

## Sociology Department PhD Course Structure Outline:

Total 16 Credits

Total Duration: 2 Semesters

### **First Semester:**

<b>Course Name</b>	<b>Credits</b>	<b>Marks</b>
Paper 1:(Code SOCL C1): Core Course on Research Methodology	6 credits	75
Paper 2:(Code SOCL C2) Core Course on Research and Publication Ethics	2 credits	25

### **Second Semester:**

<b>Course Name</b>	<b>Credits</b>	<b>Marks</b>
Paper 3: (Code SOCL E3): Elective Course on Literature Review	4 credits	50
Paper 4: (Code SOCL E4) Optional Course	4 credits	50

**Note:** The Research Methodology Course and Research and Publication Ethics Course in Semester One are advanced structured courses. However the courses in second semester are research centric and customized according to research requirement of each scholar and thus do not have pre structured syllabus/modules. Literature Review is a non-structured dialogical interactive course. Syllabus in the strict sense is not required. It depends on each scholar's research area. The Optional Course is also dynamically designed according to the need of specific scholar by the provisional supervisor.

All the four papers are non-sessional papers.

**Department of Sociology, Presidency University**

**PhD Course Work Syllabus**

**First Semester**

**Course Title: Research Methodology**

**Paper 1: Code SOCL C1**

**Credits: 6 Marks: 75**

**Module 1**

**The Preliminary Issues**

**Research and reflections on research continue to produce a rich repertoire of templates. An understanding of the choices available is a prerequisite of research. This module introduces us to select issues and debates.**

- Meaning and Functions of epistemology
- Epistemologies: Positivism, Post-Positivism
- Hermeneutics
- Social Constructivism
- Critical Theory

**Readings**

**Preliminary Issues**

1. Darlaston-Jones, Dawn (2007): *Making connections: The relationship between epistemology and research methods.*

2. Guba, E., & Lincoln, Y. (1994): 'Competing paradigms in qualitative research' in N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117).
3. Noella, Mackenzie and Knipe, Sally: 'Research dilemmas: Paradigms, methods and methodology' in *Issues In Educational Research*, vol. 16, 2006.
4. White, Morton, 'The Politics of Epistemology', *Ethics*, Vol. 100, No. 1 (Oct., 1989), pp. 77-92, <http://www.jstor.org/stable/2381146>.
5. Harding, Sandra, 'Rethinking Standpoint Epistemology: What is Strong Objectivity?' In Alcoff, Linda and Potter, Elizabeth, *Feminist Epistemologies*

Mjøset, Lars, 'The Contextualist Approach to Social Science Methodology' in Byrne: *The SAGE Handbook of Case-Based Methods*

### **Positivism, Post-Positivism**

1. Giddens, Anthony, 'Positivism and its critics' in Bottomore, Tom and Nisbet, Robert, *A History of Sociological Analysis*
2. Alexander, Jeffrey C, *Positivism: Presuppositions and Current Controversies*

### **Hermeneutics**

1. Reichertz, Jo, *Objective Hermeneutics and Hermeneutic Sociology of Knowledge*
2. Forster, Michael N, *Hermeneutics*

### **Social Constructivism**

1. Teague, Ryan (2000): *Social Constructivism & Social Studies*.
2. Knol, Maaïke (2011): *Constructivism and post-constructivism: The methodological implications of employing a post-constructivist research approach*.

3. Berger, P., & Luckman, T. (1966): *The Social Construction of Reality*.

## **Critical Theory**

1. Plummer, Ken, *A Manifesto for a Critical Humanism in Sociology: On questioning the Human Social World*
2. Plummer, Ken, *Documents of Life 2: an invitation to critical humanism*
3. Scheman, Naomi, 'Toward a Sustainable Epistemology', *Social Epistemology: A Journal of Knowledge, Culture and Policy*, <http://www.tandfonline.com/loi/tsep20>
4. Sandoval, Chela, *Methodology of the Oppressed*
5. Soyini, Madison, D.: *Critical Ethnography: Method, Ethics, and Performance*

## **Module 2**

### **The Principal Debates**

The search for knowledge is universal and sociological research is part of this ongoing process. Foundationalists believe in the possibility of unassailable ground for any claim to knowledge. Non-foundationalists argue that there simply are no such things as secure, knowledge is always conjectural and subject to revision. Is there or not any one way or best way of doing research on any issue at a fixed time-space frame? Researchers are faced with dilemmas and that lead to debates worth academic interrogation. Debates on compartmentalization of techniques, politics of locales, 'self' and the 'other', value and ethics, etc, are fundamental.

