CURRICULUM

FOR

SOCIOLOGY

At

NUMS DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

NATIONAL UNIVERSITY OF MEDICAL SCIENCES RAWALPINDI

Curriculum Development Committee

1. Dr. Muhammad Azam Chaudhary (Anthropology), Dean Faculty of SSH
2. Dr. Abdul Qadar (Acting HOD) - (Social Anthropology) - Assistant Professor
3. Dr. Yasir Mehmood (Economics) – Assistant Professor
4. Dr. Maria Imtiaz (Mathematics)- Assistant Professor
5. Dr. Amjad Sohail (Philosophy) - Assistant Professor
6. Ms. Sara Shafiq (Anthropology) – Lecturer
7. Ms. Taskeen Mansoor (Anthropology) – Lecturer
8. Ms. Salma Naz Khattak (English) – Lecturer
9. Ms. Misbah Obaid (English) – Lecturer

Co-opted Members

1. Dr. Arif Mahmud (Geography)- Associate Professor
2. Dr. Umar Khayyam (Development Studies)- Associate Professor, HOD Development Studies- NUST
3. Dr Arsalan Waheed (Sociology)- Assistant Professor, Development Studies- NUST

Table of Contents

BS 4 –Year (8 Semesters) Program in Sociology

Introduction of the Program

BS Sociology is an interdisciplinary program aimed to equip students with the basic understanding of the development, structure, and functioning of human society so they are able to study, analyze and explore solutions to social problems including those related with health issues in a conducive environment involving skill learning both in and outside the classroom through community engagement. The program would also prepare students to examine human interactions, cultural phenomena, and themes such as social inequalities for resources, health facilities, climate change, rural development and urbanization, which have effects on individuals and groups wellbeing. The program is to use the sociological imagination concept of sociology to make connections between personal experiences and larger social issues. Major themes in sociological thinking include the interplay between the individual and society, society as a stable and as a changing structure, the causes and consequences of social inequality, and the social construction of human life.

The curriculum provides an out of the box look at societies and cultures with more focus on Pakistani societal issues with the aim to derive way forward towards social justice and positive change. The course will provide due foundation for further studies in the field of sociology.

Vision of the Program

To envisions better understanding of the complex dynamics of social issues, and unearth possible solutions for achievement of perpetual peace in society.

Mission of the Program

BS program in Sociology aims at equipping the students with conceptual tools, scientific knowledge and practical skills to gain a deeper understanding of social world and face the critical challenges that may come in practical life.

Objectives of the Program

- To develop a sociological understanding of key societal phenomena and changes.
- To achieve insight of the central sociological concepts and their application.
- To train the students practically and make them capable of applying sociological approaches to redefine the national goals for a sustainable and progressive Pakistan.

Learning Outcomes of the Program

A BS graduate of Sociology will be able to:

- Conduct multidisciplinary researches in the field of Sociology
- Develop an insight to understand contemporary social issues in a variety of socio- cultural settings
- Demonstrate the ability to critically dialogue about the anthropological, philosophical, political, psychological and economic dimensions of societal phenomena.
- To appreciate the role of human agency in social change.

Scope regarding market and employment perspective of program

What we learn	*Related positions*
Social Research Methods Statistics	Market Research/Data Officers Program Evaluation Experts Quality Management and Control Data Analysis
Demography Population Urban Sociology /Rural Sociology Sociology of Community	National, Urban & Rural Planning Market Analysis Strategic Planning/Forecasting
Organizational Behavior and HRD	Human Resource Management
Formal Organizations	Organizational Development
Sociology of Families Race, Class, and Gender Social Inequality	Social Services/Welfare Management Educational Administrations Support Associations and Government Work

Entry Requirement of the Program

- F.Sc (Pre-Medical or Pre-Engineering), F.A., ICS, I.Com, A Levels, High School Diploma, International Baccalaureate or equivalent qualification (Equivalence certificate from IBCC required in case of foreign qualification)
- Minimum score 50% aggregate marks
- NUMS Admission Test with minimum 50% of cumulative score
- Interview

Layout for BS (4 Years) in Sociology

Duration: Maximum 4 Years (8 Semesters)		
Semester duration: 16-18 weeks		
Categories	**Number of Courses**	**Credit Hours**
Compulsory Courses	9	25
General Courses	9	27
Foundation Courses	9	27
Major Courses including research and internship	12	36
Electives	4	12
Thesis-6 credit hours During the final year a student will undertake an undergraduate thesis of 6 credits under supervision of a faculty member. **Summer Internship- 3 credit hours** Students will be encouraged to do internship in a relevant academic, research, business, health or development sector organization		
Total Credit Hours: 127 (HEC requirement of minimum 124 Cr. Hrs.)		
Program Type: Regular Morning		

Table of Specification

S.no	Component	Percentage
1	Quizzes	05%
2	Sessional Examination	10%
3	Mid Semester Examination	25%
4	Assignments/Presentations/Practical	20%
5	End Semester Examination	40%

* For each course, these specifications will be decided by course instructor in collaboration with faculty.

LIST OF COURSES

Compulsory Courses

Course Code	Course Title	Credit Hrs.
AHS-611	English I Functional English	3 (3+0)
AHS-621	English II Communication Skills	3 (3+0)
AHS-631	English III Technical Writing and Presentation Skills	3 (3+0)
AHS-641	Pakistan Studies	2 (2+0)
AHS-612	Entrepreneurship	3 (3+0)
AHS-622	Introduction to Computer	3 (3+0)
SOC-623	Pakistani Society and Culture	3 (3+0)
AHS-624	Islamic Studies/Ethics	2 (2+0)
SOC-613	Introduction to Statistics	3 (3+0)
Total		**25 cr hrs**

Interdisciplinary General Courses

Course Code	Course Title	Credit Hrs.
SOC -614	Introduction to Philosophy	3 (3+0)
SOC -615	Introductory Geography	3 (3+0)
SOC -625	Introduction to Economics	3 (3+0)
SOC -632	Introduction to Psychology	3 (3+0)
SOC -633	Introduction to History	3 (3+0)
SOC-634	Introduction to Anthropology	3 (3+0)
SOC -642	Political Science and Governance	3 (3+0)
SOC -643	Environmental Sociology	3 (3+0)
SOC -644	Logic and Critical Reasoning	3 (3+0)
Total		**27 cr hrs**

Foundation (Core) Courses

Course Code	Course Title	Credit Hrs.
SOC-616	Introduction to Sociology	3 (3+0)
SOC- 626	Philosophical Foundations of Social Thought	3 (3+0)
SOC-635	Gender Studies	3 (3+0)
SOC -645	Social Theories	3 (3+0)
SOC -646	Sociology of Religion	3 (3+0)
SOC -651	Methods of Social Research	3 (3+0)
SOC -652	Statistics for Sociology	3 (3+0)
SOC -661	Advanced Research Methodology	3 (3+0)
SOC -662	Social Work	3 (3+0)
Total		**27 cr hrs**

Major Courses

Course Code	Course Title	Credit Hrs.
SOC -653	Introduction to Population Studies	3 (3+0)
SOC 654	Project Planning & Management	3 (3+0)
SOC -655	Urban Sociology	3 (3+0)
SOC -663	Community Development	3 (3+0)
SOC -664	Sociology of Health & Medicine	3 (3+0)
SOC-665	Sociology of Inequality	3 (3+0)
SOC -671	Criminology	3 (3+0)
SOC-672	Rural Sociology	3 (3+0)
SOC -681	Sociology of Globalization	3 (3+0)
SOC -699a	Research Project I	3 (0+3)
SOC -699b	Research Project II[1]	3 (0+3)
SOC -600	Internship	3 (0+3)
Total		**36 cr hrs**

Elective Courses

Course Code	Course Title	Credit Hrs.
SOC -601	Electronic Media & Virtual Society	3 (3+0)
SOC -602	Governance and Social Policy	3 (3+0)
SOC -603	Peace and Conflict Resolution	3 (3+0)
SOC -604	Rural Development	3 (3+0)
SOC -605	Organizational Behavior and HRD	3 (3+0)
SOC -606	Criminology	3 (3+0)
SOC -607	Industrial Sociology	3 (3+0)
SOC- 608	Sociolinguistics	3 (3+0)
SOC- 609	Academic Writing	3 (3+0)
SOC -610	Sociology of Education	3 (3+0)

---

[1] *Research project of 6 credit hours will be evaluated at the end of 8th semester*

Scheme of Studies

First Semester

Course Code	Course Title	Credit Hrs.
AHS-611	English-I Functional English (Compulsory I)	3 (3+0)
AHS-612	Entrepreneurship (Compulsory II)	3 (3+0)
AHS-613	Introduction to Statistics (Compulsory III)	3 (3+0)
SOC-614	Introduction to Philosophy (General I)	3 (3+0)
SOC -615	Introductory Geography (General II)	3 (3+0)
SOC -616	Introduction to Sociology (Foundation I)	3 (3+0)
Total		**18 cr hrs**

Second Semester

Course Code	Course Title	Credit Hrs.
AHS-621	English-II (Communication Skill) (Compulsory IV)	3 (3+0)
AHS-622	Introduction to Computer (Compulsory V)	3 (3+0)
SOC-623	Pakistani Society and Culture (Compulsory VI)	3 (3+0)
AHS-624	Islamic Studies / Ethics (Compulsory VII)	2 (2+0)
SOC-625	Introduction to Economics (General III)	3 (3+0)
SOC-626	Philosophical Foundation of Social Thought (Foundation II)	3 (3+0)
Total		**17 cr hrs**

Third Semester

Course Code	Course Title	Credit Hrs.
AHS- 631	English-III (Technical Writing and Presentation Skills) (Compulsory VIII)	3 (3+0)
SOC -632	Introduction to Psychology (General IV)	3 (3+0)
SOC -633	Introduction to History (General V)	3 (3+0)
SOC -634	Introduction to Anthropology (General VI)	3 (3+0)
SOC -635	Gender Studies (Foundation III)	3 (3+0)
Total		**15 cr hrs**

Fourth Semester

Course Code	Course Title	Credit Hrs.
AHS -641	Pakistan Studies (Compulsory IX)	2 (2+0)
SOC -642	Political Science and Governance (General VII)	3 (3+0)
SOC -643	Environmental Sociology (General VIII)	3 (3+0)
SOC-644	Logic and Critical Reasoning (General IX)	3 (3+0)
SOC -645	Social Theories (Foundation IV)	3 (3+0)
SOC -646	Sociology of Religion (Foundation V)	3 (3+0)
Total		**17 cr hrs**

Fifth Semester

Course Code	Course Title	Credit Hrs.
SOC -651	Methods of Social Research (Foundation VI)	3 (3+0)
SOC -652	Inferential Statistics (Foundation VII)	3 (3+0)
SOC -653	Introduction to Population Studies (Major I)	3 (3+0)
SOC -654	Project Planning & Management (Major II)	3 (3+0)
SOC -655	Urban Sociology (Major III)	3 (3+0)
Total		**15 cr hrs**

Sixth Semester

Course Code	Course Title	Credit Hrs.
SOC -661	Advanced Research Methodology (Foundation VIII)	3 (3+0)
SOC -662	Social Work (Foundation IX)	3 (3+0)
SOC -663	Community Development (Major IV)	3 (3+0)
SOC -664	Sociology of Health & Medicine (Major (V)	3 (3+0)
SOC -665	Sociology of Inequality (Major VI)	3 (3+0)
Total		**15 cr hrs**

Seventh Semester

Course Code	Course Title	Credit Hrs.
SOC -671	Criminology (VII)	3 (3+0)
SOC -672	Rural Sociology (Major VIII)	3 (3+0)
SOC -699-a	Research Project I (Major IX)	3 (0+3)
Select any two electives from the list		
(Elective I)		3 (3+0)
(Elective II)		3 (3+0)
Total		**15 cr hrs**

Eighth Semester

Course Code	Course Title	Credit Hrs.
SOC -681	Sociology of Globalization - (Major X)	3 (3+0)
SOC -699-b	Research Project II (Major XI)	3 (0+3)
SOC -600	Internship (Major XII)	3 (0+3)
Select any two electives from the list		
(Elective III)		3 (3+0)
(Elective IV)		3 (3+0)
Total		**15 cr hrs**

Elective Courses

Course Code	Course Title	Credit Hrs.
SOC -601	Electronic Media & Virtual Society	3 (3+0)
SOC -602	Governance and Social Policy	3 (3+0)
SOC -603	Peace and Conflict Resolution	3 (3+0)
SOC -604	Rural development	3 (3+0)
SOC -605	Organizational Behavior and HRD	3 (3+0)
SOC -606	Law and Society	3 (3+0)
SOC -607	Industrial Sociology	3 (3+0)
SOC- 608	Sociolinguistics	3 (3+0)
SOC- 609	Academic Writing	3 (3+0)
SOC- 610	Sociology of Education	3 (3+0)

Assessments and Examinations

- Sessional & Mid Semester results of the students shall be sent to Academic Directorate / Examination Directorate by concerned institute/department.
- End Semester exam will be taken by the University
- Students who hold certificates of 75% attendance will be allowed to sit for the exam
- All students will be assessed during the courses and at end of semester examinations as per NUMS grading system policy

	Weightage	Marks	Assessment Tool
Quizzes	05%	5	SAQs/SEQs
Sessional Examination	10%	10	SAQs/SEQs
Mid Semester Examinations	25%	25	SAQs/SEQs
Assignments/Presentations	20%	20	Presentation/Viva/Report
Final End Semester Examination	40%	40	MCQs 5marks SAQs/SEQs 35marks
Total	100%	100	

a.   2.00 CGPA will be the qualifying score for the award of degree
b.   The results and transcript will be issued by the Controller of Examination, NUMS

Faculty Detail/Qualifications

S #	Name	Designation	Status	Qualification	Date of Joining
1.	Dr. Azam Chaudhary	Dean SSH	Permanent	PhD Anthropology	01-01-2020
2.	Dr. Abdul Qadar	Acting HOD Assistant Professor	Permanent	PhD Social Anthropology and Ethnology, MPhil Pakistan Studies	31-01-2019
6.	Dr. Yasir Mehmood	Assistant Professor	Permanent	PhD Economics	20-02-2019
3.	Dr. Maria Imtiaz	Assistant Professor	Permanent	PhD Mathematics	10-04-2019
11.	Dr. Amjad Sohail	Assistant Professor	Permanent	PhD Philosophy	1-03-2021
9.	Sara Shafiq	Lecturer	Permanent	MPhil Anthropology	18-06-2019
7.	Taskeen Mansoor	Lecturer	Permanent	MPhil Anthropology	18-06-2019
10.	Ms. Salma Naz Khattak	Lecturer	Permanent	MPhil English	12-03-2021
12.	Ms. Misbah Obaid	Lecturer	Permanent	MPhil English	11-03-2021

SEMESTER 1

**COURSE CODE: AHS-611   ENGLISH-I (Functional English)   Cr. Hrs. 3
(3+0)**

Description of Course

Functional English (English I) is a 3-credit-hour course with 3+0-hour lectures per week. This course is appropriate for students from all backgrounds. The core content up to a 16-week course is designed to give basic knowledge of the English language and improves their reading, writing, listening, and presentation skills. The course will give an opportunity for the student to use the English language for communication and expression of their ideas.

Learning Outcomes
By the end of this course students will be able to:
Develop sufficient vocabulary and grammar for effective writing, reading, listening and speaking for correct and fluent English

Course Content
I. **Vocabulary**

   Dictionary skills (dictionaries usage, Denotations & Connotation)
   Synonyms and Antonyms
   Root words
   Prefixes and suffixes
   Homonyms & paronyms, homophones, homographs, heteronyms, capitonyms, oronyms

II. **Grammar**

   Parts of speech
   Articles
   Tenses
   Active and passive voices
   Conditionals

III **Writing**
   Sentence and its kinds
   Subordinate and coordinate clauses.
   Noun clauses, Adjectival
   clauses, Adverbial clause
   Narrative writing
   Cause and effect writing
   Descriptive writing

   IV. Reading Comprehension
   Skimming

Scanning
Inferential reading
Active and Analytical Reading
Cause and effect
Book Reviews

V- Speaking / Listening

Presentation Skills

Types of presentation

Verbal and non-verbal communication

How to prepare power point slides?
How to make an effective presentation?

Recommended Books:

Note: Extensive reading is required for vocabulary building

a. **Grammar**
1. Practical English Grammar by AJ. Thomson and AV Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
2. Practical English Grammar by A J Thomson and A V Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506

b. **Writing**

Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

c. **Reading/Comprehension**
- Reading. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 9 453402 2.
- Fanselow, J. (1987) Breaking Rules. New York: Longman.
- Goh, C.M. (2007) Teaching Speaking in the Language Classroom. Singapore:
- SEAMEO-RELC.
- Harmer, J. (2001) The Practice of English Language Teaching. Harlow: Pearson
- Nation, P. (2002) Managing Vocabulary Learning. Singapore: SEAMEO-RELC.
- Richards, J.C. (2005) Communicative Language Teaching Today. Singapore: RELC.
- Swan, M. (2005) Practical English Usage. Oxford: OUP.
- Thornbury, S. (2005) Grammar. Oxford: OUP. Ur, P. (1996) A Course in Language Teaching. Cambridge: CUP.

B. Assessment

Content covered	Marks (MCQS/SAQs/SEQs)
Vocabulary	10
Writing	10
Grammar	10
Reading/Listening	10
Total	**40 Marks**

COURSE CODE: AHS-612 **ENTREPRENEURSHIP** **Cr. Hrs. 3 (3+0)**

Course Description

This course explores all aspects of the creation of a new venture from idea through startup, growth, and beyond. Students will learn how to evaluate opportunities, develop strategies, create a business plan and acquire financing for a new venture. In this course students will develop a business plan for a new venture. Some barriers related to Pakistan will also be discussed.

