thus be more reflexive and imaginative in the way they engage with theoretical concepts, ideas and perspectives.

Unit -1 Science, knowledge and society

- Realism and Constructivism
- Individualism and Holism
- Structure and Agency

Unit -II Rationality and culture


- Rationality and relativity
- Self and other
- Tradition and modernity

Unit-III Beyond dualisms

- Critical realism
- Feminism
- Postmodernism

Essential Readings:

1. Baudrillard, J. 1994 (2010). *Simulacra and Simulation*. University of Michigan Press: Ann Arbor. (Translated by Sheila Faria Glaser).
2. Bauman, Z. 1991. *Modernity and its Ambivalence*. Cornell University Press: New York.
3. Bauman, Z. 1997. *Postmodernity and its Discontents*. Polity Press: Cambridge


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4. Benton, Ted and Ian Craib. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. Palgrave: New York.
5. Berard, T.J. 2005. "Rethinking Practices and Structures" in *Philosophy of the Social Sciences* June, 35: 196-230.
6. Berger, Peter L. and Thomas Luckmann. 1967. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Allen Lane: London.
7. Bhaskar, R. 1975 (1997). *A Realist Theory of Science*. Verso: London. 2nd Edition.
8. Delanty, Gerard. 2002. "Social Science Beyond Constructivism and Realism". Open University Press: Buckingham.
9. Derrida, J. 1976. *Of Grammatology*. The Johns Hopkins University Press: Baltimore (Translated by Gayatri Chakravorty Spivak).
10. Durkheim, E. 1982. *The Rules of the Sociological Method*. Free Press: University of Michigan. (Edited by S. Lukes).
11. Feyerabend, Paul 1993. *Against Method*. Verso: London.
12. Foucault, M. 1977. *Discipline and Punish*. London: Allen Lane.
13. Giddens, A. (1984). *The Constitution of Society*. Polity Press: Cambridge
14. Habermas, J. 1984. *Theory of Communicative Action*. Vol. I. Polity Press: Cambridge.
15. Hacking, Ian (1999). *The Social Construction of What?* Cambridge: Harvard University Press.
16. Harding, Sandra 1991. *Whose Science? Whose Knowledge?* Open University Press: Buckingham
17. Jarvie, Ian C. and Jesus Zamora Bonilla. 2011. *The Sage Handbook of Philosophy of Social Sciences*. Sage: London.
18. Kuhn, T.S. 1962. *The Structure of Scientific Revolutions*. University of Chicago Press: Chicago.
19. Lucius and Lucius, Stuttgart. 2001. "Luhmann's theory of knowledge: beyond realism and constructivism?" *Soziale Systeme* 7 (2001), Heft 2, S. 328-349. (English translation available).
20. Lukes, S. 1968. "Methodological Individualism Reconsidered," *British Journal of Sociology* 19, pp. 119-29.
21. Popper, Karl. 1959 (2010). *The Logic of Scientific Discovery*. Routledge. Indian edition.
22. Sen, Amartya. 2004. *Rationality and Freedom*. Harvard University Press: Cambridge.
23. Weber, Max. 1949 (2010). *Methodology of the Social Science*. (Translated and edited by Edwards Shills and Henry A Finch). Free Press.

24. Wray, K. Brad. "Kuhn's Constructionism" in *Perspectives on Science* - Volume 18, Number 3, Fall, 2010, pp. 311-327.

Note: The readings suggested are indicative rather than exhaustive. Students are encouraged to use resources from J Stor, and other online journal networks.

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Ph.D. Course Work (2021-22 onwards)

TERM PAPER (Optional)*

*Maximum Marks: 50
2 Credits*

Course Objectives:

- To help students to review the research papers in one's area of research.
- To help students to write a term paper and defend the same.
- To orient students to the domain of professional writing.

Learning Outcomes:

The students will be able to formulate a theme for the term paper in the area of their research based on a pilot study or review of literature. This is envisaged to help the students in finalizing their topic of proposed research and formulating an appropriate methodology.

Course Outline:

I: Writing a Term Paper (37.5 marks)

The term paper (around 6000-8000 words) should be prepared and submitted by the student as per the guidelines provided by the concerned supervisor. The structure should be as follows:

- Abstract (150-200 words)
- Key words: 4-5 keywords
- Introduction
- Review of Literature
- Research Methodology
- Findings and Conclusion
- References and Bibliography

II: Presentation of the Term Paper (12.5 marks)

- The students should prepare and present the term paper under the guidance of the supervisor.
- The presentation will be for 15 minutes followed by a discussion.
- This will be evaluated by the faculty members.