- Methodological Individualism versus Methodological Holism
- Methodological Nationalism versus Methodological Cosmopolitanism
- Quantitative versus Qualitative technique

### **Readings**

### **Methodological Individualism versus Methodological Holism**

1. Udeh, Lars, *Methodological Individualism: Background, history and meaning*
2. Arrow, Kenneth, 'Methodological Individualism and Social Knowledge, *The American Economic Review*, vol. 84, issue 2, 1994
3. Lukes, Steven (1968), "Methodological Individualism Reconsidered," *British Journal of Sociology* 19, pp. 119–29
4. Udéhn, Lars, 'The Changing Face of Methodological Individualism', *Annual Review of Sociology*, 28, 2002, pp. 479–507
5. Hodgson, Geoffrey M, *Meanings of Methodological Individualism*

### **Methodological Nationalism versus Methodological Cosmopolitanism**

1. Fay, Brian, *Contemporary Philosophy of Social Science: a multi-cultural approach*
2. Chernilo, Daniel, 'Social Theory's Methodological Nationalism: Myth and Reality', *European Journal of Social Theory*, 9(1), 2006, pp. 5-22.
3. 'Toward a New Critical Theory with a Cosmopolitan Intent', *Constellations*, 10 (4): 453-468;' Beck, Ulrich, 'Cosmopolitan Realism: On the Distinction Between Cosmopolitanism in Philosophy and the Social Sciences', *Global Networks* 4 (2): 13-156(2004).

### **Quantitative versus Qualitative**

1. Bryman, Alan, *Quantity and Quality in Research*, chap 3, pp. 131-134
2. Hesse-BiberSharlene Nagy and Leavy Patricia, *Approach to Qualitative Research:A Reader on Theory and Practice*, chap 1
3. Bourdieu, Pierre and Wacquant, Loic J. D, *An Invitation to Reflexive Sociology*
4. Hudson, Liam, *Cult of the Fact*
5. Putnam, Hillary: *The Collapse of the Fact/Value Dichotomy and Other Essays*

### **Module 3**

## Quantitative Methods

The course Quantitative Methods mainly focuses on the use of statistics in social research. Use of statistics in sociology deals with large sets of data gathered mostly through the use of Survey Research Method. The course will provide a guideline of quantitative research in general, further it will introduce statistical method –descriptive & inferential statistics, sampling techniques and it will end with hypothesis testing.

- **Quantitative Research Methods: Fundamentals and Components**
- **Tools and Techniques of Data Collection**
- **Statistical methods and Software: SPSS**

### Readings

1. Agresti, L. J. & Agresti, M. H., 2009. *Statistical method for Social sciences*. 4th ed. New Jersey: Pearson.
2. Kailash, K. K., 2012. The More Things Change, the More They Stay the Same in India: The Bahujan and the Paradox. *Asian Survey*, 52(2), pp. 321-347.
3. Lieberman, S., 1992. Einstein, Renoir, and Greeley: Some Thoughts about Evidence in Sociology: 1991 Presidential. *American Sociological Review*, 57(1), pp. 1-15.
4. Schuman, H., 2012. *Sense and Nonsense about Surveys*, North Carolina State University: Sage.
5. Yadav, Y., 2008. *Malcolm Adiseshiah Memorial Lecture*. Chennai, Malcolm & Elizabeth Adiseshiah Trust.
6. Vaus, D.A. De, 2002, *Surveys in Social Research*, Australia, Allen & Unwin.

## Module 4

### Locating Fields

The section on fields shall give students a notion of how the 'field' can be and has been constituted in the sociological-anthropological tradition. It shall also attempt to historically chart the place of the field in Sociology through decades, from the 1960s to the contemporary academic scene with a cutback of funding and administrative and other constraints that researchers have to handle. The field and the researcher shall be considered critically to see the ways in which the field has sometimes been fetishised and defended to represent a 'truth' that is unquestionable.