Learning Objectives

This course is designed to enable students to:

- Understand the importance of action and practice in entrepreneurship.
- Understand the history of entrepreneurship.
- Analyze the Theoretical and practical aspects of Entrepreneurships.
- Compare and contrast the different forms of entrepreneurship

Course Outline

1. Introduction to Entrepreneurship

- Nature, Importance and Development of Entrepreneurship
- Entrepreneurial Decision Process
- Role of Entrepreneurs in Economic development
- Ethics and Social Responsibility of Entrepreneurship
- Entrepreneur and Entrepreneurial Mind
- The Entrepreneurship process

2. Nature and Importance of SMEs

   - SMEs Definitions / Understanding by various Regulatory Authorities in Pakistan
   - SMEs contribution to GDP of any country, and of Pakistan
   - SMEDA' s Role in promoting and developing SMEs

3. Idea Generation

   - The Individual Entrepreneur, and Techniques for Idea Generation Process
   - Entrepreneur VS Intrapreneur
   - Creativity, Innovation and Entrepreneurship
   - Creative Thinking; Barriers to creativity
   - The creative Process; Techniques for improving the creative process

4. Planning

   - The Customer and Product Plan/Feasibility:
   - Understanding of Customer through Demand and Desire
   - The Industry and Marketing Plan
   - The Financial Plan/Feasibility
   - The Organizational Plan/Feasibility

5. Business Plans and Business Model

   - Business plan: components, and classification of business plans
   - Financing options

6. Product Life Cycle

   - Preparing for the new launch
   - Execution & Growth
   - Managing early growth of the New Venture

7. Environmental Issues / Trends and Their Impact

   - PESTEL Analysis, and Competitive Environment Analysis

8. Strategic options for growth

   - Growth Options: Joint Venture; Franchising; Acquisitions; Synergy; Mergers; Hostile Takeovers; Licensing etc.
   - Sustainability Analysis and Maintenance

9. International Entrepreneurship Opportunities

   - The Nature of International Entrepreneurship; Importance of International Entrepreneurship; Entrepreneurial Entry into International Business

10. Contemporary Issues

   - Management of SMEs in today's world

- Promotion and Development of SMEs in Pakistan
- SMEs' contribution towards Income, Employment and other Macroeconomic Variables
- Management succession and continuity: A family Business Perspective
- Woman and Minority Entrepreneurship
- Social Entrepreneurship (Social Responsibility)

Learning Outcomes

After completing this course, students will be able:

- Think like a social entrepreneur to tackle problems across public, private, and nonprofit sectors

- Carve students own path for making change, whether that be founding an enterprise, serving on a board, or supporting social entrepreneurs in other creative ways

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Learning Resources

1. Barlett, Christopher A., and Sumantra Goshal. Strategy & Leadership - Latest Edition

2. Carrier, Camille., Entrepreneurship in Large Firms and SMEs. A Comparative Study – Latest Edition

3. Donald F. Kuratko, Richard M. Hodegetts, Entrepreneurship, Theory, Process and Practise - Latest Edition

4. Entrepreneurship new venture creation by David H. Holt - Latest Edition

5. Entrepreneurship: Successfully Launching New Ventures by Bruce R. Barringer, Duane Ireland, Latest Edition

6. Essentials of Entrepreneurship and Small Business Management, Norman M. Scarborough, Latest Edition

7. Hisrich and Peters, Entrepreneurship, McGraw-Hill – Latest Edition

8. Kagan, Daniel. (Latest Edition), Why Entrepreneurs ignore good advice: A study in non-linearity and Ego. Human System Management Vol14, no 4, pp327-33.

9. Pitts R.A. and Snow C.C., Strategies for Competitive Success, Johan Willy - Latest Edition

10. Thomas W. Zimmer, Norman M, Essentials of entrepreneurship and small business management, Prentice Hall - Latest Edition

COURSE CODE: AHS-613 **INTRODUCTION TO STATISTICS** **Cr. Hrs. 3 (3+0)**

Course Description

This course deals with statistical concepts, such as data presentation, graphs, measures of central tendency and dispersion, correlation, and index numbers. The students will be able to collect, present and analyze the data and understand techniques of data collection and data presentation by using statistical techniques. This course will help them to communicate the results of statistical work and write up the results of statistical analysis in a report consisting of a nontechnical abstract for decision makers, so that they can improve their decisions.

Learning Objectives

This course is designed to enable students to:

- Understand and be able to calculate basic statistical concepts (tabular and graphic representation of data, measures of central tendency, dispersion and asymmetry, correlation)
- Apply knowledge to solve simple tasks using computer software, such as MS Excel, SPSS.
- Acquired knowledge will be helpful to interpret the meaning of the calculated statistical results.

Course Outline

1. Introduction

   - Definition of Statistics, Population, sample
   - Descriptive and inferential
   - Statistics, Observations
   - Data, Discrete and continuous variables, Collection of primary and secondary data, Sources,
   - Editing of Data

2. Presentation of Data

   - Principles of classification and Tabulation
   - Constructing of a frequency distribution
   - Relative and Cumulative frequency distribution
   - Diagrams, Graphs and their Construction, Bar charts, Pie chart, Histogram
   - Frequency polygon and frequency curve, bivariate frequency distribution

3. Measures of Central Tendency

   - Average and types of average
   - Quantiles
   - Empirical Relation between Mean, Median and mode
   - Relative Merits and Demerits of various Averages

4. Measures of Dispersion

- Introduction, Absolute and relative measures, Range,
- The semi-Inter-quartile
- Range, The Mean
- Deviation, The Variance, Interpretation of the standard Deviation,
- Coefficient of variation, Properties of variance and standard Deviation, Moments and Moments ratios.

5. Probability and Probability Distributions

- Basic concepts, Addition and multiplication rules of Probability, Conditional probability, Types of Random variables

- Probability distribution, The binomial distribution,
- The Hyper-geometric distribution, The normal distribution, Distribution of continuous random variable.

6. Sampling and Sampling Distributions

- Introduction, sample design and sampling frame, probability and nonprobability sampling, sampling and non-sampling errors, sampling with and without replacement, Sampling distributions for single mean and proportion.

7. Hypothesis Testing

- Introduction, Statistical problem, null and alternative hypothesis, Type-I and Type-II errors, level of significance, Test statistics, acceptance and rejection regions, general procedure for testing of hypothesis.

8. Regression and Correlation

- Introduction, cause and effect relationships, simple linear regression, estimation of curve fitting, Correlation.
- Coefficient of linear correlation, its estimation and interpretation.
- Change of origin and scale.

Learning Outcomes

- Calculate basic statistical concepts (tabular and graphic representation of data, measures of central tendency, dispersion and asymmetry, correlation).

- Solve simple tasks using computer software, such as MS Excel, SPSS.

- Interpret the meaning of the calculated statistical results.

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Learning Resources

1. Clarke, G. M., & Cooke, D. (1978). A basic course in statistics (No. 519.5 C53).
2. Chaudhry, S.M. and Kamal, S. (2008), "Introduction to Statistical Theory" Parts I & II, 8th ed, Ilmi Kitab Khana, Lahore, Pakistan.
3. Mann, P. S. (2010) Introductory Statistics. Wiley.
4. Spiegel, M.R., Schiller, J.L. and Sirinivasan, R.L. (2000) "Probability and Statistics", 2nd ed. Schaums Outlines Series. McGraw Hill. NY.
5. Walpole, R.E., Myers, R.H and Myers, S.L. (1998), "Probability and Statistics for Engineers and Scientist" 6th edition, Prentice Hall, NY.
6. Zaman, A. (2016), "Introduction to Statistics" Online access for book and related data sets. https://sites.google.com/site/introstats4muslims/textbook https://sites.google.com/site/introstats4muslims/excel.

| **COURSE CODE: SOC-614** | **INTRODUCTION TO PHILOSOPHY** | **Cr. Hrs. 3 (3+0)** |

Course Description:

This course will acquaint students to basic philosophical concepts, basic problems and methods of philosophical inquiry, concentrating on the work of major thinkers as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Sartre, Noam Chomsky etc. Topics of discussion include the nature of philosophy; the nature and limits of human knowledge; the scope and limits of human freedom; the differences between right and wrong conduct; the nature of the good life; and the meaning and value of human existence.

Learning Objectives:

- To identify the major periods and the major figures in the history of Western philosophy
- To identify and analyze the basic problems of philosophy in the fields of metaphysics, epistemology and axiology.
- To interpret, summarize, and paraphrase the views of philosophers as expressed in philosophical texts.
- To use the logical and critical thinking methods of philosophy to analyze and evaluate the ways in which philosophers attempt to solve the problems of philosophy.
- To locate, evaluate, and effectively use information from a variety of relevant sources.
- To participate actively in discussions of philosophical ideas and issues.

Course Contents:

1. Module 1: Philosophy as word:
   Thinking, reasoning, remembering, or involving conscious intellectual activity.
   The formative role it plays in the development of cognitive processes.

2. Module 2: Philosophy as knowledge (Epistemology):
   Study of knowledge, belief, and rationality. What is knowledge? How do we acquire knowledge?
   What is it to believe something? Can I choose what to believe? How does our commonsense notion
   of belief common in cognitive science and the decision sciences?

3. Module 3: Ancient and Medieval Philosophies:
   A study of major philosophers of ancient Greece, Rome, and the medieval period, including the
   Pre-Socratics, Plato, Aristotle, Epicurus, the Stoics, Augustine, Anselm, and Aquinas.

4. Module 4: Modern and 20th century Philosophies:
   A study of Mind-Body Distinction, the Empiricists, Rationalists, Existentialists, and Pragmatists
   and issues regarding skepticism, justification, freedom of the will, personhood and personal
   identity, particularly narrative accounts of the self.

5. Module 5: Philosophy of Language:
   What is language and what is it for? What is a meaningful sentence? What makes a sentence true?
   Why is language always changing? The relationship between language and culture (language
   games; radical interpretation; social change).

6. Module 6: Philosophy of Science:
   Does science lead to objective knowledge? How do we distinguish between creation from evolution, or
   astrology from astronomy? It includes science vs. pseudoscience, scientific revolutions, the
   philosophy of space and time, and realism vs. relativism.

7. Module 7: Ethics, Aesthetics and Art (Axiology):
   The nature of value, duty, right and wrong, the good life, human rights, social justice, liberty and
   its limitations, civil disobedience, capital punishment, terrorism, animal rights and environmental
   ethics. What is art? What is beauty, and sublime? What makes an object a work of art?

8. Module 8: Logic and Argumentation:
   What is an argument? Distinguishing between good and bad arguments; identifying common
   fallacies; the difference between deductive and inductive reasoning; the nature of scientific, moral,
   and legal reasoning.

Learning Outcome:

After studying this course, students will be able:

- To locate, evaluate, and use effectively information from a variety of relevant sources and to reflect and critically think using logic.
- Understand key philosophical terms pertinent to the study as an academic discipline and learn how to argue and think philosophically.
- Consider how philosophical concepts have relevance to their respective fields study, personal lives, and on present-day ethical issues.

Teaching Methodologies/Instructional Strategies:

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Learning Resources:

1. Buckingham, Will. (2011). *The Philosophy Book*. DK Publishing.
2. Hakim, A. B. (2016). *Historical Introduction to Philosophy*. Routledge.
3. Audi, Robert. (2011). *Epistemology.* Routledge
4. Rosenberg, A. (2018). *Philosophy of Social Science*. Routledge.
5. Copi, Irving M. (2019). *Introduction to Logic.* Routledge
6. Lillie, William. (2020). *Introduction to Ethics.* Routledge
7. Pirsig, Robert M. (2014). *Zen and the Art of Motorcycle Maintenance.* Vintage

| COURSE CODE: SOC-615 | INTRODUCTORY GEOGRAPHY | Cr. Hrs. 3 (3+0) |

Course Description

The objective of the course is to make students familiar with the basic concepts in Geography. This course is designed to acquaint students with the understanding of spatial variations in natural environment like landscape, climate, and hydrology; human use, adaptation to and modification of natural environment; and global environmental issues. Later part of the course will focus on different aspects of human Geography with emphasis on geographical approach to health. Students will also be introduced to the geographical methods of investigation.

Learning Objectives

- To provide basic information about the subject of Geography.

Course Content

1. Definition and scope of Geography
2. Earth, Globe and Map
a) Shape, size and movements of earth
b) Important features of globe
c) Main elements of map and map reading
3. Landscape formation

   a) Plate Tectonics and Macro Landforms
   b) Process of landform change
      c) Agents of landform Change
4. Climatic Elements and Climatic Regions
5. Global Warming: Causes and Impact
6. Human-Environment Relationship: Theoretical Discussion
7. Natural Hazards: Their causes, Impact, and human response.
8. Population

   a) Growth and Demographic Transition Model
   b) Age Structure
9. Geography and Health

Course Outcome

After studying this course, students will be able:
- To grasp the basic concepts in geography and their significance for health.

Teaching Methodologies/Instructional Strategies
Interactive lectures/tteam-basedlearning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method).

Learning Resources

1. Ahmad, N., Ahmad, K. (2010). Pakistan: A study of geographical environment economy and human resources. Lahore: Azeem Academy.
2. Arnold, David & Guha, R. (1995). Nature, culture and imperialism.Delhi: Oxford University Press.
3. Bengali, K. (2003). The politics of managing water. Oxford University Press.
4. Dahlman, C., Renwick, W. H., & Bergman, E. (2010). Introduction to geography: People, places, and environment. (5thed.). Upper Saddle River:N.J. Prentice Hal.
5. Farhan, K. (2015). Geography of Pakistan,environment people andeconomy. Karachi: Oxford University Press.
6. Getis, A., Fellmann, J. D., &Getis, J. (2008). Introduction to geography.New York: Mcgraw-Hill.
7. Haggett, Peter. (2001). Geography: Amodern synthesis. USA: Prentice Hall.
8. Hussain, I.(2017). Indus Waters Treaty. Karachi: Oxford University Press.

9. Mihelic, L. (2010). World regional geography without sub-regions. (5th ed.). New York: W. H. Freeman & Company.
10. Qureshy, K.U. (1972). Geography of Pakistan. Karachi: Oxford University Press.
11. Strahler, A. H. (1998). Physical geography science and systems of the humans environment. New York: John Wiley & Sons.
12. Wai-Chung, Y. H., Coe, N. M., &Kelly, P. F. (2007). Economic geography: A contemporary introduction. New York: Blackwell Publishing.
13. Wood, A., & Roberts, S. (2009). Economic geography: Places, network and flows. New York: Routledge.

COURSE CODE: SOC-616	**INTRODUCTION TO SOCIOLOGY**	**Cr. Hrs. 3 (3+0)**

Course Description:

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Learning Outcomes:

1. To provide students with up-to-date knowledge and recent development in production of scientific knowledge in the field of sociology.

2. To be able to apply sociological perspectives to understand and analyze a social problem.

Contents

1. Introduction
   a) Definition, Scope, and Subject Matter
   b) Sociology as a Science
   c) Historical back ground of Sociology
   d) Sociology and other Social Sciences
   e) Methods of Sociological Research

2. The Sociological Perspectives
   a) Functional Analysis
   b) Symbolic Interactionism
   c) Conflict Theory

3. Culture

a) Definition, Types of Culture
b) Components of Culture
c) Cultural Relativism
d) Ethnocentrism
e) Ideal VS Real Culture
f) Cultural Contact
g) Cultural Lag

4. Socialization

a) What is Human Nature?
b) The Social Development of the Self
c) Agents of Socialization

5. Social Structure and Social Interaction

a) Social Class
b) Social Status
c) Process of Social Interaction

6. Social Groups
a) Group, Community, Society
b) Types of Social Groups
c) Group Dynamics
d) Leadership

7. Deviance and Social Control
a) Deviance and its Types
b) Social Control and its Need
c) Forms of Social Control
d) Methods & Agencies of Social Control

8. Social Inequality
a) Social Stratification
b) Inequalities of Gender
c) Inequalities of Race and Ethnicity

9. Social Institutions
a) The Family
b) Education
c) Religion
d) The Economy
e) Politics
f) Medicine: Health and Illness

g) Emerging Social Institutions

10. Collective Behavior and Social Movements
    a) Forms of Collective Behavior
    b) Types and Tactics of Social Movements
    c) The Life Course of Social Movements

11. Technology, Social Change, and the Environment

Teaching Methodologies/Instructional Strategies
Lectures and Class Discussions, Assignments, Group Activity, Presentations, Seminars

Learning Resources:
1. Albrow, M. (2003). *Sociology,* London: Routledge.
2. Anderson, M. & Howard, F. T. (2001). *Sociology the Essentials*. Australia: Wadsworth.
3. Barnard, A. (2004). *Sociology,* Cambridge University Press.
4. Gidden, A. (2002). *Introduction to Sociology*. UK: Polity Press.
5. Henslin, J. M. (2014). *Sociology: A Down-to-Earth Approach*: Boston. Pearson.
6. Horton, P. B., & Hunt, C. L. (1976). *Sociology*. Tokyo: McGraw-Hill, Inc.
7. Koening, S. (1957). *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel.
8. Leslie, G. et al. (1973). *Order and Change: Introductory Sociology* Toronto: Oxford University Press

SEMESTER II

COURSE CODE: AHS-621   **ENGLISH II (COMMUNICATION SKILLS)**   **Cr. Hrs. 3 (3+0)**

Description of Course

Functional English (English II) is a 3-credit-hour course with 3+0-hour lectures per week. This course is appropriate for students from all backgrounds. The core content up to a 16-week course is designed to give knowledge of basic English language and improvise their reading, writing, listening, and presentation skills. The course will give an opportunity to the student to enforce the knowledge of the English-I course and use the English language for communication and expression of their ideas.

A. Learning Outcomes

By the end of this course students will be able to:

Develop intermediate language skills for improving writing proficiency

Developing explicit and implicit comprehension skills

B. Course Details

1- Writing Process
Process writing
- Taking notes/Concept mapping
- Building outline
- Developing analysis
- Summarizing

2- Writing skills

- Translation skills
- Paraphrasing/Precis writing
- comprehension skills
- SQ3R
- developing inference

3- Academic Writing
Paragraph Writing
- Structure and parts of paragraph
- Types of writing

Essay writing

- Thesis Statement /Types of Thesis Statement
- Structure and parts of an Essay
- Difference between Essay and Paragraph

4. **Listening /Speaking**

- Documentary/film analysis and discussion (initiating, leading and closing discussions)
- Discussion on specific topics in science and social sciences

5-Technical Writing

- Letter Writing
- Types of letters
- Curriculum Vitae (CV)
- Cover letter
- Difference between CV and Resume
- Email and Memorandum Writing

Recommended Books

- Technical Communication, 9th edition by Mike Markel.
- The Insider's Guide to Technical Writing by Krista Van Laan
- Keys for Writers (6th edition)-Raimes, A.
- Writer's Workplace with ReadingsScarry, Sandra, Scarry
- Academic Writing: From Paragraph to Essay-Book by Dorothy Zemach and Lisa A. Rumisek

Assessment

Content covered	Marks (MCQS/SAQs/SEQs)
Writing Process	10
Academic Writing	10
Listening /Speaking	10
Technical Writing	10
Total	**40 Marks**

Description of Course:

The introductory course focuses on historical review of computer science and its applications using different applications including Microsoft office. Introduction to computer is application-based course which will help student effectively use computer for report writing, data analysis and data presentation.

Year/Semester in which this course is offered: **BS-2nd Year (3rd Semester)**

A. Learning Outcomes

At the end of the course, students will be able to:

- Discuss hardware and software, different components of computer and data storage devices.
- Demonstrate skills by entering, editing and analyzing numerical data using Microsoft word, excel
- Prepare theoretical reports and present their findings in scientific manner using Microsoft word, excel, PowerPoint, graph pad, endnote and online plagiarism soft wares.