*Research scholars would be required to choose between a term paper and an annotated bibliography in consultation with their respective supervisors.


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Ph.D. Course Work (2021-22 onwards)

Annotated Bibliography (Optional)*

*Maximum Marks: 50
2 Credits*

Course Objectives:

- To help students to review books, periodicals, and other secondary sources in their area of research
- To help students to write an annotated bibliography and defend the same.
- To orient students to exploratory research and critical analysis in their proposed area of study.

Learning Outcomes:

The students will be able to formulate an annotated bibliography that collates relevant literature in their area of research. They are expected to sharpen their skills in shortlisting literature based on its relevance and its theoretical positionality vis-a-vis the existing literature in the field as well as their topic of study. This is envisaged to help the students in preparing the groundwork for further research, while building on the existing body of knowledge.

Course Outline

I: Writing an Annotated Bibliography (37.5 marks).

The annotated bibliography should be prepared by each student based on 10-12 books and journal articles in consultation with their supervisors, which will be evaluated by their respective supervisors.

The scholar is expected to locate and shortlist references and citations to books, journal articles, periodicals, and all formats of secondary sources that are relevant to the topic of research. A variety of theoretical perspectives should be critically engaged with, in order to develop a comprehensive critical framework for analysis.

The annotated bibliography should list and summarize the central argument of the book/ article under consideration. The scholar should be able to situate the work theoretically within the relevant literature in the area. The bibliography should compare and contrast the works cited with regard to their relevance and conceptual alignments/ divergences. Finally, the bibliography should make note of the research gap in the literature and comment on the significance of the scholar's proposed research in the broad area of study.


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II: Presentation of the Annotated Bibliography (12.5 marks)

- The students should prepare and present the annotated bibliography under the guidance of the supervisor.
- The presentation will be of 15 minutes followed by a discussion.
- This will be evaluated by the faculty members.

*Research scholars would be required to choose between a term paper and an annotated bibliography in consultation with their respective supervisors.

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Ph.D. Course Work (2021-22 onwards)

Research and Publication Ethics (RPE)

Maximum Marks: 50

2 Credits (30 hours)

Course Objectives:

The RPE is meant to create awareness about the publication ethics and publication misconducts. This course has total 6 units focusing on basics of philosophy of science and ethics, research integrity and publication ethics. Hands-on sessions are designed to identify research misconduct and predatory publications. Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools will be introduced in this course. The course will be conducted in a workshop mode along with class room teaching, guest lectures, group discussions, and practical sessions.

Course structure

The course comprises of six modules listed in the table below. Each module has 4-5 units.

Modules	Unit title	Teaching hours
Theory		
RPE 01	Philosophy and Ethics	4
RPE 02	Scientific Conduct	4
RPE 03	Publication Ethics	7
Practice		
RPE 04	Open Access Publishing	4
RPE 05	Publication Misconduct	4
RPE 06	Databases and Research Metrics	7
	Total	30


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Syllabus:

THEORY

- **RPE 01: PHILOSOPHY AND ETHICS**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

- **RPE 02: SCIENTIFIC CONDUCT**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

- **RPE 03: PUBLICATION ETHICS**

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

- **RPE 04: OPEN ACCESS PUBLISHING**

1. Open access publications and initiatives

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2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tools to identify predatory publications developed by SPPU
4. Journal finder/journal suggestion tools viz..JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.

- **RPE 05: PUBLICATION MISCONDUCT**

A. Group Discussions

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

B. Software tools

Use of plagiarism software like Turnitin, Urkund and other open source software tools

- **RPE 06: DATABASES AND RESEARCH METRICS**

A. Databases

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

B. Research Metrics

1. Impact Factor of journal as per journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

Evaluation:

Internal Assessment (12.5 marks): Continuous assessment will be done through tutorials, assignments, quizzes, and group discussions. Weightage will be given for active participation.


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End-semester Examination (37.5 marks): Final written examination will be conducted at the end of the course.

Suggested Readings:

Bcall, J. (2012). *Predatory publishers are corrupting open access*. Nature, 489(7415), 179-179 <https://doi.org/10.1038/489179a>

Bird, A (2006) *Philosophy of Science*. Routledge.

Indian National Science Academy (INSA), *Ethics in Science Education, Research and Governance*(2019), ISBN:978-81-939482-1-7.

http://www.insaindia.res.in/pdf/Ethic_Book.pdf

MacIntyre, Alasdair (1967) *A Short History of Ethics*. London.

National Academy of Science, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.

P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*. ISBN:978-9387480865

Resnik, D. B. (2011). *What is ethics in research & why is it important*. National Institute of Environmental Health Sciences, 1-10 Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>


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