- What and who makes a field?
- To go native or be the "least adult": Different fields and fieldworker roles
- Conveying different fields
- The field as a holy cow

### **Readings**

1. Bourdieu, Pierre. *Picturing Algeria*. Edited by Franz Schultheis and Christine Frisinghelli. New York: Columbia University Press, 2012
2. Falzon, Mark-Anthony. *Multi-Sited Ethnography*. 2012. Theory, Praxis and Locality in Contemporary Research. Cambridge University Press, Cambridge.
3. Geertz, Clifford. 2001. *Available Light: Anthropological Reflections on Philosophical Topics*. Princeton University Press, Princeton.
4. Goode, William J. and Paul K. Hatt. 1952. *Methods in social research*. New York: McGraw-Hill.
5. Srinivas, M.N. 1976. *The Remembered Village*. University of California Press. Berkeley.
6. Srinivas, M.N; A.M. Shah, and E.A. Ramaswamy. 2004. *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*. New Delhi: OUP India

## **Module 5**

### **Participant Observation**

Participant observation, the quintessential hallmark of twentieth century ethnographic genius has mostly been celebrated as the necessary condition for familiarizing a foreign culture. This has largely been accepted and great works have resulted in the process. While it is essential to understand participant observation as a method and especially through some critical ethnographies which have used it, it is also becoming imperative in recent times to analyze its philosophical status and inquire into its discursive paradoxes: the crucial contradiction between participation and observation, subjectivity and objectivity. This has become all the more decisive after the flip side of ‘going native’ caused intense controversies especially in Amazonian anthropology, and therefore, since ethics in research became a theoretical mainstay. So from rigorous fieldwork, the primacy of the self, the epistemological status of the other, the insider/outsider debate, emotions in the field, self-reflexivity, to now, the problem of ethics, and the thorough critique of autoethnography—this module will traverse the entire course.

- **Observation**
- **Participation**
- **Self-other problematique**
- **Ethics**

## Readings

1. Russell Bernard, H. (ed.), *Handbook of Methods in Cultural Anthropology*, Altamira Press, 2000 (Introduction: On Method and Methods in Anthropology, and chapter 8, 'Participant Observation')
2. Watson, C.W., (ed.), *Being There: Fieldwork in Anthropology*, Pluto Press: London, 1999 (Introduction: The quality of being there)
3. V. Crapanzano, 'At the Heart of the Discipline: Critical reflections on fieldwork' in Davies, J. & Spencer, D, (ed.) *Emotions in the field: The Psychology and Anthropology of Fieldwork Experience*, Stanford University Press: Stanford, 2010
4. J. Cook, 'Ascetic Practice and Participant Observation, or the Gift of Doubt in Field Experience' in Davies & Spencer (eds.), *Emotions in the Field*
5. Clifford, J & Marcus, G, (eds.) *Writing Culture: The poetics and politics of Ethnography*, University of California Press, 1986 (select articles)

## Module 6

### 'Narrative' and Narrative analysis

This section of the course on methods and methodology focuses on understanding social lives as storied lives and narrative and narrativity, as concepts of social epistemology and social ontology. How narratives can be read and analysed within and through oral, visual and written texts such as interviews, photos, artefacts, autobiography, letters and field notes will also be discussed. By emphasising on the perspectival and contingent nature of social remembering, narratives will be linked to the idea of time as socially and subjectively experienced and non-linear; shaping narrative construction of identities that are contingent upon the destabilising dimensions of space, time, memory and relationality.

**'Narrative': A structuralist understanding, Ferdinand de Saussure and Ronald Barthes.**

- Locating the narrative turn in relation to the interpretivist, cultural and linguistic turns within sociology.
- Reading narratives as texts; visual, written and oral and modes of narrative analysis.
- Linking narratives with the concepts of time and memory.

### **Readings**

Barthes, R. and Duisit, L. (1975). An Introduction to the Structural Analysis of Narrative. *New Literary History*, Vol.6, No. 2, On Narrative and Narratives. 237-272.

Riessman, C.K. (2008). *Narrative methods for the human sciences*. London: Sage.

Bruner, J.S. (1991). The narrative construction of reality. *Critical Inquiry*, 18(1), 1-21.

Gubrium, J.F., & Holstein, J.A. (2009). *Analysing narrative reality*. Thousand Oaks, CA: Sage.

Ricoeur, P. (1980). Narrative and Time. *Critical Inquiry*, 7(1), 169-190.

Saussure, de, F. (1983). *Course in General Linguistics*. Open court publishing.