B. Course Details

Learning Objectives	List of Topics	Weighting/ Assessment
I. Introduction to computers		**12% /** **MCQs/ SAQS**
Objective I: Familiarize the students with basics of computers, its components and uses, World Wide Web, data storage and security.	• History of computers • Parts of computers • Operating systems • File extensions	
	Types of computer • Super computer • Mini- and micro- computers	

4444

	• Cloud computers	
	Computer systems • Hardware • Software • Input and output devices • Storage devices	
	Interactive computing and networks • Types of computer networks • Network resources • Computer viruses	
I. Application Software- I		**12%/** **MCQs/Assignment**
Objective II: • Discuss the applications of Microsoft Excel • Demonstrate the skills in the use of spread sheet/data base	I.Microsoft Excel II.Data entry III.Data editing IV.Data formatting	
	• **Microsoft Excel** • Formula and functions • Charts and graphs	
II. **Application in scientific writing-I**		**10%/** **MCQs/Assignment**
Objective III: • Discuss the main concepts of graph pad • Prepare students to effectively use this application for the completion of their assigned scientific tasks.	**Graph pad** • Data entry and formatting • Graphs	
	Graph pad • Statistical tests	

Mid-Term		
III. **Application Software –II**		12%/ MCQs/Assignment
Objective IV: • Discuss the applications of Microsoft Word • Demonstrate the skills in the use of a word processor	**Microsoft Word** • Features of a word processor window • Creating, editing, formatting a document • Bullets, page numbers, Headers and Footers	
IV. **Application in scientific writing-II**		10%/ MCQ/SAQ/ Assignment
Objective V: • Discuss the main concepts of Plagiarism evaluation soft wares • Prepare students to effectively use this application for the completion of their assigned scientific tasks.	• Literature search • References and bibliography	
	Plagiarism evaluation software	
V. **Application Soft wares III**		12%/ MCQ/SAQ/ Assignment
Objective VI: • Discuss the applications of Microsoft Power point • Demonstrate the skills in the use of presentation software	**Microsoft Power point** • Features of power point window • Formatting • Animations	
VI. **Application in scientific writing-III**		

Objective VII: • Prepare students to effectively use this application for the completion of their assigned scientific tasks.	**Poster designing in Power point**	**12%/** **Assignment**
Algorithms		**20%** **MCQ/SAQ/** **Assignment**
Objective VIII: Discuss the significance of computer science and its applications in various fields	• Introduction • Representation	
	Databases and web tools	

Practical sessions
Installation of computer components
Antiviruses and data backup
Data analysis using Excel
Statistical analysis using Graph-pad
Report writing using MS-word
Referencing using endnote or any publicly available software
Plagiarism evaluation
Preparation of the power point presentation
Power-point posters preparation

C. Assessment

Nature of Examination	Weightage	Assessment Tools
Quizzes	05%	MCQs
Sessional Examination	10%	MCQs/SAQs/ Assignments
Mid Semester Examinations	25%	MCQs/SAQs
Assignments/Presentations/ Practical	20%	Practical/Viva/ Assignments
Final End Semester Examination	40%	Given below
Total	**100%**	

COURSE CODE: SOC-623   PAKISTANI SOCIETY AND CULTURE   Cr. Hrs. 3 (3+0)

Course Description
Pakistan has a rich and diverse cultural and historical background, with influences from many regions of the world. This course looks at the evolution and growth of societal norms and cultural patterns along with the multiplicity and diversity of Pakistani society in the light of the theoretical literature on these concepts. Major socio-cultural elements like norms and values, rituals, arts and crafts, beliefs, institutions and knowledge are discussed.

Course Objectives
To enable the students to explore the structure and function of different social institutions of Pakistan
To make them able to explore the material and non-material aspects of culture of Pakistan

Course Content
1. Society and Culture
    a) Approaches to the study of society
    b) The concept of culture: Meaning, key components (language, religion, dress, values etc.)
    c) Local/anthropological perspective on the history of Pakistani society and culture
    d) Relationship between society and culture
2. Pakistani Society
    a) Social institutions: Kinship, family, school, religion, media
    b) Social stratification: forms, features and determinants
    c) Caste, biradari, tribe, status/class.
    d) Social mobility: possibilities and challenges
3. Pakistani Culture
    a) Cultural heritage of Pakistan
    i. Historical places and significance

ii. Festivals and ceremonies

iii. Material arts and crafts and performing arts

iv. Literature and poetry (Heer Waris Shah, Bulle Shah, Abdul Latif Bhatai etc)

b) Factors promoting national integration

4. Contemporary Issues in Pakistani Society

a) Gender mainstreaming

b) Climate change

c) Universal health coverage

d) Religious/sectarian militancy

e) Corruption

5. Cultural change in Pakistan – with reference to material and non-material culture and theories about change

a. Modernization

b. Question of nationalities and ethnicity

Learning Outcomes

After studying this course, students will be able:

- To appreciate the cultural diversity of Pakistan

Teaching Methodologies / Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments,

Learning Resources

1. Ahmed, A. (2012). *Millennium and charisma among Pathans (Routledge Revivals): A critical essay in social anthropology*. Routledge.

2. Alavi, H. A. (1972). Kinship in west Punjab villages. *Contributions to Indian sociology*,6(1), 1-27.

3. Ali, I. (2014). *The Punjab under imperialism, 1885-1947* (Vol. 923). Princeton University Press.

4. Armytage, R. (2015). The Social lives of the elite: Friendship and power in Pakistan. *The Asia Pacific Journal of Anthropology*, 16(5), 448-463.

5. Azam, I. (1980). *Pakistan's national culture and character: With special reference to its political culture: Aresearch study prepared for and presented at the National Defense College, Rawalpindi, Pakistan, on 30th October 1977 and 12th Aug. 1978*. Amir Publications.

6. Barth, F. (1981). *Features of person and society in Swat: Collected essays on Pathans*. (Vol. 2). Routledge.

7. Barth, F. (1959). *Political leadership among Swat Pathans*. New York: Humanities Press

8. Benedicte, G. (1993). *The performance of emotion among Paxtun women.*UK: Oxford University Press

9. Biddulph, J. (1880). *Tribes of the Hindoo Koosh*. Bhavana Books & Prints.

10. Boivin, M. (2008). *Sindh through history and representations: French contributions to Sindhi studies.* Karachi: Oxford University Press.

11. Boivin, M., & Cook, M. A. (2010). *Interpreting the Sindhi world: Essays on society and history.* Karachi: Oxford Uni. Press.

12. Caudhary, M. A. (2008). *Cultural analysis of politics, law and religion in Pakistan: Some essays in interpretative anthropology*. RodgerKopi

13. Chaudhary, M. A. (1999). *Justice in practice: legal ethnography of a Pakistani Punjabi*

village. USA: Oxford University Press.

14. Chaudhary, M. A. (2011). *A Woman's marriage to the Quran: An anthropological perspective from Pakistan. Anthropos*, 411-422.

15. Dani, A. H. (1989). *History of Northern Areas of Pakistan* (Vol. 5). National institute of historical and cultural research.

16. Eglar, Z. S. (1960). *A Punjabi village in Pakistan* (Vol. 37). New York: Columbia University Press

17. Ewing, K. P. (1994). Dreams from a Saint: Anthropological atheism and the temptation to believe. *American Anthropologist, 96*(3),571-583.

18. Ewing, K. (1984). The Sufi as Saint, curer, and exorcist in modern Pakistan. *Contributions to Asian Studies*, (*18)*, 106-114

19. Fatima, M., & Lakeland, M. J. (1991). Women and Islam: An historical and theological enquiry. *Trans Mary Jo Lakeland. Oxford: Basil Blackwell*.

20. Gratz, K. (1998). Walking on women's paths in Gilgit: Gendered space, boundaries, and boundary crossing. *Stellrecht, Irmtraud (Hg.) Karakorum-Hindukush-Himalaya: Dynamics of Change. Köln: RüdigerKöppe Verlag. S*, 489-507.

21. Haq, H. (1997). Feminist Islam and Sexist Muslims: A case study of rural Punjab. *Pakistan Journal of Social Sciences*, *23*.

22. Kalra, V. S. (2009). *Pakistani diasporas: Culture, conflict and change*. (1st ed.). UK: Oxford University Press.

23. Khan, N. (2012). *Muslim becoming: Aspiration and skepticism in Pakistan*. Duke Uni. Press.

24. Keiser, R. L. (1991). *Friend by day, enemy by night: Organized Vengeance in a Kohistani Community*. Holt Rinehart & Winston.

25. Kuper, A. (1973). *Anthropologists and anthropology: the British school, 1922-1972*. Pica Press.

26. Lindholm, C. (1982). *Generosity and jealousy: The Swat Pukhtun of Northern Pakistan*. Columbia University Press.

27. Lindholm, C. (1996). *Frontier perspectives: Essays in comparative anthropology*. Oxford University Press.

28. Lindholm, C. et. al. (1979). *Marriage as warfare, natural history*.

51

29. Lyon, S. M., & Mughal, M. A. Z. (2016). Ties that bind: Marital networks and politics in Punjab, Pakistan. *Structure and dynamics: Journal of Anthropological and Related Sciences*, *9*(2), imbs_socdyn_sdeas_32330.

30. Mirza, J. (2002). *Between chaddor and the market: Female office workers in Lahore*. Oxford University Press.

31. Moore, E. P. (1993). Gender, power, and legal pluralism: Rajasthan, India. *American Ethnologist, 20*(3), 522-542.

32. Pfeffer, G. (1995). Manliness in the Punjab: Male sexuality and the Khusra. *Sociologies*,26-39.

33. Qureshi, I. H. (2003). *The Pakistani way of life.* Karachi: Royal Book Co.

34. Rahat, N. I. (1990). *Male outmigration and matri-weighted households: Acase study of a Punjab village in Pakistan*. Hindustan Publishing Corporation Press.

35. Rosman, A., Rubel, P. G., &Weisgrau, M. (2009). *The Tapestry of culture: An introduction to cultural anthropology*. Rowman Altamira.

36. Saeed, F. (2002). *Taboo: The hidden culture of a red-light area*. Lahore: Oxford University Press.

37. Safdar, S. (1997). *Kinship and marriage in Pakhtoon society*. Lahore: Pak Book Empire.

38. Schimmel, A. (1980). *Islam in the Indian subcontinent*. Brill.
39. Shoshan, N. (2016). *The management of hate*. New Jersey: The Princeton University Press.
40. Sökefeld, M. (2005). From colonialism to post-colonial colonialism: Changing modes of domination in the Northern areas of Pakistan. *The Journal of Asian Studies*, *64*(4), 939-973.
41. Sökefeld, M. (2014). Anthropology of Gilgit-Baltistan: Introduction. *Ethnoscripts*, *1*, 9-29.
42. Sökefeld, M. (1997). Jange Azadi: Perspectives on a major theme in Northern Areas 'of history.In. *The past in the present: Horizons of remembering in the Pakistani Himalaya*, 61-82.
43. Waseem, M. (1994). *The 1993 elections in Pakistan*. Vanguard.
44. Werbner, P. (2003). *Pilgrims of love: The anthropology of a global sufi cult*. Indiana University Press.
45. Weiner, M., &Banuzizi, A. (1994). *The politics of social transformation in Afghanistan.*
46. Weiss, A. M. (1991). *Culture, clan and development in Pakistan*: *The emergence of an industrial Bourgeoisie in Punjab*. Boulder: West view Press.
47. Weiss, A. M. (2007). *Walls within walls*: *Life histories of working women in the old city of Lahore*. Karachi: Oxford University Press.
48.Werbner, P. (2003). *Pilgrims of love*. Karachi: OU Press

COURSE CODE: AHS-624   **ISLAMIC STUDIES/ETHICS**   **Cr. Hrs. 2 (2+0)**

Description of Course

Islamic Studies is a 2 credit hour course with 2+0 hour lectures per week. This course is appropriate for students with all backgrounds. The core content up to 16-week course is designed to give knowledge of Islamic Studies and it would help in the purification of thoughts and character building of the students. The course will give an opportunity to encourage students to reflect on religious responses to moral issues.

A. Goal

1. Course Objectives

This course outline has been compiled to meet the needs of students studying Islamic Studies as a compulsory subject at undergraduate level. The need for educational reconstruction in Islamic society for strengthening the foundation of faith as well as to enable the rising generation to face the challenges of moderation and globalization with confidence, has been fully recognized and emphasized at NUMS. Every topic of the course deals with practical tasks, community works, case studies and project presentations that will help candidates to identify and explore questions about the meaning of life, creation of all the worlds' creature and to consider such questions in relation to Islamic teachings. Its main objectives are

- To develop the qualities of practical Muslims for understanding and full filling their duties towards Allah and His creation in order to better their life in this world and hereafter.
- To familiarize the students with basic concepts of Islamic ideology along with the pillars of Islam and their importance
- To familiarize with the history of Islam.
- To develop the sense of belongingness to Islam and responsibility through the text of Holy Quran and Hadith.
- To create awareness among new generation about the modern Islamic world and its problems.

2. Learning Outcomes

At the end of this course, students will be able to

- Apply their knowledge for practicing Islam in daily life
- Understand the responsibilities of a Muslim in the light of Holy Quran and Hadith
- Consider themselves accountable to Allah swt on the day of judgement

B. Course Details

Learning Objectives	List of Topics	Weightings	Assessment tool
Ayaat of Holy Quran		**10%**	**SAQs**
By understanding selected Ayaat of Noble Quran, student will be able to • Describe the Islamic belief	• General introduction to Islamic Studies as a Subject • Translation and interpretation of Selected Text of Holy Quran		

• Become aware of our Creator and consider himself/herself accountable to Allah swt • Apply different teachings of Islam in day to day matters	• Verses of Surah Al-Baqra related to Faith (Verse No-284-286) • Verses of Surah Al-Hujrat related to Adab-e-Nabi (S.a.w.s) (Verse No-1-5) • Verses of Surah Al-Mumenoon related to characteristics of faithful (Verse No-1-11) • Verses of Surah al-Furqan related to social ethics (Verses No.63-72) • Verses of Surah Al-Hashar related to thinking, day of judgement (Verses No.18,19,20) • Verses of Surah Al-Nisa related to marital relationship (Verses No-21,34,35)		
Ahaadith		**05%**	**SAQs**
By understanding selected hadiths, student will be able to • Describe the teaching of Islam how to become a good Muslim and how can we contribute in a Muslim society • Apply different teachings of Islam in day to day through selected hadiths	• Translation and interpretation of Selected Text of Hadith (Attached as Annexure)		
Importance of Hadith		**05%**	**SAQs**
To teach the students the authentic sayings of the	Brief Concepts of Hadith with kinds and applications Importance of Hadith		

Holy Prophet (S.A.W) to enable them to • Distinguish between the actual traditions of the Holy Prophet (S.A.W) and the fabrications and unauthentic ones • Understand the importance of 2nd major source of Islamic law and its application	Tasks/Community work/Social work		
Seerat-un-Nabi (S.A.W)		**10%**	**MCQs/SAQs**
• Explain different events from Holy Prophet Muhammad's (S.A.W) life. • Explain the major belief of finality of Holy Prophet Muhammad (S.A.W). • Understand the law of blasphemy in islamic sharia and its limits in our lives.	• Study of Life of Holy Prophet Muhammad (S.A.W). • Finality of Holy Prophet (S.A.W) • Introduction of Law of blasphemy in Islamic Sharia • Tasks/Community work/Social work		
Islamic Law & Jurisprudence		**10%**	**MCQs/SAQs**
• Demonstrate understanding of obligatory jurisprudence matters of daily Muslim's life • Understand the basic reasons of difference of opinion between Islamic jurisprudence scholars to avoid the sectarianism in Islam	• Basic Concepts of Islamic Law & Jurisprudence • Sources of Islamic Law & Jurisprudence • Islam and Sectarianism • Tasks/Community work/Social work		
Freedom of Expression in Islam		**10%**	**MCQs/SAQs**
Describe the limits of usage of emerging electronic	• Limits of freedom of expression in Islam as		

/social media world in terms of Islamic teaching	regarding electronic media (Social media) • Tasks/Community work/Social work		
Islamic Culture & Civilization		**10%**	**MCQs/SAQs**
Demonstrate the understanding of cultural diversity and acceptance in Islamic society.	• Basic Concepts of Islamic Culture & Civilization • Critical comparison between Islamic and Non-Islamic cultures. • Tasks/Community work/Social work		
Impact of Mysticism on Islamic Society		**20%**	**MCQs/SAQs**
• Analyze the existence of mysticism in Islamic shariah and other religion • Elaborate the teaching of Mysticism and its impact on the society.	• Brief introduction of Mysticism in Islam • Critical study of Mysticism according to Quran and Sunnah and its effects • Tasks/Community work/Social work		
Islam & Medical Science		**10%**	**SAQs**
• Relate the basic concept of medical science and islam • Elaborate the contributions of Muslims in the Development of Medical Science	• Basic Concepts of Islam & Science • Contributions of Muslims in the Development of Medical Science • Tasks/Community work/Social work		
Islamic Economics		**10%**	**SAQs**
• Understand the concept of wealth management system and contribution of zakat in the economy of any country. • Explain how to do business according to	• Basic Concepts of Islamic Economic System • Contribution of Zakat in the state Economy • Islamic Ways of Trade & Commerce		

the Islamic business laws.	• Tasks/Community work/Social work		

Learning Resources

- Hameed ullah Muhammad, "Emergence of Islam", IRI,
- Hameed ullah Muhammad, "Muslim Conduct of State"
- Hameed ullah Muhammad, 'Introduction to Islam
- Prof. Dr. Muhammad Azeem Farooqi, 'Aaeya Hadith Seekhiya'
- Prof. Dr. Muhammad Azeem Farooqi, 'Aaeya Islamic Maeeshat Seekhiya'
- Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leafPublication Islamabad, Pakistan.
- Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes"
- Prof. Dr. Muhammad Azeem Farooqi, 'Aaeya Tasawuf Seekhiya'
- H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia"

Assessment

Nature of Examination	Weightage	Marks	Assessment Tools
Quizzes	05%		MCQs/SAQs
Sessional Examination	10%		MCQs/SAQs
Mid Semester Examinations	25%		SAQs
Assignments/Presentations/ Practical	20%		Presentations/ Reflective writing
Final End Semester Examination (Given below)	40%	40	SAQs 8 40 Marks
Total	**100%**	100	

ETHICS

A. General Information

1. Course code: AHS-624	Title: Ethics	Credit hours: 2 (2+0)

2. Description of Course

The subject of 'Ethics' is offered to Non-Muslim undergraduate students in lieu of Islamiyat which is a compulsory subject for all Muslim students. In developing this syllabus, the aims and objectives laid down in the National Education Policy, 2017 has been kept in mind. The proposed topics in the National Curriculum for Ethics are pertinent to the moral dilemmas of everyday life and can be applied to all students studying this subject.

It is extremely significant to introduce the students to the subject of Ethics as it deals with the major aspects of human conduct. It gives the students an insight into the morality of human behavior in terms of right or wrong and good or evil. This syllabus has been developed to address the major aspect of ethical learning using modern teaching methodologies to discuss and comprehend their relevance and application in their lives and in the society as a whole. It directs the attention of students and teachers to examine how ethical values can guide their actions.

Thus, the syllabus of Ethics is progressive and all inclusive. It covers ethical and moral dilemmas with special reference to the cultural diversity of Pakistan.

This syllabus has five major themes:

1. Introduction to Ethics
2. Historical development of Ethics
3. Moral Ethics and Society
4. Professional Ethics
5. Multiculturalism

Year/Semester in which this course is offered:

This course will be offered in **2nd semester to non-Muslims in lieu of Islamic studies.**

B. Goal

Course Objectives

The specific objectives encompassing the progressive, and all-inclusive syllabus of 'Ethics' are as follows:

- To build character of the students so as to enable them to play a vital and positive role in the society.
- To develop a sense of moral reasoning for decision making in life.

- To equip students with social skills and to bring about a change in their thought and behaviour towards fellow human beings.
- To develop students as responsible members of society.
- To understand the importance of religious teachings and their value in social life.
- To discuss the tenets of professionalism e.g. integrity, accountability, humanism and altruism.
- To translate human values into practice, through 'role-models'. (Therefore, various outstanding personalities are included in the syllabus.)
- To promote and practice multi-culturism for global understanding and world peace.

B. Goal

Learning Outcomes
After studying this course, students will be able: - Become responsible citizens for the development of the country and to provide them opportunities to adjust themselves in the global changes   - Understand how religious and secular cultures and belief systems sustain different ways of life, and can co-exist harmoniously in society

C. Course Details

Themes/Topics	Student Learning Outcomes Students should be able to:		Week No	Contact Hours
1. Introduction to Ethics				
1.1 Definition and scope	1.1.1. 1.1.2 1.1.3 1.1.4	define ethics; discuss the importance of ethics in a society; illustrate with examples different ways with which ethics manifests in various disciplines; suggest ways in which ethics can be applied in personal, social and public life.	**1**	**02 hours**

1.2 Impact of ethics on Society in general.	1.2.1 1.2.2	define society; discuss some ethical values that should be a part of a society.	**2**	**02 hours**
1.3 Common Beliefs and Values of different Religions	1.3.1 1.3.2 1.3.3	discuss some of the common basic beliefs of various religions; explore the ways to make people realise that all religions have common moral values; discuss the importance of inter-faith dialogue in today's society.	**3**	**02 hours**
1.4 Ethics and Science	1.4.1 1.4.2 1.4.3 1.4.4	elaborate the scientific process (observation, examination, experiment, testing, validation); discuss the relationship between ethics and science; discuss the ethical & unethical approaches in science. discuss the impact of un ethical practices in science/research	**4**	**02 hours**
2.Historical development of Ethics				
2.1 Development of ethics from ancient, medieval to modern eras	2.1.1 2.1.2	explore the origins and development of various ethical eras; discuss various theories of ethical and moral development.	**5**	**02 hours**

2.2 Theories and their impact on modern times	2.2.1	evaluate the various theories and their impact on modern times;	**6**	**02 hours**
3.Moral Ethics and Society				
3.1 Moral Philosophy & ethics education 3.2 Justice Bhagwan Das	3.1.1 3.1.2 3.1.3 3.1.4 3.2.1	Discuss the significance and role of ethics in a society; Identify & explain the elements that can corrupt a society; Explain how different religions and society interact with each other; Discuss whether a society can survive without ethics. Critically analyse the life of the mentioned personality for promotion of justice.	**7**	**02 hours**
3.3 Emotion, Habit & Social Life **3.4 Bishop Anthony Lobo**	3.3.1 3.3.2 3.4.1	To discuss the virtuous habits and emotions for our moral, social, and political lives; To compare different approaches to the emotions and moral cultivation from the history of philosophy (emotional intelligence). Critically analyse the life of the mentioned personality for promotion of education and social justice.	**8**	**02 hours**
MID TERM			**9**	
3.5 Social Justice	3.5.3 3.5.2	Define social justice and trace its historical background;	**10**	**02 hours**

	3.5.3	Discuss the environment, race, gender, and other causes and manifestations of inequality in society;		
3.6 Abdul Sattar Edhi/Ardeshir Cowasjee (Philanthropist/Businessman)	3.6.1	Discuss the rights and duties of individuals in a society.		
		Critically analyse the life of the mentioned personalities for promotion of social justice.		
4.Professional Ethics				
4.1 Work Ethics	4.1.1	define work ethics;	**11**	**02 hours**
	4.1.2	exemplify desirable ethical work practices such as honesty, selfrespect and self-discipline, punctuality and respecting the rights of others;		
	4.1.3			
	4.1.4	demonstrate with examples the importance of time and punctuality in dispensing duties at work places;		
4.2 Quid e Azam Mohammad Ali Jinnah	4.1.5			
	4.2.6	explain the etiquettes/behaviour patterns at various places of work;		
	4.2.6	elaborate how organizational ethical environment and performance at work place affect overall		
		discuss the personality of our Quaid as an example of personal excellence;		
		discuss the moral values demonstrated by the illustrious personality.		

4.3 Professionalism	4.3.1	Define professionalism;	**12**	**02 hours**
	4.3.2	Discuss the role of professionalism in the field of medicine;		
	4.3.3	Consider various tenets of professionalism and their role in medical education.		
	4.3.4	Define reflection;		
	4.3.4	Critically analyze a case study according to the Gibbs model of reflection.		
4.4 Mohtarma Fatima Jinnah	4.4.1	explain how the knowledge about the life and commitment of the mentioned personality can promote professional values;	**13**	**02 hours**
	4.4.2	explain how can we learn and adapt in our lives the exemplary behaviour of this personality.		
4.5 Medical Ethics	4.5.1	Define and discuss medical ethics;	**14**	**02 hours**
	4.5.2	Discuss the role of medical ethics in the life and career of healthcare professionals;		
	4.5.3	Critically analyze unprofessional behaviour and its implications.		
5.Multiculturalism				
5.1 Cultural pluralism	5.1.1	Define cultural pluralism;	**15**	**02 hours**
	5.1.2	Discuss way and means to preserve cultures for identity.		
5.2 Inter-culturalism.	5.2.15.2.2	Define inter-culturalism;		

5.3 Capt. Cecil Chawdhery	5.2.3	Anticipate ways and means for acceptance of multiculturalism in a society;		
	5.2.4	discuss the promotion of dialogue and interaction between cultures.		
		Explore the contribution of this personality as a human rights activist		
REVISION			**16**	
END TERM EXAMINATION			**17-18**	

References

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. American Psychologist, 57, 1060– 1073.
- Auer A., Morale autonoma e fede cristiana, Edizioni Paoline, Milano 1991.
- Bayles M.D. (1989). Professional Ethics, 223 pp. Belmont: Wadsworth. [A detailed philosophical presentation by a leading legal philosopher. Very good on duties and obligation
- Goodhart, David. 2008. Has Multiculturalism had its Day? Literary Review of Canada 16 (3): 3–4
- Graham, G. (2004). Eight theories of ethics. London: Routledge/Taylor and Francis Group.
- Masner, C. M. (2007). The ethic of advocacy. Doctoral dissertation, University of Denver. Available: http://www/dissertation.com
- M. Král, Civilizace a mravnost. Perspektivy moderní civilizace, Praha 2010, 50
- National Association of School Psychologists. (2008). Ethical and Professional Practices Committee Procedures. Available: http://www. nasponline.org.
- Smith, Anthony. 1981. The Ethnic Revival in the Modern World. Cambridge: Cambridge University Press.
- Tully, James. 2000. The Challenge of Reimagining Citizenship and Belonging in Multicultural and Multinational Societies. In The Demands of Citizenship, eds. Catriona McKinnon and Iain Hampsher-Monk. London: Continuum.
- Williams, B., Armistead, L., & Jacob, S. (2008). Professional ethics for school psychologists: A problem-solving model casebook. Bethesda, MD: National Association of School Psychologists.

Assessment

Nature of Examination	Weightage	Marks	Assessment Tools
Quizzes	05%	5	MCQs/SAQs
Sessional Examination	10%	10	MCQs/SAQs
Mid Semester Examinations	25%	25	MCQs/SAQs
Assignments/Presentations/ Practical	20%	20	Assignments/presentation/reflective Essays
Final End Semester Examination	40%	40	Given below
Total	**100%**	100	

Note: The students will maintain a 'Reflective portfolio" writing their reflective essays on various topics as continuous assessment which will be marked by the instructor.

COURSE CODE: SOC-625   **INTRODUCTION TO ECONOMICS**   **Cr. Hrs. 3 (3+0)**

Course Description

This is an introductory subject of economics in which students will be introduced about the fundamentals of economic principles. This course will define the important features of microeconomics as well as macroeconomics from an analytical and theoretical point of views.

Learning Objectives

- Defines economics, and distinguish between microeconomics and macroeconomics.
- Explains how do choice end up determining what, how and for whom goods and services get produced.
- To provide basic concepts of micro economics and macroeconomics to students
- Absorbs the economic way of thinking.

Course Contents

1. Microeconomics
   a) Micro Economics Concepts
   b) Demand, Supply, and Market Equilibrium
   c) Elasticity
   d) Consumer Behavior
   e) Market Structure and Pricing

2. Macroeconomics
   a) Macro Economics Concepts
   b) Macroeconomic Indicators
   c) Unemployment and Inflation
   d) Aggregate Demand and Aggregate Supply
   e) Fiscal Policy
   f) Monetary Policy

Learning Outcomes

After studying this course, students will be able to:

- Understand the basic concepts, principles, approaches, and theories of economics to tackle the behaviors of economic agents in multiple competitive environments.
- Understand that economic theory is just based on (social, cultural, psychological, etc.) factors and behavior of agents.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, written assignments.

Learning Resources
1. Mankiw, G.N. (2011) Principles of Economics, Latest Edition, ISBN-13: 978-1285165875
2. Campbell R. McConnell, Stanley L. Brue, Sean M. Flynn, Economics: Principles, Problems, and Policies, 19th Edition
3. Begg, D., & Ward, D. (2012). Economics. (4th Ed.). McGraw-Hill Education
4. Kreps, D.M. (2004). Microeconomics for managers. New York: Norton
5. Timothy Taylor, Saint Paul, Minnesota (2014) Principles of Microeconomics, Steven A. Greenlaw, Fredericksburg, Virginia Eric Dodge, Hanover, Indiana
6. Frank A. Cowell STICERD (2004) Microeconomics Principles and Analysis, Department of Economics London School of Economics.
7. Robert S. Pindyck (2012). Microeconomics (8th EDITION) Massachusetts Institute of Technology Daniel L. Rubinfeld University of California, Berkeley
8. Richard T. Froyen Page (2013). Macroeconomics: Theories and Policies (10 Edition). Pearson College.

| **COURSE CODE: SOC -626** | **PHILOSOPHICAL FOUNDATION OF SOCIAL THOUGHT** | **Cr. Hrs. 3 (3+0)** |

Course Description:

This course gives the opportunity to philosophize interesting social problems that either it is an objective form of inquiry or there are subjectivist alternatives, or it is a reasonable mixture of both. It also deals the most important question for how we behave in our daily lives. Acting together is emerging as a major topic in both philosophy and social sciences. Philosophical investigation is indispensable for fully understanding many discoveries in the social sciences, and for identifying new areas of investigation. Key questions include: When two or more persons act together, in virtue of what can their actions have a collective goal? Are there distinct roles for intention and motor representation in explaining the purposiveness of social action? How if it all do motor representations shape experiences of actions, one's own or others'? Are there multiple systems for tracking others' social actions, beliefs and other mental states?

Learning Objectives:
1. The course will provide familiarity about history of social thought, stages of social development and change. The course will emphasize contributions of Western, Eastern and Muslim Thinkers towards social thought and social development.
2. The objective is to facilitate interaction and common research goals among students whose purpose is to formulate precisely and test theories of human social behavior.
3. To identify and analyze the basic problems of philosophy in the fields of social epistemological.
4. To interpret, summarize, and paraphrase the views of philosophers as expressed in philosophical texts.
5. To participate actively in discussions of philosophical ideas and issues.

Course Contents:
1. Introduction
   a. What is Philosophy
   b. Historical Development of Social Philosophy
2. Early Social Thought
   a. Folk Thinking
   b. Greek
   c. Egyptian
   d. Chinese
   e. Indian Social Thought
   f. Arab Thinkers in Social thought
3. Evolution of Ontological Reasoning
   a. Causes of group life
   b. Concept of self
   c. Evolution of Society
4. Epistemological Evolutions
   a. Educational reforms
   b. Philosophy of history
5. Science and Self
   a. Science of culture
   b. Ethnocentrism
6. Political Sensibilities and their Growth
   a. Rise & fall of nations
   b. Causes of Political life
7. Utopian Social World and Reason
   a. Concept of perfect society
   b. Basic Human Ethics

Learning Outcome:
By the end of the module, students should be able to:
- Students should be able to understand, accurately report and critically evaluate philosophical accounts of acting together. They should be able to relate these to theories and discoveries in social sciences.

- Students should also be able to identify philosophical questions arising from such theories and discoveries, and to relate them to current controversies in philosophy.
- Students should be able to communicate clearly and substantively in speech and in writing on the questions addressed in the module.
- Students should be able to isolate the important claims within readings, both philosophical and social scientific.
- They should be able to understand the structure of arguments, test views for strengths and weaknesses, make pertinent use of examples, and compare the substance of views consistently.
- Consider how philosophical concepts have relevance to their respective fields study, personal lives, and on present-day ethical issues.

Teaching Methodologies/Instructional Strategies:

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:
1. Barnes, H.E. (Ed.) 1966. *An Introduction to the History of Sociology.* Chicago: The University of Chicago Press.
2. Bogardus, Emory S. 1960. *The Development of Social thought.* 4th ed. New York: Longmans, Green & Co.
3. Coser, Lewis A. 1971. *Masters of Sociological Thought: Ideas in Historical and Social Context.* New York: Harcourt Brace Jovanovich Publishers
4. Coser, Lowis A. 1977. *Masters of Sociological Thought*. New York: Harcourt Brace Jovanarich Publisher
5. Kinlock, Graham C. 1987. *Sociological Theory: Its Development and Major Paradigms*. New York: McGraw Hill Inc.
6. Keat, Russel and John Urry. 1982. *Social Theory as Science*. London: Routledge and Kegan Paul Ltd.
7. Ritzer, George. 2000. *Sociological Theory*. 5th ed. York: McGraw Hill Book Co.
8. Turner J.H. 2003. *The Structure of Sociological Theory*. 7th ed. Australia: Thomson Wadsworth
9. Zeitlin, Irving M. 1981. *Ideology and the Development of Sociological Theory*. New Jersey: Prentice-Hall, Inc.
10. Turner, J H. 1987. *The Structure of Sociological Theory* Homewood Illinois: Dorsey Press.
11. Ritzer, George. 1988. *Sociological Theory.* Singapore: McGraw Hill.
12. Coser, L A. 1971. *Master of Sociological Though: Ideas in Historical Social Context*. New York, Harcourt Brace.
13. Dubin Robert. 1978. *Theory Building*. New York: Maxwell, Macmillan.

SEMESTER III

Course Code: AHS- 631   **ENGLISH-III**   **Credit hours: 3(3+0)**
TECHNICAL WRITING& PRESENTATION SKILLS

Course Description

General Information

The central purpose of this course is to extend students' growth in all communication arts by building upon prior knowledge gained throughout the English curriculum.

Learning Objectives

- Develop English speaking and listening skills.
- Write technical English for academic texts.
- Make an effective and correct presentation on the given topics.

Course Content

1- Speaking Skills
Functions of Speaking
Modes of persuasion (Pathos, Ethos & Logos)
Types of Speech Delivery (Extemporaneous, Impromptu, Memorization, Reading)
Pronunciation Skills

2- Listening Skills
Listening Vs Hearing
Fallacies about Listening
Types of Listening
Barriers to Listening
Active Listening

3. Advance Comprehension Skills
Various kinds of Texts and comprehension activities

4. Presentation Skills
Creating PPT Presentation
Persuasive strategies
Presenting a PPT presentation

5. Critical Writing Skills
Short Review of Movie
Opinionated Writing
(Newspaper Article)
Building Arguments Using Spectrum of Authority

6- Academic Writing
Quoting/ Paraphrasing/ Summarizing
Synopsis/ Proposal Writing
  Title
  Abstract
  Keywords
  Introduction
  Research Objective
  Research Questions
  Hypothesis
  Significance/ benefits of the study
  Review of Literature
  Research Methodology
  Data Analysis

Teaching Methodologies/Instructional Strategies
Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Teaching Resources
- Walther, J. T. (2000). Technical Report Writing Today, by Daniel G. Riordan and Steven E. Pauley. JOURNAL OF TECHNICAL WRITING AND COMMUNICATION, 30(3), 288-289.
- Baigent, M. (2005). Natural English: Reading & Writing Skills. Intermediate Resource Book. Oxford University Press.
- Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2009). *Handbook of technical writing*. Macmillan.
- Langan, J. (2013). *Exploring writing: Sentences and paragraphs*. McGraw-Hill.

Table of Specifications

Content	Marks (Assessment Tool MCQs, SAQs, SEQs)
Speaking Skills/ Listening Skills	10
Advance Comprehension Skills/ Presentation Skills	10
Critical Writing Skills	10
Academic Writing	10
Total	**40 Marks**

COURSE CODE: SOC-632　　　**INTRODUCTION TO PSYCHOLOGY**　　　**Cr. Hrs. 3 (3+0)**

Course Description

This course will introduce students to the fundamental principles of psychology and to the major subjects of psychological inquiry. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas, including emotion, development, memory, and psychopathology.

Learning Objectives

- To demonstrate understanding of the terminology used in psychology
- To demonstrate understanding of the different theoretical approaches to psychology and be able to articulate the different assumptions behind them
- To apply psychology practically to problems confronting them in society
- To use psychological techniques to explain various aspects of human cognition and behavior
- To demonstrate understanding of the workings of their own consciousness, behavior, and interpersonal relationships.

Course Contents

1. Introduction to Psychology
   a. Psychology: Scientific perspective
   b. Historical perspective
   c. Schools of psychology
   d. Fields of psychology and their application
   e. Methods of Psychology
2. Biological Basis of Behavior: Neuron and its function
   a. Central nervous system
   b. Peripheral nervous system
   c. Endocrine system
3. Sensation, Perception, and Consciousness
   . Senses: Vision, audition, smell, taste and kinesthetic
   a. Introduction to perception
   b. Gestalt principles
   c. Binocular and monocular cues
   d. Illusions and extra sensory perception
4. Learning and Memory
   . Definition of learning
   a. Types of learning: Classical and operant conditioning
   b. Latent and observational learning
   c. Applications to everyday life

       d. Definition and types of memory

       e. Processes and techniques of improving memory

       f. Forgetting: Nature and causes

5. Cognition and Language

       . Concept of cognition

       a. Problem solving

       b. Judgment and decision making

       c. Language development

       d. Language and cognition

       e. Language and culture

       f. Personality Theories

6. Motivation and Emotion

       a. Introduction to motivation

       b. Factors affecting motivation

       c. Introduction to emotions

       d. Types of emotions

       e. Physiology and emotion

       f. Theories of emotion

7. Social Psychology

       a. Social Thinking and Social Influence

       b. Social facilitation

       c. Attribution theory

       d. Crowd behavior

       e. Conformity, Obedience

       f. Helping behavior

Leaning Outcomes

After studying this course, students will be able:

- To demonstrate an understanding of the general history of the field of psychology
- To explain the nature versus nurture argument and the current status of thinking regarding gene-environment interaction
- To identify the basic components and mechanisms of the major biological systems often studied in psychology
- To demonstrate an understanding of the basic findings within a variety of areas of psychology, including sensation and perception, learning and memory, emotion, development, social psychology, and psychopathology.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments

Learning Resources

1. Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology* (13th ed.). Harcourt Brace College Publishers.
2. Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. USA: WMC Brown Publishers.
3. Glassman, W. E. (2000). *Approaches to psychology*. Open University Press. Hayes, N. (2000). *Foundation of psychology* (3rd ed.). Thomson Learning. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.
4. Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
5. Myers, D. G. (1992). *Psychology.* (3rd ed.). New York: Wadsworth Publishers.
6. Ormord, J. E. (1995). *Educational psychology*: *Developing learners*. Prentice- Hall, Inc.
7. Travers, C., Wade, C. P., & Garry, M. (1999). *Invitation to Psychology*. (6th edition). Pearson publications

COURSE CODE: SOC-633   **INTRODUCTION TO HISTORY**   **Cr. Hrs. 3 (3+0)**

Course Description

This is an introductory level course that consists of a review of major concepts relevant to the understanding of history as discipline and as a process. It focuses on the introduction of major concepts, terminologies and issues, understanding of those are essential for the study of history. The course aims at the clarification of basic notions or ideas about what is history and what history is for. It evolves around the idea of the place of history as a source of knowledge and how can we approach historical knowledge with a sense of evolution.