## **Module 7**

### **History and Ethnography**

In this module we will be discussing the conceptual relationship between historical and ethnographic research. We will begin with a critique of the positivist understanding of ‘History’ as a search for ‘the past as it actually was’ by moving through debates which foregrounded the essentially rhetorical and ideological character of the documentary traces of the past. From there we will move towards the contested terrain of authenticity of the ‘lived experience’ of the inhabitants of the field, as reflected in the methodological reconfigurations of contemporary ethnography. Finally we will try to reassess the ‘field’ or the ‘archives’ by juxtaposing, interlocking, and combining various kinds of re-tellings of individual and collective lives.

- History and Ethnography: Some classical equations
- Historical methods: The linguistic turn
- Ethnography: Reconsidering 'experience'
- Textuality and Orality

### **Readings**

1. Dube, Saurabh (ed.) *Historical Anthropology*, Oxford University Press: New Delhi, 2009 (select articles)
2. Price, Richard, *First Time: The historical vision of an Afro-American people*, University of Chicago Press, 1983
3. Ray, Manas, 'Growing up refugee', *History Workshop Journal*, Vol. 53, No. 1, 2002
4. Roberts, Geoffrey (ed.) *The History and Narrative Reader*, Routledge: London & New York, 2001 (select articles)
5. Siddiqui, M.H., 'History and Society in a popular rebellion: Mewat, 1920-1933', *Comparative Studies in Society and History*, Vol. 28, No. 3, 1986
6. Skaria, Ajay, *Hybrid Histories: Forests, frontiers, and wildness in Western India*, Oxford University Press, 2001 (select chapters)
7. White, Hayden, *Tropics of Discourse: Essays in Cultural Criticism*, Johns Hopkins University Press, 1978 (Introduction)

**Department of Sociology, Presidency University**  
**PhD Course Work Syllabus**

**First Semester**

**Course Title: Research and Publication Ethics**

**Paper 2: Code SOCL C2**

**Credits: 2 Marks 25**

**Course Objective:** The present course seeks to enlighten committed researchers in understanding the basic research protocols while doing as well as writing research. The course primarily attempts to emphasize on the aspect of code of research ethics which is necessary while doing research in social science. The course would also like to provide a detailed understanding of the consequences of plagiarism as well as awareness about ethical research work.

**Module 1**

**Academic Paper Writing: Stylization and Citations**

- Writing a paper: Choosing a Topic
- Styles of citations: APA, MLA, Chicago

**Module 2**

**Understanding Intellectual Rights**

- What are intellectual property rights (IPR)?: Legal Framework
- Types of IPR: Patents, Trademark, Copyrights, Related rights

**Module 3**

## Plagiarism and Research Ethics

- Understanding ethics in research: Needs and Applications.
- Plagiarism: Concept, components, Software

### References:

1. Alvi, M.H. (2016) A Manual For Referencing Styles in Research.  
[https://www.researchgate.net/publication/308786787\\_A\\_Manual\\_for\\_Referencing\\_Styles\\_in\\_Research](https://www.researchgate.net/publication/308786787_A_Manual_for_Referencing_Styles_in_Research).
2. Canterbury Christ Church University. (2014). An Introduction to Ethics Issues and Principles in Research Involving Human Participants. Retrieved from <https://www.canterbury.ac.uk/research-andconsultancy/documents/introduction-to-ethics.pdf>.
3. Jones, J, Quinn, S., Brown, H. (2011) Writing for Sociology, (2<sup>nd</sup> Ed.) University of California.  
[https://sociology.berkeley.edu/sites/default/files/documents/student\\_services/writing\\_guide/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf](https://sociology.berkeley.edu/sites/default/files/documents/student_services/writing_guide/Writing%20for%20Sociology%20Guide%20Second%20Edition.pdf)
4. Helgesson, G and Ericson, S (2014) Plagiarism in Research, Medicine, Healthcare and Philosophy. <https://link.springer.com/article/10.1007/s11019-014-9583-8>
5. Roig, M. (2006). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing. Office of Research Integrity.  
[www.cse.msu.edu/~alexliu/plagiarism.pdf](http://www.cse.msu.edu/~alexliu/plagiarism.pdf).
6. <https://secure.arkund.com/account/auth/login>.
7. <https://www.grammarly.com/plagiarism-checker>