Learning Objectives
- To make students aware of the nature of historical knowledge and research.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress.
- To develop among the students an ability to understand the common themes of historical knowledge.
- To inculcate among the students of history a sense of critical thinking.
-

Course Content:

1. What is History?
   a. Literal, terminological and conceptual meaning of history
   b. History as fact
   c. History as process, history as narrative
   Memory, Record and History
2. Nature of History
   . Being and becoming, continuity and change

a. Evolution, progress and development macrocosm &microcosm: Time, space, causation, facts and opinion/ objectivity &subjectivity

3. Utility, Benefits & Importance of History
   . History as a corrective/cohesive force
   a. History as a repetitive force
   b. Continuity of history from past to future
   c. Lessons from past, historical determinism, etc. history as mother of all sciences/knowledge

4. Epistemological Nature of History
   -Relationship of history with other forms of knowledge: Natural Sciences, Social Sciences, Literature and Arts

5. Forms and classification of history

Learning Outcomes

After studying this course, students will be able:
- To have an understanding of the major concept of historical knowledge.
- To have an ability to distinguish between 'historical' and 'instinctual' aspects of human knowledge.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress
- To have an ability to understand the historical evolution.
- To have an ability to plan a role in the future development.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Learning Resources:

1. Burke, P. (1977). *Varieties of cultural history.* Cornell University Press.
2. Carlo, G. (1992). *Clue,myths, and the historical method.* John Hopkins: University Press.
3. Carr, E.H. (1961*). What is history?* Harmondsworth: Penguin.
4. Cohn, B. (1988). *An anthropologist among historians and other essay*. Oxford University Press.
5. Collingwood, R. G. (1978). *The idea of history*. Oxford: Oxford University Press.
6. Daniels, C. (1981). *Studying history: How and why*. New Jersey.
7. Fritz, S. (1975).*Varieties of history: from voltaire to the present.* Vintage.
8. Govranski. (1969). *History meaning and methods*. USA.
9. Hegel. (1991). *Elements of the philosophy of right.* Cambridge: University Press.
10. Himmalfarb, G. (1987*).The new history and the old.* Cambridge: Harvard University Press.
11. Kamran, T. (1993). *The idea of history through ages*. Lahore: Progressive Publisher.

12. Lemon, M. C.(2003*). Philosophy of history.* London: Routledge.
13. Marwick, A. (1989). *The New nature of history*. London.
14. Qadir, K. (1994*). Tarikh Nigari Nazriyat-o-Irtiqa*. Lahore: Palgrave.
15. Qureshi, A.A.(2004). *Study of historiography*. Lahore: Pakistan Book Centre.
16. Roberts, G.(2001). *History and narrative reader*. London: Routledge.
17. Steedma, C. (2002). *Dust: The archive and cultural history*. Manchester University Press.
18. Shafique, M. (2016). *British historiography of South Asia: Aspects of early Imperial patterns and perceptions*. Islamabad: NIHCR, Quaid-i-Azam University.

Course Code: SOC - 634   **INTRODUCTION TO ANTHROPOLOGY**   **Cr. Hrs. 3 (3+0)**

Course Description:

Anthropology is the study of human beings, taking a broad approach to understanding many different aspects of the human experience, which we call holism. From studying early human groups in the pre-historic era to formal organization of society, politics, religion, law, arts and language with a special focus on others, this course will give a comprehensive introduction to the field and sub-fields in Anthropology. The different theoretical perspectives help examine the complex diversity of the social phenomenon. Through ethnographic literature we will look at different regions of the world.

Learning Objectives:

- To explore the unity and diversity of human socio-cultural experiences
- To introduce main fields in Anthropology and their inter-relatedness and mutual inspirations
- To practice the research approaches of Anthropology
- To critically evaluate own ideas about social constructions

Course Content

1. What is Anthropology?
   - The Anthropological Perspective: Difference to Other Social Sciences
   - Basic Concepts: Ethnocentrism, Cultural relativism, etc.
   - Holistic Perspective

2. Fields of Anthropology
   - Cultural Anthropology
   - Social Anthropology
   - Archeology
   - Linguistic Anthropology
   - Applied Anthropology
   - Medical Anthropology

3. Anthropological Theories
    - Evolutionism
    - Functionalism
    - Structuralism
    - Interpretativism
    - Postmodernism

4. Anthropological Methods
    - Overview of Ethnography—Anthropological Knowledge
    - Participant Observation
    - Interviewing
    - Survey and Social Mapping
    - Oral Histories
    - Case Studies

5. Politics, Governance and Law
    - Politics as a Cultural System
    - Ethnicity in Pakistan
    - Anthropology of Law
    - Pakistani Politics and Law

6. Anthropology of Gender
    - Religion and Gender in Pakistan
    - Vartan Bhanji, the Punjabi Village Ethnography
    - The Transgender in Pakistan

7. Social institutions: Kinship, family and marriage
    - Anthropology of Kinship: Patrilineal, Matrilineal, Endogamy, Exogamy, Incest Tabu,
    - Kinship, Family and Marriage in Pakistan
        - The Case Study of the Punjab
        - The Case Study of the Pushtuns

8. Religion and Ritual Behavior
    - Origin of religion as ideological, social and cultural order
    - Rituals, beliefs and worship
    - Sufism in Pakistan

9. Economic Anthropology
    - Division of Labor,
    - Reciprocity,

- Redistribution, Potlatch and Gift Exchange in Pakistan and Comparison

Learning Outcomes:

After studying this course, students will be able:
- To develop an understanding of their own cultural values in a comparative perspective
- To develop a positive appreciation of the diversity in contemporary and past societies/cultures.

Teaching Methodologies/ Instructional Strategies:

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films

Learning Resources:

1. Decorse, C. R., &Scupin, R. (2012). *Anthropology, aglobal perspective.* USA: Pearson.
2. Delaney, C. (2004). *An experiential introduction to anthropology.* Blackwell.
3. David, E. J. (2009). *Cultural anthropology: Global forces,*local lives.Routledge.
4. Ember, C. R., & Ember, M. (2009). *Cross cultural research methods.* New York: Altamira.
5. Ember, C. R., Ember, M., & Peregrine, P. N. (2011). *Anthropology.* Delhi: Pearson.
6. Ferraro, G. &Andreatta, S. (2010). *Cultural anthropology: An applied perspective*. Belmont: Wadsworth.
7. Golden, H. P. (2009). *Culture sketches: Case studies in anthropology.* NewYork: McGraw Hills.
8. Herzfeld, M. (2001). *Theoretical practice in culture and society.* Blackwell.
9. Kuper, A. (1996). *Anthropology and anthropologists.* Routledge.
10. Metcalf, P. (2005). *Anthropology: The basics.* Oxon: Routledge.
11. Rosman, A., Rubel, P.G. &Weisgrau, M. (2009). *The tapestry of culture: An introduction to cultural anthropology.* Lanham: Rowman and Littlefield.

Course Code: SOS - 635	GENDER STUDIES	Cr. Hrs. 3 (3+0)

Course Description:

This interdisciplinary course introduces the students to concepts around gender and explores the manifestation of sex and gender in diverse social institutions like health, media, law, politics, education and development etc. A glimpse of the historical movements and feminist perspectives will challenge the students to think about the role of gender in shaping power relations and cultural practices. the changing gender relations in global and local context. The students will be able to critically analyze how gender is a primary organizing principle in the society.

Learning Objectives:
- a. To locate key debates in global and local feminist scholarship to life experiences and historical events
- b. To understand intersectionality and examine the vulnerabilities of the marginalized groups

Course Outline
1. Evolution of Gender Studies as a Discipline
    a. Nature vs nurture: Social construction of gender
    a. Sex/Gender Distinction, Gender Identity, Gender Expression
    b. Patriarchy, Private/Public Sphere and Gender Roles
    c. Waves of Feminism and Intersectionality

2. Major Feminist Perspectives
    a. Liberal Feminism
    b. Radical Feminism
    c. Marxist Feminism
    d. Post-modern feminism

3. Gender and Health
    a. Lifecycle approach
    b. Masculinity, Femininity and Wellbeing
    c. Androcentric Health Researches

4. Gender, Education and Employment
    a. Sexual division of labor
    b. Glass walls and ceilings, Wage gap
    c. STEM careers and Doctor Brides

5. Gender and Media
    a. Agents of gendered socialization
    b. Portrayal of gender in print and electronic media

6. Gender and Politics
    a. Voting behavior and political representation
    b. Gender sensitive governance
7. Gender and Development
    a. Feminist Theories of Development: WID, WAD, GAD
    b. Gender Mainstreaming Frameworks
    c. Gender Sensitive Indicators
    d. Role of Development Aid and NGOs/INGOs
    e. Sustainable Development Goals and Gender Equality

8. Gender, Human Rights and Law
    a. Feminist Movements: A global and local perspective
    b. Pro-women legislations in Pakistan

Learning Outcomes: After studying this course, the students will be able to
   a. Discuss how social perceptions of gender and sex create and perpetuate social, economic, and political inequalities.
   b. Apply an intersectional lens to understand gender issues in diverse social institutions
   c. Demonstrate gender sensitivity when conceptualizing research and/or community projects

Teaching Methodologies/Instructional Strategies:

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:-
1. Beauvoir, Simone De (2007), The second Sex, Vintage.
2. Bornsterin, Kate (1995), Gender outlaw: on Men, Women and Rest of US, Vintage.
3. Butler, Judith (2004), Undoing Gender, Routledge.
4. Butler; Judith (2006), Gender Trouble: Feminism and the Subversion of Identity, Routledge.
5. Faucault, Michcl (1990), the History of Sexuality: An introduction, Vintage.
6. Jane Pilcher, (2008) 50 Key Concepts in Gender Studies, Sage Publication New Delhi
7. Jasmin Mirza. 2002. between Chadar and the Market. Oxford UniversityPress. Karachi.
8. Johan Z Spade, (2008) The Kaleidoscope of Gender, Sage Publication New Delhi;
9. Kapadia, K. (2002). The Violence of Development. London, Zed Books.
10. Kathy Davis, Mary S Evans & Judith Lorber, (2008) Handbook of Gender and Women's Studies Sage Publication New Delhi;
11. Mary Holmes, (2008) What is Gender? (Sociological Approaches) Sage Publication New Delhi;
12. Mead, Margaret (2001), Male and Female, Harper Perennial.
13. Radtke, H.Lorraine and Henderikus J. Stam 1994-95. Power and Gender.Sage Publication, London.
14. Ronnie Vernooy (2008) Social and Gender Analysis in Natural Resource Management, Sage Publication New Delhi;
15. Shaista, Ikramullah, 2000, From Purdah to Parliament. Oxford University Press, Karachi.

SEMESTER IV

Course Code: AHS - 641   **PAKISTAN STUDIES**   **Cr. Hrs. 2 (2+0)**

Description of Course
This two-credit hour course highlights religious, cultural, political and economic aspects of Pakistan as a nation. It prepares students to understand the religious identity and ideology of Pakistan amongst the community of nations. It also instills into the young minds a strong feeling of Muslim nationalism, and justification for the demand of Pakistan. Students are encouraged to look at issues of justice, peace, gender discrimination and Constitution of Pakistan and determine their roles as effective citizens. A portion of the course deals with formal group discussions and project presentations that will ripen leadership potentials among the students.
Year/Semester in which this course is offered: Semester 1 Year 1

B. Learning Outcomes

By the end of this course students will be able to: • Understand the Ideological and historical struggle in the creation of Pakistan   • Review and comparing the political, legislative and constitutional processes of Pakistan   • Analyzing Pakistan's Foreign Policy and its relations with External World.   Discuss & Explain the Contemporary Issues, Socio-Cultural and Ethno-Sectarian diversity of Pakistan.

C. Course Details

Learning Objectives	List of Topics	Weightings	Assessment tool
Understanding of the historic background of the region and Pakistan	• General introduction to Pakistan Studies as Subject	5%	MCQs/SAQs
	• Indus Valley Civilization • Theoretical understanding of Ideology of Pakistan (Iqbal and Jinnah)		

Review and compare the achievements of different ministries	• First Decade of Pakistan (1947-1958)	5%	MCQs/SAQs Class Discussion
Analyze the achievements of Ayub government and the reasons of the East Pakistan crises	• Ayub Era • Creation of Bangladesh	5%	MCQs/SAQs Class Discussion
Review and compare the achievements of different ministries	• Bhutto as a Martial Law Administrator • Bhutto as a Prime Minister • Making of 1973 constitution • Zia Era	10%	MCQs/SAQs Class Discussion
Review and compare the achievements of different ministries	• Political Turmoil and Years of Transition 1988-1999 • Benazir's Tenure • Nawaz Sharif's Tenure	5%	MCQs/SAQs Class Discussion
Analyze Pakistan's Foreign Policy and its relations with External World	• Relations with USA, China, Russia, India and Afghanistan • Relations with Muslim Countries	5%	Assignments/ Presentations
Analyze the impact of the 'Global war on terror's' impact on Pakistan and the region	• 9/11 Attack and Taliban Regime • The US intervention in Afghanistan and Pakistan's Importance • Implications for Pakistan	5%	MCQs/SAQs Class Discussion
Understand the selected contemporary issues	• Population growth • Water Management • Sectarianism	15%	Assignments/ Presentations
As above	• Public Health System	5%	Assignments/
			Presentations

D. Assessment

Nature of Examination	Weightage	Assessment Tools
Quizzes	05%	MCQs/SAQs
Sessional Examination	10%	MCQs/SAQs
Mid Semester Examinations	25%	MCQs/SAQs
Assignments/Presentations/ Practical	20%	Assignments
Final End Semester Examination(Given below)	40%	SAQs 8 40 Marks
Total	**100%**	

COURSE CODE: SOC-642	**POLITICAL SCIENCE AND GOVERNANCE**	**Cr. Hrs. 3 (3+0)**

Course Description

This course introduces the students with the fundamental concepts, ideas, and definition of political science. It also wraps the areas of political theories, comparative politics and international relations. It offers basic concepts, ideas, and discussion about the nature and function of the state and society, government and politics. This course will look at how different conflicting interests, quest for power, social justice, human rights, and legitimacy have an effect on the political process.

Learning Objectives

- To understand the social, political and economic forces that have an effect on the political process.
- To have a conceptual understanding of ideological basis that figures their own political thinking as well as that of others
- To provide with knowledge and investigative instrument for better community engagement
- To understand the interaction between ideologies, institutions and personalities that
- outline politics in the modern world

Course Content

1. Definition, Nature, Scope and Sub-fields of Political Science
2. Approaches to the Study of Political Science: Traditional and Behavioral Approach
3. What is Politics?
   Power and authority
4. State and Functions of the State
5. Concept of Sovereignty
6. Nations and Nationalism

7. Political Culture and Socialization
8. Understanding Ideology
   Liberalism, conservatism, socialism, fascism, feminism, communism
9. Forms of Government
   Democracy, authoritarian parliamentary, presidential
10. Constitution: Definition, Sources, Kinds and Amendments
11. Morality, Individual Liberty and Rights & Duties
12. Organs of Government
    Legislature, executive, judiciary
13. Assemblies and Political Executives, Levels of government

14. Globalization and Politics, International Politics, approaching to Understanding World Politics

Learning Outcomes

After studying this course, students will be able:
- To understand the basic concepts of political sciences.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments

Learning Resources:

1. Agarwal, R. C. (2006). *Political theory* (Principles of Pol. Science). New Delhi, S. Chand & Co.
2. Andrew, H. (2004). *Political ideologies: An introduction*. (3rd ed.). New York: Palgrave Macmillan.
3. Choudhry, A. S. (1996). *Urdu*. Lahore Standard Book Depot.
4. Colomer, J. M. (1996). *Political institutions in Europe*. London
5. Dryzek, J. S., Honig, B., & Phillips, A. (2006). *Identity, difference, toleration. The Oxford Handbook of Political Theory*. Oxford University Press.
6. Haq, M. (1996). *Theory and practice in political science*. Lahore Book land
7. Harold, J. L. (1960). *Parliamentary government in England*. London, Allen & Unwin.
8. Ian, M. (2005). *Political concepts: A reader and guide*. Edinburgh University Press.
9. John, H. H. (1997). *Major foreign powers*. New York: Harcourt, Brace & World, Inc.
10. Joseph, N. (2000). *Interdependence, globalization, and the information age in understanding international conflict: An introduction to theory and history*. (7th ed.). Longman.
11. Larry, D. (1996). *Toward democratic consolidation in larry diamond and marc*. JHU Press: Baltimore.
12. Mahajan, V. D. (2006). *Political theory- Principles of Pol. Science*. New Delhi, S. Chand & Co.
13. Maya, L., &Robert, E. (2003). *Political ideologies*. (3rd ed.). London: New York: Routledge.

14. Mazher, H. (1996). *Theory and practice in political science*. Lahore Bookland.
15. Michael, G. R. (1997). *Political science: An introduction*. London: Prentice Hall.
16. Mohammad, S. (1996). *Introduction to political science*. Lahore: Ilmi Kutub Khana.
17. Pomper, M. B. (1993). *American government*. London: McMillan Publishing Co.
18. Ramsay, M. (1940). *How Britain is governed.* London: Constable & Co.
19. Robert, G. N. (1968). *European government.* New York: McGraw-Hill, Inc.
20. Robert, J.& Dorreen, J. (1997). *A Comparative introduction to political scienc*e. New Jersey.
21. Wilson, J. Q., DiIulio,J. J., & Bose, M. (2011). *American government: Institutions and politics.* (12th ed.). Engage Learning.

COURSE CODE: SOC-643   **ENVIRONMENTAL SOCIOLOGY**   **Cr. Hrs. 3 (3+0)**

Course Description

Environmental sociology offers important insights for understanding the social roots of environmental problems, unequal exposures to toxic pollution and risks from ecological disasters, and political and economic interests in environmental conflicts. This module introduces students to environmental sociology, a field that examines the role that power and social inequality play in shaping human and nonhuman interactions, while drawing attention to the inseparability of humans and nonhumans. It explores a range of perspectives and topics within the field, including political ecology, ecological Marxism, consumption and production, global environmental justice, risk, toxicity, eco-feminism, environmentalism of the poor, and environmental crisis.

Learning Objective

This course is designed to enable students to:

- To guide students about how apply sociological theories and concepts to explain environmental issues;
- Analyse the implications of environmental change for people, communities, flora and wildlife;
- Evaluate policy, community and other responses to environmental change; and
- Reflect on and discuss their learning in relation to the content of the course.

Course Outline

- Introduction to Environmental Sociology
- Sociological Perspectives on Environmental Problems

- Political Ecology and Ecological Marxism
- Consumption, Growth, and Capitalism
- Risk and Toxicity
- Environmental Justice
- Environmentalism of the Poor
- Eco-feminism
- Confronting Ecological Crisis

Learning Outcomes

By the end of the course, students should be able to:

- Identify and critically analyze key theoretical perspectives, approaches, and debates within environmental sociology, how these relate to sociology and to other disciplines, and how these have changed over time

- Contextualize, synthesize, and draw links between environmental problems, social inequalities, and power, drawing on examples from key environmental issues (e.g., risk, toxicity, pollution, climate change, unsustainable growth) and situated in relation to particular contexts and scales (e.g. global, regional, national, local)

- Demonstrate a critical understanding of the complex interrelationships between society and the environment, and the strengths as well as limitations of sociology for understanding and tackling environmental problems.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, written assignments.

Learning Resources

1. Armiero, M. and Sedrez, L. eds., 2014. A History of Environmentalism: Local Struggles, Global Histories. London: Bloomsbury.
2. Beck, U. 1992 Risk Society: Towards a New Modernity. Translated by Ritter, Mark. London: Sage Publications.
3. Boudia, S. and N.Jas. 2014. (Eds) Powerless Science? Science and Politics in a Toxic World. New York: Berghahn Books.

4. Bullard, R.D., 1990. Dumping in Dixie: Race, Class, and Environmental Quality. Boulder: Westview Press.

5. Carson, R. 1962. Silent Spring. Boston, MA: Houghton Mifflin Harcourt.
   Davies, T. and A. Mah. (Eds) 2020. Toxic Truths: Environmental Justice and Citizen Science in a Post-Truth Age. Manchester University Press.

6. Downey, L. 2015. Inequality, Democracy, and the Environment. New York: New York University Press.

7. Foster, J.B. 2020. The Return of Nature. New York: Monthly Review Press.

8. Guha, R., 2014. Environmentalism: A Global History. London: Penguin.

9. Irwin, A. 1995. Citizen science: A study of people, expertise and sustainable development. London and New York: Routledge.

10. Klein, Naomi. 2019. On Fire: The Burning Case for the Green New Deal. Penguin.

11. Latour, B., 2004. Politics of Nature. Harvard University Press.

12. Lockie, S. 2015 What is Environmental Sociology?, Environmental Sociology, 1:3, 139-142.

13. Markowitz, G.E., and D. Rosner. 2002. Deceit and Denial: The Deadly Politics of Industrial Pollution. Berkeley, CA: University of California Press.

14. Martinez-Alier, J., L. Temper, D. Del Bene and A. Scheidel (2016) Is there a global environmental justice movement? The Journal of Peasant Studies 43(3): 731-755.

15. Pellow, D.N. and H.N. Brehm (2013) An Environmental Sociology for the Twenty-First Century Annual Review of Sociology 39:1, 229-250

16. Sealey-Huggins, L (2018) The climate crisis is a racist crisis: structural racism, inequality and climate change, in Johnson, A., Joseph-Salisbury, R., and Kamunge, B [eds] The Fire Now:

17. Stevis, D. and Felli, R., 2020. Planetary Just Transition? How Inclusive and How Just?. Earth System Governance 6: 100065.

18. Required Textbook: 1. Carolan, Michael. 2016. Society and the Environment: Pragmatic Solutions to Environmental Issues, 2nd Edition. Westview Press: Boulder, CO. 2. Other readings as assigned. Supplemental readings will be available electronically through Moodle or through Internet links.

COURSE CODE-SOC-644   LOGIC AND CRITICAL REASONING   Cr. Hrs. 3 (3+0)

Course Description:
In various arenas of life, we are presented with claims that may seem persuasive and there arises

a need to establish the validity or soundness of these claims to reach a conclusion. The process of reasoning is confounded by distortions, biases and prejudices. This course will facilitate in understanding how and why we think what we think. It will discuss basic concepts related to logic, fallacies, truth and describe some tools and techniques for logical and critical reasoning.

Learning Objectives
1. To build knowledge of the different tools and techniques for logical reasoning.
2. To understand various types of logical fallacies and identify their usage in different contexts.
3. To practice systematic application of different reasoning approaches.

Course Content

1. Basic concepts of Logic
   a. Propositions
   b. Arguments (Deductive and Inductive)
2. Validation
   a. Validity and Soundness
   b. Soundness
3. Categorical Propositions and Syllogism
   a. Immediate inferences: Square of opposition, obversion, conversion, and contraposition
   b. Syllogism: Categorical, Hypothetical and Disjunctive
4. Modern Deductive Logic
   a. Truth Tables
   b. Quantification and Statistical Reasoning
5. Inductive Logic
   a. Generalization and Analogy
   b. Causal inference
6. Language and Definitions
   a. Functions and Types
   b. Relevance, Presumption, Ambiguity
7. Fallacies
   a. Relevance, Presumption, Ambiguity
   b. Insufficient evidence
8. Causality and Science
   a. Causal Reasoning
   b. Hypothesis

Learning Outcomes:

After studying this course, students will be able:
- To understand, critically analyse and evaluate text or arguments on the basis of logical reasoning

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments

Learning Resources

1. Bassham, G., Irwin, W., Nardone, H., Wallace, J. Critical Thinking: A Student's Introduction. New York: McGraw-Hill, 2011.
2. Copi, I. M., Cohen, C., & Rodych, V. (2016). Introduction to Logic: Pearson New International Edition. Routledge.
3. DeHaven, S. L. (1998). The Logic Course. Peterborough, Ont.: Broadview Press.
4. Hurley, P. (2014). A concise introduction to logic. Nelson Education.
5. Kelly, D. (1988). The Art of Reasoning With Symbolic Logic. NY, WW Norton.
6. Layman, C. S. (2001). The power of logic. Mountain view CA, Mayfield Publishing
7. McPeck, J. E. (2016). Critical thinking and education. Routledge.
8. Moore, B. N., & Parker, R. (2009). Critical thinking. Boston, MA: McGraw-Hill.
9. Ruggiero, R, V. Beyond Feelings: A Guide to Critical Thinking. New York: McGraw-Hill

COURSE CODE-SOC-645	SOCIAL THEORIES	Cr. Hrs. 3 (3+0)

Course Description:

This course introduces the importance of theory in social sciences. It provides a brief discussion about emergence of classical sociological thought and its culmination as a theoretical approach to the complexities and challenges of the time. The course particularly focuses on contemporary sociological theories and their utility to understand and predict the character and dynamics of social world. Therefore, the course provides an overview of major classical theorists like Karl Marx, Emile Durkheim and Max Weber to set the stage for later theoretical interventions. After classical theorists, the course would contextualize contemporary social theory in the context of debates regarding modernity, post-modernity, feminism, globalization, consumerism and epistemic political agendas i.e. subaltern studies, Frankfurt school and decolonization etc.

Learning Objectives:
- To introduce students to some of the major classical and contemporary theoretical perspectives in sociology.
- To evaluate sociological theories critically in the local and global context.

Course Content
Introduction and Development of Sociological Theory
- Enlightenment and emergence of theoretical rationality
- French revolution and reasoning
- Industrial age and capitalism

Classical Social Theories
- Emile Durkheim: Division of Labour and Suicide
- Karl Marx: Alienation and Discussion of Class Struggle
- Max Weber: Authority, Bureaucracy and Modern Statecraft

Contemporary Social Theories

- Modernism: Textures of Modern Society and Philosophical Movement
- Post-Modernism: The Post-Modern Condition and Critique of Modernism
- Theory of Structuration: Debate about Structure and Agency
- Evolving Theory of Gender: Feminism and Queer Mode
- Selective Readings of French Theorists
- Michel Foucault   ii) Pierre Bourdieu   iii) Bruno Latour   iv) Jacques Derrida   v) Simone de Beauvoir.

Decolonization and Epistemic Plurality
- Subaltern Studies
- Epistemologies of South
- Frankfurt School

Learning Outcomes
After studying this course, students will be able to develop a greater understanding of social forces affecting behavior and a greater sense of social responsibility.

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Learning Resources
- Appelrouth, S., & Edles, L. D. (2010*). Sociological theory in the contemporary era: Text and readings.* Pine Forge Press.
- Bronner, S. E., & Kellner, D. (1989). *Critical theory and society: A reader.* Psychology Press.
- Buechler, S. M. (2016). *Understanding social movements: Theories from the classical era to the present.* Routledge.
- Calhon, C. (2007). *Contemporary sociological theory*. (2nd ed.). Malden, USA: Blackwell Publishing.
- Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., & Virk, I. (2012). *Classical sociological theory.* John Wiley & Sons.
- Cooley, C., H. (1962). *Social organization*, New York: Scrichnes Books.
- Coser, L. A. (1971). *Master of sociological thought; Ideas in historical social context*. New York, Harcourt Brace.
- Dubin, R. (1978).*Theory building*. New York, Maxwell, Macmillan.
- Farganis, J. (2000*). Readings in social theory: The classic tradition to post-modernism* (3rd ed.). Boston: McGraw Hill.
- Imasheff, N. &Theoderson, G. A. (1976). *Sociological theory: Its nature and growth.* New York: Random House.
- Kinloch, G. C. (1977). *Sociological theory: Its development and major paradigm*s. New York: McGraw Hill.
- John, J. M. (2004). *Sociology*. (10th ed.). Hardcover.
- Piketty, T. 2014. *Capital in the 21st Century*. Cambridge: Belknap Press.
- Ferguson, S. 2019. *Women and Work. Feminism, Labour, and Social Reproduction*. London: Pluto.
- Pillai, V. K., & Wang, G. S. (2018). Overview of rights in classical and contemporary sociological theories. In *women's reproductive rights in developing countries*. Routledge.
- Ritzer, G. (2002). *Sociological theory* (10th ed.). New York: McGraw Hill.
- Ross, H. L. (1963). *Perspectives on the social order*. New York: McGraw-Hill Book Company, Inc.
- Turner, J. H. (1987). *The Structure of sociological theory*. Homewood Illinois; Dorsey Press.
- Waters, M. (1994). *Modern Sociological Theory*. Sage.

Course Description

The course focuses on providing knowledge to the students regarding core concepts, theories and function of religion in the integration of society. Sociological analysis of the major religions with special focus on Islam will be carried out.

Learning Objectives

- To define religion and belief systems within the concept of culture.
- To discuss the role of myth & ritual in cultures through a focus on cross-cultural approaches to illness, pain, healing, the body and care.
- To distinguish between the concepts of manna, animism, and animatism.
- To discuss psychic phenomena within the context of science and religion.

Course Outline

1. Introduction
   a. Definition of Religion
   b. Elements of Religion.

2. Theories of Religion
   a. Sociological theories of religion
   b. Psycho-analytical theory of religion
   c. Evolutionary Sociological approaches
   d. Comparative Religions

3. The Sociological Functions of Religion
   a. Universal Order of Religion
   b. Pragmatism in Religion
   c. Integrating Power of Religion, and Religion and Social Ideals.

4. Sociological Analysis of major world religions: Islam Judaism, Hinduism, Christianity, Confucianism and Buddhism.
   a. Religion as Agency of Social Control.
   b. Sociology of Islam:

5. The world view of Islam
   a. Human Nature and Human Personality
   b. Prophet's Sunnah as the Normative matrix of Islamic culture and Society
   c. Normative Foundation of Islamic Social Structure of Society
   d. Major Components of Social Structure
   e. Groups and Institutions in Islamic Society
   f. Institution of family and its place in the Islamic Social Scheme, socialization in Islamic Framework, persuasion and Motivation and their relation to Socialization Development of Attitudes.

6. Education as the mean of Socialization status of Ulama in the Muslim Society epilogue.

Learning Outcomes

1. Demonstrate an understanding of key debates and the range of sociological approaches to religion and belief in society.

2. Critically apply key concepts to contemporary debates about the role of religion in the contemporary global world.

3. Effectively communicate understandings of key concepts in written forms by employing analytical skills.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:

1. Binder, Leonard (1963). *Religion and Politics in Pakistan*. California: University of California Press.
2. Evan, Prithard E.F. (1965). *Theories of Primitive Religions*. Oxford: Claneolan Press.
3. Ghazli-al-Muhammad. Sociology of Islam. Draft Report. International Islamic
4. Islam and Contemporary Society (ed.) by Salem Azzan. Islamic Council of Europe and Longman. London and New York 1982.
5. Johnstone, Ronald L. (1975), Religion and Society in Interaction. The Sociology of Religion, New Jersey Prentice-Hall.
6. Johnstone, Ronald L. (1975). *Religion and Society in Interaction: The Sociology of Religion*. New Jersey: Prentice-Hall.
7. Religion in Society: A Sociology of Religion (6th Ed.) by Ronald L. Johnstone. Upper Saddle River, NJ: Prentice-Hall, 2001.
8. Religious Fundamentalism in Developing Countries by Santosh C. Saha and Thomas Carr Greenwood Press. Westport, Connecticut. 2004.
9. Schneider, Louis (1964). *Religion, Culture and Society: A Reader in the Sociology of Religion*. New York: John Wiley and Sons.
10. Schneider, Louis (1970). *Sociological Approach to Religion*. New York: Wiley and Sons.
11. Sociology of Religion: A Reader by Susanne C. Monahan, William A. Mirola, and Michael O. Emerson. Upper Saddle River, NJ: Prentice-Hall, 2001.
12. The Discipline of Religion: Structure, Meaning and Rhetoric by Russell T McCuteheon. Routledge. London & New York 2003.
13. Thompson, Ian (1988). *Religion: Sociology in Focus Series*. London: Longman.
14. Thompson. Ian. (1988), Religion, Sociology in Focus Series. London Longman.
15. Vernon, Glenn M. (1962), Sociology of Religion, NewYork McGraw Hill.
16. Vernon, Glenn M. (1962). *Sociology of Religion*. New York: MacGraw-Hill.

SEMESTER V

COURSE CODE: SOC-651   METHODS OF SOCIAL RESEARCH   Cr. Hrs. 3
                                                                             (3+0)

Course Description

The course aims to learn about the basic concepts of social research, various research methodologies, both quantitative and qualitative. The students will learn about the usage of various methodologies while conducting research on different topics. The main tools and research techniques will be studied. It is assumed that the students have a background in basic social statistics and in social theories. The students will also learn about certain specific computer software like SPSS, NUDIST and Ethnography.

Learning Objectives

This course is designed to enable students to:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

Course Outline
1. Introduction
   a. Characteristics of scientific social research
   b. Theory and research
   c. Types of social research
   d. Qualitative and Quantitative
   e. Quality of good researcher
2. Steps in Research
   a. Choosing the problem and its significance
   b. Review of relevant literature
   c. Justification of Topic
   d. Theoretical framework
   e. Formulation of Objectives
   f. Formulation of research question
   g. Conceptualizing and Operationalizing
   h. Derivation of research hypothesis
   i. The time dimension:
      a. cross sectional studies
      b. longitudinal studies
3. Sampling
   a. Types of Sampling

    b. Sampling Techniques
    c. Preparation of Sampling Frame
    d. Sampling Size
    e. Error and Control

4. Tools of Data Collection
    a. Questionnaire
    b. Interview Schedule
    c. Checklist
    d. Observation
    e. Focus Group Discussion / Interview(FGD/I)
5. Data Collection and Processing
    a. Sources of Data
    b. Methods of Data Collection
       i. Survey method
       ii. Experimental method
       iii. Case study method
       iv. Content Analysis
    c. Data Management
    d. Data Analysis Techniques

Learning Outcomes

At the end of this course, students will be able to:

- Identify the best research design for your research questions;

- Understand, apply, and criticize the main research methods that are typically applied in management studies;

- Develop and practice the skills necessary to conduct, review, and publish management research; Present and defend your research ideas.

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group

projects/presentations, role-plays, seminars, written assignments.

Learning Resources

1. Alwin, Duene F. 2007. Margins of Error; A Study of Reliability in Survey Measurements. U.S.A. : John Wiley & Sons, Inc.

2. Babbie, Earl. 2004. The Practice of Social Research. 10th Edition. Belmont: CA Words Worth Publishing.

3. Bridge Semekh & Culhy. 2005. Research Methods in the Social Science. New Delhi: Vistaar Publiser.

4. Christopher Winship, 2003, Sociological Methods and Research. London: Sage Publications.

5. Monette, Duane R., Sullivan, Thomas J. and Dejong, Cornell R. 1998 Applied Social Research: Tool for the Human Services (4th Edition) New York: Harcout Brace College Publishers.

6. Nachimas, Chava Frankfort and David Nachmias (1997) Research Methods in the Social Sciences (5th Edition) New York: St. Martin's Press Inc.

7. Neuman William Lawerence. (2000) Social Research Methods 4th ed. Allyn and Eacon., Boston.

8. Norman Blaikie, 2003, Analyzing Quantitative Data, Sage Publication London.

9. Rea, Louis and Richard A. Parker (1997) Designing and conducting Survey Research: A comprehensive guide. San Francisco: Jossey – Bass Publishers.

10. Sadman, Symour, Norman M. Bradhurn (1991) Asking Questions. San Francisco: Jossey – Bass Pubolisere.

11. Somekh & Lewin, 2005, Research methods in Social Sciences, Vistaar, Publication, New Delhi.

12. Sweet. Stephen A. 1991. Data Analysis with SPSS. Boston: Boston Allyn and Bacon.

13. William Dragon and Steve Duck, 2005, Understanding Research in Personal Relationship Sage London.

14. Neuman, W. Lawrence (2000). "Social Research Methods". New York: Allyn and Bacon.

15. Baker, Therese L. (1989). "Doing Social Research". McGraw Hill.

16. Babbie, Earl (2005). "The Practice of Social Research". Belmont, California: Wordsworth.

17. Juliet Corbin & Anselm C Strauss, Basics of Qualitative Research
(Third Edition) (2008) Sage Publications New Delhi;

18. Marcus Banks, (2008) Using Visual Data in Qualitative Research. Sage Publications New Delhi;

19. Norman K Denzin & Yvonnal Lincoin, (2008) Collecting and Interpreting
Qualitative Materials Sage Publications New Delhi;

20. Rosaline Barbour (2008) "Doing Focus Groups" New Delhi: Sage Publications

21. Tim Rapley, (2008) Doing Conversation Discourse and Document analysis. Sage Publications New Delhi;

22. Uwe Flick, (2008) Designing Qualitative Research. Sage Publications New Delhi.

COURSE CODE: SOC-652   INFERENTIAL STATISTICS   Cr. Hrs. 3
(3+0)

Course Description

This course is built on previous course on statistics and is designed to introduce the students of BS Sociology to advanced statistical concepts and methods for analyzing, interpreting, and reporting the data. The course will equip students to select appropriate statistical methods for data analysis for their research projects. It will begin with an overview of descriptive statistics such as frequency distributions and their graphic representations, measures of central tendency and variability, normal curve, probability and derived scores. Major emphasis will be given to the procedure of hypothesis testing and inferential statistics. Techniques of t-tests, ANOVAs, post hoc tests, Chi-squares, correlation, prediction and their interpretive aspects are also discussed in-depth. The course will also introduce common statistical software packages including SPSS, Excel, and Process.

Learning Objectives

This course is designed to enable students to:

- To understand how research and statistics are linked together.
- To develop an understanding of Statistics and its related concepts.
- To gain knowledge of descriptive statistics such as frequency distributions, graphic representations and measures of Central Tendency and Variability.
- To learn inferential statistics such as *t*-test, ANOVA, Ch-square, correlation and regression analyses.
- To learn when to use various techniques of Statistics in accordance with research problems.
- To acquire basic understanding of SPSS, Excel, and Process for quantitative analysis.
- To obtain understanding of APA guidelines for reporting analyses.

Course Outline

1. Introduction to Statistics for Sociology
    - Statistics, Definitions and Significance
    - Research Process and Statistics
    - Scales of Measurement
    - APA Guidelines for Data Presentation
2. Descriptive Statistics

- Frequency Distributions and Graphs
- Measures of Central Tendency
- Measures of Variability
- Standard Scores
- Probability and Sampling Distributions

3. Basics of Inferential Statistics
   - Inferential Statistics
   - Procedure of Hypothesis Testing
   - Type I and Type II Errors

4. Two-Group Comparisons
   - Introduction to t-tests: Theory, Assumptions, and Interpretation
   - z-test
   - Types of t-tests: Single sample, Independent samples, and Dependent Sample
   - Graphical Presentation and Effect size

5. Three and More than Three Group Comparisons
   - Introduction to ANOVAS: Theory, Assumptions, and Interpretation
   - One-Way ANOVA
   - Two-Way ANOVA
   - Post hoc Tests
   - Graphical Presentation and Effect Size

6. Correlation and Regression Analysis
   - Introduction to Correlation and Regression Analysis: Theory, Assumptions, and Interpretation
   - Types of Correlation
   - Simple and Multiple Regression Analysis
   - Graphical Presentation

7. Non-Parametric Tests
   - Introduction to Non-parametric Tests: Theory, Assumptions, and Interpretation
   - Chi-square Goodness of Fit Test
   - Chi-square Test of Independence
   - Graphical Presentation

8. Soft wares for Data Analysis

- Data Analysis through Soft wares

- Overview of SPSS, Excel Worksheets, and Process

- Selecting Appropriate Statistical Methods

Learning Outcomes

After the course, the students will be able to:

- Perform descriptive analysis manually as well as through computer packages

- Administer inferential statistical analyses for group comparisons, correlation, and prediction of different types of variables

- Conduct hypothesis testing through computer packages

- Select relevant statistical methods and techniques for their research projects and others

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Learning Resources

1. Field, A. (2005). Discovering statistics using SPSS. 2ndEd. London: Sage Publications.

2. Gravetter, F. J., & Wallnau, L. B. (2017). *Statistics for the behavioral sciences* (10th ed.). Australia: Wadsworth Thomson Learning

3. Hair, J.F., Black, B.J., Babin, B.J., Anderson, R.E. & Tatham, R.L. (2010). Multivariate data analysis. 7thEd. Upper Saddle River: Pearson Prentice Hall.

4. Mann, Prem. (2001). Introductory statistics. 4th Ed. Upper New York: John Wiley & Sons.

5. Ott, R.L. & Longnecker. (2001). An introduction to statistical methods and data analysis. 5thEd. Pacific Grove: Duxbury.

6. Weinberg, S.L. & Abramowitz (2008). Statistics using SPSS: An integrative approach. 2ndEd. New York: Cambridge University Press.

7. Witte, R.S. & Witte, J.S. (2015). Statistics, 10th Edition. Wiley Publishing.

COURSE CODE: SOC-653   **INTRODUCTION TO POPULATION**   **Cr. Hrs. 3**
                                       STUDIES   **(3+0)**

Course Description:

The purpose of the course is to introduce the students to the basic concepts of population studies. It emphasizes on the essence of population studies as a discipline and its relation to other fields of study, basic sources of population data, and components of population change. The course specifically attempts to enable the students acquainted with the skills of analyzing population data and measuring the components of population change. Lastly, tries to see population policies. The course material is intended to assist the students to understand the vast range of population issues that relate to the study of population studies. The course material draws on examples, charts and graphs. It is extensively referenced with up-to-date specialist reading material and substantiated with tabular data.

Objective:

- Relevant concepts of population dynamics shall be explored.
- The theories in relation to population growth will be shared.
- The concept of culture and social values regarding population growth will be emphasized. The variables including fertility, mortality, and migration shall be studied with reference to change in population in a given area. Population policies about growth and control will be learnt.

Course Outline

1. Introduction
    a. The significance of population study
    b. Scope of Population studies
    c. Sources of population data

2. Population growth in Pakistan
    a. Historical trends
    b. Present population situation
    c. Future prospects.

3. Demographic processes
    a. Fertility: socio-economic variables affecting fertility
    b. Mortality: Socio-economic variables affecting mortality
    c. Migration:

4. The structure of Pakistan's population
    a. Geographic distribution
    b. Age and Sex structure
    c. Education, Dependency burdens. Birth rates: their relationships to GNP growth rates and income distribution.

5. Population related problems of Pakistan
    a. Economic factors behind high fertility rate

b. Social, cultural and, ethnic factors behind high fertility rates
c. Mortality especially maternal and Infant mortality.
d. Family Planning Dynamics

6. The population debates
    a. Some conflicting opinions
    b. The micro-economic theory of fertility
    c. The demand for children in developing countries
7. Theories of Population
    a. Theory of demographic transition
    b. Malthusian population trap and its criticism
    c. Ibn-e-Khaldun theory.

PRACTICAL

Students have to submit a comprehensive research report demonstrating various dimensions of Pakistan population based on data collected from different relevant government and non-government organization

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group

projects/presentations, role-plays, seminars, written assignments.

Recommended Books:-
1. Hans Raj (1993) Population Studies, Indian council of Social Research sciences New Delhi;
2. K.Srinivasan 1998, Basic Demographic Techniques & Applications, Sage Publication. Andrew Hinde, 1998. Demographic Methods, Oxford.
3. Paul Demeny (2003) Geoffrey Mcnicoll Encyclopedia of Population Macmillan Reference U.S.A (Thomson/Gale);
4. Peterson, William, (1975), Population, New York, Macmillan.
5. Todero, M.P., 2000, Economics Development in the Third World. Longman, London.
6. United Nations (2004). Population Division, Department of Economic and Social Affairs. Retrieved February 13, 2004.
7. United Nations Economic Commission for Europe - Official Web Site
8. United States Census Bureau (2005). Census Bureau - Countries Ranked by Population. Retrieved February 13, 2005.
9. UNO. 2000. Population Trends, World population Monitoring, Population Growth Structure and Distribution 1999. Department of Economics and Social Affairs, Population Division. U.N.O.
10. Weeks John R (1992), Population: An Introduction to Concepts and Issues. Belmart California,

COURSE CODE: SOC-654   PROJECT PLANING & MANAGMENT   Cr. Hrs. 3
(3+0)

Course Description

The focus of the course lies on how to plan, start, lead and complete projects. A central element is that the course participants develop own project plans in groups. The course includes all necessary components such as a project description, specification of target group, possible financiers, time plan, and budget. The course explains economic planning, project management methods, and project organization. Further discussions concern distribution of responsibilities and roles within a project group, as well as methods for follow-up and evaluation.

Course Objectives:

- To acquaint the students with the basic concepts of project cycle, cause and effect relationship, logical framework, planning and management.
- To elaborate required skills of field formation, preparation of different reports and techniques for the development of project will be studied.
- To equip students with the tools of monitoring, evaluation and impact assessment.

Course Outline

1. Introduction
    a. Definition, need, identification, selection and scope of the project.
    b. Characteristics of project, types of project.
    c. Project cycle
    d. Cause and effect diagram,
    e. Project objectives

2. Project Planning
    a. Development of indicators
    b. Preparing Project Proposal
    c. Logical framework analysis.
    d. Key components of project
    e. Potential problem analysis.
    f. Fields force formation strategy

3. Project Management
    a. Organization of resources
    b. Task allocation, role Taking,
    c. Coordination in project team,
    d. Accountability within project
    e. Conflict resolution
    f. Time management
    g. Liaison with external agencies

    h. Preparation of technical progress reports
    i. Preparation of financial progress reports
    j. Writing of minutes and reports of project meetings.

4. Project Monitoring and Evaluation
    a. Checking deviation and progress monitoring
    b. Follow-up, managing deviation,
    c. Definition and difference between M&E
    d. Need for evaluation
    e. Steps in evaluation, collecting necessary data, expanding logframe matrix for evaluation, checking deviation, adjusting deviation

5. Impact assessment.
    a. Definition concepts and meaning
    b. Types of impact assessment
        i) Social impact Assessment
        ii) Economic Impact Assessment
        iii) Physical Impact Assessment
        iv) Environmental Impact Assessment
    c. Methods and techniques of Impact Assessment

Practical:
Exercises on project preparation, use of CPM/PERT Methods, LFA Exercise. Monitoring and evaluation exercise.

Learning Outcomes

This course prepares the students for project development and work in project form within the culture and the cultural heritage field. On completion of the course, the student should be able to

- To formulate and present a practicable project idea
- To prepare a realistic economic plan
- To describe models and methods to lead, carry out, document and evaluate project
- To describe an intended project in a complete project plan
- To review and evaluate own and others' project plans critically

Teaching Methodologies/Instructional Strategies

    Interactive lectures/team-based learning, flipped classroom, critical discussions, group

    projects/presentations, role-plays, seminars, written assignments.

Learning Resources
- Contemporary Project Management, 2 nd Edition, Timothy Kloppenborg, South Western Cengage Learning

COURSE CODE: SOC-655   URBAN SOCIOLOGY   **Cr. Hrs. 3**
                                                                                                              (3+0)

Course Description:
The course provides knowledge of the concepts and approaches in urban sociology. It targets at providing necessary skills to the students for the solution of urban social issues. The causes, theories and effects of urbanization will also be explored. The study of urban ecologies, urban ways of life, neighbourhood, residential differentiation and gentrification, urban protest, and comparative urbanism will be carried out.

Learning Outcomes: After reading this course the students will be able to assess different challenges to urbanism in contemporary world and how different research approached can be strategized for solution of the same.

Course Outline

1. Introduction
    a. Definition of Basic Concepts
    b. Urbanization and Urbanism, Community, Town, City, Metropolis and Megalopolis.

2. Urban Sociology
    a. Scope and Field of Study
    b. The Rise, and Decline of Cities
    c. Origin of Urban Life

3. The Rise of Modern City
    a. Growth of Cities
    b. Factors in Urbanization and Urban Growth
    c. Growth of Cities-planned Development.

4. The Ecology of the City
    a. Human Ecology-meaning and Relationship with Urban Sociology
    b. Location of the City.

5. The Social Relations in the City
    a. The Small Groups - Their Functions and Role Structure
    b. The Urban Attitudes, Ideals and Values,
6. The Urban Economic System, Rest and Recreational Activities in the City.

7. Urban Informality and Lived Cities
    a. Slums, Katchi Abadies and Their Development
    b. Lack of Coordination in Various Social Systems in the City
    c. Juvenile Delinquency and Street Crime in the City.

8.   Welfare and City: Structure and Functioning of Relatedness and Social Welfare

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:

1. Bardo, John W. (1982). Urban Sociology. New York: MacGraw-Hill, Inc.
2. Bardo. John W. (1982) Urban Society. New York, McGraw Hill Inc.
3. Berry, Briyan (1977). Contemporary Urban Ecology. New York: Macmillan.
4. Brenner, Neil & Roger Keil (ed.) (2006). The Global Cities Reader. Routledge, London & New York.
5. Ehrlich, Paul R. and Annix St (1970). Population Resources and Environment. Issues in Human
6. Fitzpatrick, Kevin, & Mark LaGory, (2000), Unhealthy Places: The Ecology of Risk in the Urban Landscape, Routledge: London.
7. Gibbs, Jack P. (1961). Urban Research Methods. New York: D. Van Nostrand Co.
8. Gottdiener, M. & Leslie Budd (2005) Key concepts in Urban Studies. Sage, London.
9. Hambery, Amos H. (1950). Human Ecology, New York: The Ronald Press.
10. Khan, Mahmood H., (1998), Climbing the Development Ladder with NGO Support: Experiences of Rural People in Pakistan, Karachi, Oxford University Press.
11. Khan, Shoaib S., (1981), Rural Development in Pakistan, New Delhi, Vikas Publishing House.
12. Lamba, P.S. and.S.S. Salanki, (1992), Impact of urbanization and industrialization on rural society. New Delhi, Wiley Eastern Limited.
13. Nabeel; Hamdi (1995), Housing without Houses. WCIB 4HH, UK.
14. Parker, Simon (2004) Urban Theory and the Urban Experience Encountering the City. Routledge, London
15. Quim, James A. (1995), Urban Sociology, New York, America Park Co.
16. Unders Tanding, Karachi, Arif Hassan, 2001, City Press, Karachi.

Semester VI

COURSE CODE: SOC-661   **ADVANCED RESEARCH**   **Cr. Hrs. 3**
                             METHODOLOGY   **(3+0)**

Course Description

The course aims to understand social measurement, research design, and scientific ways to assess social phenomena. The focus will be on quantitative measurement; however, qualitative assessment with concepts and themes will also be taught.

Learning Objective

Specific objectives include the following:

- Design a research project
- Understand ethical issues when collecting sociological data
- Develop academic writing skills within the discipline of sociology
- Use theory to create a logical research project
- Garner an advanced understanding of research methods
- Understand how to analyze data in software

Course Outline

1. Research Design
    a. Definition of research design
    b. Characteristics of research design
    c. Types of research design
    d. Components of research design.
2. Measuring the Social Phenomena
    a. Dimensional Scaling
    b. Purpose of scaling
    c. Types of scales
    d. Rating scales.
    e. Use of multi-dimensional scaling

3. Conducting Applied Research
   a. Participatory Rapid Appraisal Techniques
   b. Feasibility studies
   c. Impact Assessment Techniques
4. Data Analysis and Interpretation
   a. Basic considerations
   b. Introduction to Single and Bi-variates
   c. Introduction to multivariate analysis
   d. Fundamentals of factor analysis
   e. Computer Use for data Analysis
5. Report Writing
   a. Contents Formulation
   b. Format of Report
   c. Report Writing Style
   d. Composing and Formatting
   e. Graphic and Pictorial Presentation
   f. Literature Citing and Bibliography
   g. Footnotes and Endnotes

Learning Outcomes

After completing this course, students will be able:

- To demonstrate knowledge and understanding of:
- The paradigms deployed by qualitative and quantitative health research;
- The main methods used in health research

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Learning Resources

1. Aneshensel, C. S. (2002). Theory based data analysis for the social sciences. Thousand Oaks, Calif: Pine Forge.
2. Babbie, Earl (2005). "The Practice of Social Research". Belmont, California: Wordsworth.

3. Baily, K. D. (1982). Methods of social research. (2nd ed.). N.Y: Free Press.

4. Baker, Therese L. (1989). "Doing Social Research". McGraw Hill.

5. Bryman, A., & Burgess, R. G. (1994). Analyzing qualitative data. London: Routledge.

6. Burgess, R. G. (1984). In the field: An introduction to field research. London: Allen & Unwin.

7. Kleinman, S. (2007). Feminist field work analysis: Qualitative research methods. Los Angeles: Sage.

8. Miller, D. C. (1991). "Research Design and Social Measurement". London: Sage Publication.

9. Neuman, W. L. (2000). Social research methods: Quantitative approaches. Boston, Ally & Bacon.

10. Neuman, W. Lawrence (2000). "Social Research Methods". New York: Allyn and Bacon.

11. Saldaña, J. (2015). The coding manual for qualitative researchers. Sage.

COURSE CODE: SOC-662   SOCIAL WORK   Cr. Hrs. 3
(3+0)

Course Description:

This course is to acquaint and familiarize students with the basic concepts and, scope of social work. Students will gain an historical and practical overview of the social work profession, which includes practice theory. This course will cover how social workers engage in generalist practice and how it is applied with individuals, groups, and communities. Students will learn from social workers who practice in a variety of settings, such as the juvenile justice system, hospitals, and government and private agencies. This course integrates knowledge of social work practice, values, ethics, social welfare policy, and social justice issues. Students will explore current topics and career opportunities in social work.

Learning Objectives:
- To understand the historical development of the field of social work.
- To offer understanding about the paradigms and concepts of social work.
- To help students to build the analytical abilities by linking theories with real life social phenomenon.
- To provide understanding about the discipline of social work
- To explore the nature and principles of social work methods
- To develop competencies in substantive areas of social work

COURSE CONTENTS
Introduction
   1. Definition of social work
   2. Philosophical base of social work
   3. Generic principles of social work
   4. Professional and voluntary social work
   5. Islamic concept of social work

6. Modern concept of social work
   a. Preventive
   b. Curative
   c. Rehabilitative
7. Social Work methods
   a. Primary methods i. Social Case work; ii. Social group work iii. Community organization
   b. Secondary methods i. Social Welfare Administration ii. Social Research iii. Social Action
8. Important fields of social work practice
   a. Health
   b. Education
   c. Minorities
   d. Begging

Learning Outcomes

1. Discuss the historical roots and current development of social work theory and practice.
2. Describe the social work profession including career facts, code of ethics, certification and licensure, employment projections, and future trends.
3. Explain the wide variety of social work professional practice settings and social concerns such as poverty, mental health, and crime.
4. The students will be able to conceptualize the real life social problems in the guidance of theoretical understandings of social work
5. The students will be able to apply theoretical knowledge into real life social problems
6. Demonstrate an increased awareness of the dynamics of human suffering.
7. Demonstrate increased tolerance and acceptance of the diversity of the human experience in a social/cultural context.
8. Demonstrate awareness and increased sensitivity for complex social issues.

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

RECOMMENDED READINGS

1. Adams, R. (2003). Social work and empowerment. London: Palgrave Macmillan.
2. Ambrosino, R. (2005). Social work and social welfare introduction. Mexi: Thomson.
3. Bogo, M. (2007). Social work practice. New Dehli: Rawat Publications.
4. Catherine N. D. & Karen M.S. (2012). Social Work Fields of Practice. Canada: John Wiley&Sons.
5. Gautam, P.R. & Singh, R.S. (2011). Principles and practices of 26 Social Work. New Delhi: Balaji Offset.
6. Healy, K. (2012). Social work methods and skills: The essential foundations of practice. New York: Palgrave Macmillan.
7. Hepworth, D. H. & Rooney, R. (2010). The Direct Social Work Practice: Theory and skills. Belmont: Brook cole.
8. Jane M. & Ronnie, E. (2006). Practice Skills in Social Work & Welfare. Chennai(India): Allen& Unwin.
9. Khalid, Muhammad (1990). Sociological Theory: A Historical Perspective. Karachi: Kifayat

Academy.
10. Khalid, Muhammad (2014). Social Work: Theory & Practice. Karachi: Kifayat Academy.
11. Kirst-Ashman,K. (2003). Introduction to social work and social welfare: critical thinking perspectives. MEXI, Thomson.
12. Liz O', R. (2010). Recording in Social Work. UK: Hobbs, Southampton.
13. Louise, C. & Stephen, J. Y. (2011). Social Work Practice: A Generalist Approach. New Delhi: Asoke K. Ghosh.
14. Maidment, J. (2006). Practice skills in social work & Welfare. AUST: Allen & Unwin.
15. Michael, B. S. & Pam, T. (2012). Social Work with Disabled People. BASW Palgrave Macmillan.
16. Mohammad, N. (2005). Social work for weaker sections. New Dehli: Anmol Publications.
17. Rameshwari, D. & Ravi, P. (2004). Social work Methods: Practices and Perspective. Jaipur: Mangal Deep. 18. Rory, T. & Leonie, N. (2002). Reflection on Current Social Work Practices. New Zealand: Murray Lock.
19. Safdar, S. (2008). Introduction to Social Work. Peshawar: University of Peshawar.
20. Shah, N. A. (1994). The Self Employed Women in Pakistan. Karachi: P&WS + NEWS Karachi.
21. Shah, N. A. (2001). Karachi kay Nu Umar Mehnatkash Bachechey Aur Bachchiyan: Ek Jaiza. Karachi: Bcc & T Press University of Karachi.
22. Shah, N. A. (2004). Karachi ki Gadagar Larkiyan: Ek Jaizao. (Social Problems in Pakistan). Karachi: Bcc + T Press , University Of Karachi. 27
23. Shah, N. A. (2015). The Aging Home- Based Women- Workers in Karachi. Karachi: Bcc + T Press, University Of Karachi.
24. Suresh, S. (2013). Handbook of Social Work Skills and Knowledge. New Delhi.
25. Thompson, N. (2010). Theorizing Social Work Practice. Palgrave, London.
26. Veronica, C. & Joan, O. (2012). Social Work Practice. BASW Palgrave Macmillan.
27. Waston, D. (2006). Social work process and practice:approaches, knowledge and skills. New York: Palgrave.

COURSE CODE: SOC-663   COMMUNITY DEVELOPMENT   Cr. Hrs. 3
(3+0)

Course Description

The course aims at acquainting the students with the basic concepts of community development, approaches, strategies and theories. The emphasis will be placed on community mobilization and organization. The course will also cover the participatory development and different models of community development.

Course Objectives

This course is designed to enable students to:

- Gather up to date information about needs, problems, sources and resources of the community.

- Mobilize community resources in the best possible way for better handling of community needs and problems.

- Chalk out and implement programmes required for effectively tackling the felt needs and problems of people in the community.

- Arouse interest among people in the welfare of community as a whole.

- Motivate people to participate in the planning as well as implementation of programmes meant for general uplift of the community.

- Provide training facilities for all types of workers (voluntary and paid) by establishing professional training institutions.

Course Outline
1. Introduction
   a. Meaning, Scope and Subject Matter
   b. Historical Development

2. Theories and Approaches of Community Development

3. Processes of Community Development
   a. Community Mobilization
   b. Community Participation
   c. Resource Mobilization.

4. Community Developments
   a. Community Development Programs in Pakistan
   b. History of Community Development before Partition of the Sub-continent
   c. Community Development with Reference to Village-AID Program.

5. Role of International Organizations in Participatory Community Development
6. Community Concepts and Definition
   a. The Nature of Community
   b. Methodology and Organization of Community
   c. Development and Role of Social Welfare Councils in Community   Development.

7. Community Organization and Related Services
   a. Family and Child Welfare
   b. Cottage Industries
   c. Adult Education,
   d. Skill Development and Health
   e. Housing
   f. Water and Sanitation
   g. Development in Rural/Urban Areas of Pakistan.

8. Cooperation and Community Development
   a. Principles and Methods of Cooperation

   b. History of Cooperative Movement in Pakistan

   c. Role of Cooperative Societies in Community Development.

9.	Community Development Programs in Pakistan

10.	Community Development Programs in Underdeveloped Countries of Asia and Africa: India, Bangladesh, Kenya, Thailand, Egypt and Philippines.

Learning Outcomes

By the end of this course, the student will be able to:

- Demonstrate an understanding of some of the major components of community building practice.

- Examine the relationship between community service-learning and popular education models.

- Reflect on their community service-learning through debriefing in the classroom and writing reflective journals.

- Examine how institutions perpetuate oppressions, and the strategies designed to challenge such oppression.

- Collaborate with others to develop and present a workshop.

- Demonstrate competency in oral and written communication skills

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, written assignments.

Learning Resources
1. Blakely, Edward James. 1979. Community Development Research: Concepts, Issues, and Strategies
2. Cernea, M., (1985), Putting People First: sociological Variables in Rural development, New York, Oxford University press.
3. Chambers, R., (1983), Rural development: Putting the Last First, London, Longman.
4. Chambers, R., (1992), Rural appraisal: Rapid, Relaxed and Participatory, Sussex, Institute of development Studies.
5. Edwards, M. and Hulme, D. (eds.), (1992), Making a Difference: NGOs and development in a Changing world.
6. Escobar, A., (1995), Encountering development: The Making and Unmaking of the Third World, Princeton, Princeton University Press.
7. Fernandes, W. and Tandon, R., eds., (1981), Participatory Research and Evaluation: Experiments in Research as a Process of Liberation, New Delhi, Indian Social Institute.
8. Khan, Akhter H., (1985), Rural development in Pakistan, Lahore, Vanguard Books Ltd.
9. Midgley, Gerald. 2004. Community Operational Research: OR and Systems Thinking for Community
10. Noble, Allen George. 1999.   Preserving the Legacy: Concepts in Support of Sustainability

11. Ross, Murray G. (1955). Community Organization: Theory and Principles. New York: Harper & Row Publishers.
12. Sachs, W., ed., (1992), The Development Dictionary: A Guide to Knowledge and Power, London, Zed Press.
13. Skidmore, Rex A. and Thackeray, Milton G. (1964). Introduction to Social Work. New York: Meredith Publishing Company.
14. Warburton, Diane. (1998). Community & Sustainable Development. London: Earthscan Publications Ltd.

COURSE CODE: SOC-664   SOCIOLOGY OF HEALTH & MEDICINE   Cr. Hrs. 3
(3+0)

Course Description

The course focuses at providing basic concepts and models of health sciences. The psycho-socio and cultural assessment of health seeking behavioral patterns and the role of therapeutic management group will be examined. The indigenous healing system and contemporary medical system will be studied.

Learning Outcomes: After reading this course the students will be able to contextualize socio-cultural context of meanings of health and illness beside the embodiment of lived experience of medicalized conditions.

Course Outline

1. Introduction
   a. Medical Sociology, and the field of medical sociology
   b. Contribution of sociology to medicine.

2. Health and disease
   a. Social definition of illness
   b. Health and disease as behavior
   c. Socio-cultural causes of disease

3. Sociological perspectives on health & Illness
   a. Functionalist Approach
   b. Conflict Approach
   c. Interactionist Approach
   d. Labeling Approach

4. Illness Behavior and Perceptions of Illness
   a. Illness Behavior
   b. Cultural Influences on Illness Behavior
   c. Lay Beliefs About Health and Illness
   d. Self medication
   e. Sick Role

5. Social Determinants of Health
   a. The Social Petri Dish
   b. Life Expectancy
   c. Social Support Networks
   d. Structures of Violence

6. Patient and Doctor in Perspective
    a. Doctors view of disease and the patient
    b. Patient's perspective of illness
    c. Patient doctor relationship
    d. Patient-nurses relation

7. Sociology of medical care
    a. Hospitals
    b. Healers in Context

8. Complementary & alternative Medicine (CAM)

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:
1. A.P Dixit (2005) Global Hiv/Aids Trends, Vista International Publications house New Delhi;
2. Bauggartner, Teda (1994), Conducting and reading research in health and human performance. England, Brow and Benchmarn Publishers.
3. David Tucket (Ed), An Introduction to Medical Sociology, London, Taritocl Publication, 1976.
4. David Tucket. 1982. An Introduction to Medical Sociology. Tavistock Publication, London.
5. David, Mechanic, Medical Sociology, New York. The Free Press, 1960.
6. David, Mechanic. 1990. Medical Sociology. The Free Press. New York
7. Diarmuid O Donovan (2008) The State of Health Atlas University of California Press;
8. G. C Satpathy (2003) Prevention of HIV/AIDS & Drug Abuse Isha Books;
9. G.C. Satpalhy (2003) Prevention of Hiv/Aids & Drug abuse, isha Books, New Delhi.
10. Global Health Challenges for Human Security (ed.) Lincoln Chen et el. Global Equity. UK 2003.
11. Jai P Narain (2004) Aids in Asia the challenge a head , Sage Publications New Delhi;
12. Julia A Ericksen (2008) Taking charge of Breast Cancer University of California Press;
13. Meena Sharma (2006) Aids, Awareness Through Community Participation Kalpaz Publications Delhi
14. Moon, Graham (1995) Society and Health. An Introduction to Social Science for Health Professional. London. Routledge.
15. Moward E. Treaman at. Al. Handbook of Medical Sociology, Englewood Cliffs, NJ Prentice Hall, Inc. 1963.
16. P Dixit (2005) Global HIV/AIDS Trends, Vista International Publishing House Delhi 110053;
17. Rose Weitz (2004) The Sociology of health, Illness & health care a critical approach Thomson wads worth.
18. Rubina Sehgal(2004)The Trouble Times; Sustainable Development in the age of extreme. Islamabad.
19. Schilla Mclean and G. Mahar. 1983. Medicine, Morals and Law, Gower Publishing Co. Ltd. UK.
20. Shah, Ilyas (1998) Community Medicine . Karachi.
21. The Body, Culture and Society: An Introduction by Philip, Hancock et. el. Open University Press. Buckingham.
22. The Sociology of Health and Medicine: A Critical Introduction by Ellen Annandale. Polity Press 1998.

COURSE CODE: SOC-665   **SOCIOLOGY OF INEQUALITY**   **Cr. Hrs. 3 (3+0)**

Course Description

The course provides an understanding of the evidence on inequality, both in current and historical perspectives. It is intended that students will learn how to critically investigate the interplay of evidence in this regard and the circumstances which produce structures of inequalities, violence and invisibilities or marginalization. For an understanding of political economy, the course will situate distribution of the gains from capitalism, globalization and technological progress against other economic and political possibilities i.e. socialism, localization and techno-scientific conservatism.

Learning Outcomes: After reading this course the students will be able to:

   a. Compare inequality over time and contextualize contemporary inequality within a broader economic history perspective
   b. Analyze institutional, demographic and social determinants of inequality
   c. Apply methods and concepts from the research frontier of economics, economic history and sociology to the understanding of historical and contemporary outcomes

 Course Outline

9. Introduction
        a. Social Equality/Equity and Justice
        b. Forms of Inequalities and Every Day Life worlds.
10. Researching Inequalities
        a. Towards a Critical Sociology of Intellectual Ontology and Inequality
        b. Rethinking the Sociological Imagination in the 21st Century
11. Measuring and Interpreting Poverty and Inequalities
        a. Ethnography of Inequalities
        b. Numbering the Subjectivities of Hunger, Fear and Violence
12. Marxist Perspectives on Capitalism and Class and Consciousness
13. Governmentality and Inequality
        a. Power, Knowledge and Inequality
        b. Language of Subalternity and
14. Bourdieu on Inequality: Culture, Capitals, and Class
15. Gender and Intra-Family Inequalities
16. Racism and Anti-Racism
17. Intersectionality: Multiple Sources of Inequality
    Precariat: A Dangerous Class?

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:

   1. Carrier, J.G. (ed.) 1997. *Meanings of the market: the free market in Western culture*. Oxford: Berg.
   2. Campbell, T. 1981. *Seven theories of human society*, Oxford: Oxford University Press.

3. Dumont, L. 1977. *From Mandeville to Marx: the genesis and triumph of economic ideology*. Chicago: University of Chicago Press.
4. Durkheim, É. 1965 (1915). *The elementary forms of the religious life*. New York: Free Press.
5. Durkheim, É. 1984 (1893). *The division of labour in society*. London: Routledge & Kegan Paul.
6. Hobsbawm, E.J. (1964) 'Introduction', in *Karl Marx: Pre-Capitalist Economic Formations.* London: Lawrence & Wishart.
7. Marquand, John P. (1949) *Point of No Return*. Boston: Little, Brown.
    Stevens, Jacqueline (1999) *Reproducing the State*. Princeton, NJ: Princeton University Press.
8. Thernstrom, Stephan (1964) *Poverty and Progress*. Cambridge, MA: Harvard University Press.
9. Tilly, Charles (1999) 'Power – Top-Down and Bottom Up', *Journal of Political Philosophy* 7: 306–28.
10. Warner, W. Lloyd (1963) *Yankee City*. One vol., abridged edn. New Haven, CT: Yale University Press.
11.
12. Radcliffe-Brown, A.R. 1952. Introduction. In *Structure and function in primitive society*, A.R. Radcliffe-Brown. London: Routledge & Kegan Paul.
13. Smith, A. 1976 (1776). *An inquiry into the nature and causes of the wealth of nations*. Chicago: University of Chicago Press.

SEMESTER VII

COURSE CODE: SOC-671 **CRIMINOLOGY** **Cr. Hrs. 3 (3+0)**

Course Description:
In today's society, crime and deviant behavior are often one of the top concerns of society members. From the nightly news to personal experiences with victimization, crime seems to be all around us. In this course, we will explore the field of criminology or the study of crime. In doing so, this course will look at possible explanations for crime from psychological, biological, and sociological standpoints, explore the various types of crime and their consequences for society, and investigate how crime and criminals are handled by the criminal justice system. Why do some individuals commit crimes but others don't? What aspects in our culture and society promote crime and deviance? Why do individuals receive different punishments for the same crime? What factors shape the criminal case process, from arrest to punishments?

Learning Objectives
- To familiarizes the students with the basic concepts, theories and methodologies used in the field of criminology.
- To identify the role of pertinent agencies in crime control will be learnt.
- The course will focus on understanding crime, criminality, and social remedies.

1. Introduction
   a. Social construction of crimes and Criminals
   b. Types of Criminal and Crimes
   c. Law and Crime
   d. Deviancy
   e. Sin
   f. Vice
   g. Crime and social organization
   h. Crime as a social problem
   i. Criminology & its scope
   j. Criminology & Criminal Law

2. Approaches to Criminal Behavior
   a. Biological and environmental factors
   b. Psychological and psychiatric determinants
   c. Sociological and economic approaches
   d. Islamic point of view
3. Crime and Criminals
   a. The occasional criminals
   b. The habitual criminals
   c. The professional criminals
   d. The white-collar crimes
   e. The organized crimes

f. Corporate crimes
g. Custom based deviance and crimes

4. Detection of Crimes
   a. Agencies of detection formal-informal
   b. Techniques of detection
   c. Problems of detection

5. Reformative Treatments of Criminals
   a. Corporal punishments
   b. Capital punishment
   c. Imprisonment
   d. Prison and related problems
   e. Probation, parole and Rehabilitation

6. Explanation of criminal behavior
   a. Rational choice theory/Exchange Theory
   b. Choice & Trait Theories
   c. Social Reaction Theories
   d. Social Process theories
   e. Social Structural Theories

7. Trial & Conviction of Offenders
   a. Agencies: Formal & Informal
   b. Criminal courts: Procedures & Problems

8. Prevention of crimes
   a. Long term measures
   b. Short term measures

9. Punitive & Reformative Treatment of Criminals
   a. Corporal Punishment
   b. Imprisonment
   c. Probation
   d. Parole
   e. Rehabilitation of criminals
   f. Prison & related problems

Learning Outcomes
- To comprehend concepts of criminology
- To differentiate criminal behaviors and prevention

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Learning Resources:

1. (Eighth Edition) W.W.W Wads Worth com;
2. **Aulak, An Mafid. Criminal Justice, Martin, Ramdy, 1991. Criminological Thnought- Pioneers, Past and Present. Macmillan and Co.**
3. Cavan, Ruth Shonle (1962). *Criminology*, New York: Thomas Y. Growel Co.
4. Curra, John, Understanding Social Deviance: From the Near Side to the outer limits, NewYork, Harper Collins, 1994.
5. Cyndi Banks (2004) Criminal Justice Ethics Theory & Practice
6. Farrington, David P. (1986). *Understanding and Controlling Crime,* New York: Springer-Verlag.
7. Fox, Vernon (1985). *Introduction to Criminology*, New Jersey: Prentice Hall.
8. **Hagon, John Modern (1987), Criminology , New York, McGraw Hill.**
9. Hagon, John Modern (1987). *Criminology*, New York: McGraw Hill.
10. Heidensohn, Frances (1989). *Crime and Society*, London: Mcmillan and Co.
11. Jupp, Victor, (1989). *Methods of Criminological Research,* London: Unwin, Hyman.
12. **Jupp. Victor (1989), Methods of Criminological Research, London, Macmillan and Co.**
13. Larry J Siegel (2004) Criminology Theories, Patterns & typologies
14. Prafullah Padhy (2006) organized Crime Isha Books Delhi;
15. Rachel Boba (2005) Crime Analysis & Crime maping sage Publication Lahore ;
16. Reckless, Walter C. (1961). *Crime Problem*, New York: Appleton-
17. Resen Berg M.M.: An Introduction to Sociology, Methven, New York, 1983.
18. Sage Publication;
19. Sanford H Kadish (1983) Encyclopeadia of Crime & Justice, The Free Press A Division of Macmillan.

COURSE CODE: SOC-672   **RURAL SOCIOLOGY**   **Cr. Hrs. 3 (3+0)**

COURSE DESCRIPTION:
The course aims at providing knowledge of basic concepts of rural sociology to the students. Moreover, an in-depth understanding of structure of rural society will be carried out. The course focuses on issues relating to the study of rural people and places, as well as rural related issues in both advanced and developing countries. This course is designed to explore the changing nature of rural development in the global economy.

Learning Outcomes: It is intended that after completing this course students will be able to locate rurality in its totality and how it remains as a different form of social, economic and cultural milieu. The course would also inculcate analytical skills necessary to comprehend complexities of human existence and then proposing different interventions in otherwise quite intimate lives of other people.

Course Outline

1. Introduction to Rural Sociology
     a. Is Rural Sociology a Science?
     b. Rural Sociology and Other Cognate Social Sciences.

2. Basic Concepts and Processes
     a. An understanding of the Rural Social System
     b. Caste and "baradari" structure
     c. Fractions, dispute and "We-groups".

i. Land Reforms and fragmented holding
     a. Land reforms and politics
     b. Landless tenants and agricultural labor.

4. Social stratification and social identities
     c. Basic Concepts and action
     d. Group, Role and Status, Norms and Values, Folkways and Mores
     e. Social Systems and Sub-systems
     f. Rural Culture, Social Processes in Rural Society,

5. Rural Social Institutions, Technology and Rural Society.

6. Social Change and Rural Society
     a. Rural Settlement
     b. Small scale farming
     c. Feudalism and capitalism
     d. Agrarian politics and village development,

7. Relationship between technological and socio-economic aspects of rural society.
     a. Gender and Development
     b. Role and status of Rural Woman
     c. Pattern of Rural Settlement

8. Rural Resources
     a. Land Tenure System, size of landholdings.
     b. Rural Social structure, provision of services in rural area; health, education and sanitation etc.

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books: -

1. Chitamber, J.B. "(2003)"Introductory Rural Sociology, 2nd Edition, New Age International (P) Limited Publisher, New Delhi.
2. Chitamber, J.B. (1975), An Introduction to Rural Sociology, New Delhi Balley Eastern Ltd.
3. Dalal, B. (2003). Rural Planning in Developing Countries, New Delhi, Earthscan.
4. Doshi, Shambhu Lal, Prakash Chandra Jain. (1999) Rural Sociology. New Delhi.
5. Hambery, Amos H. (1950). Human Ecology, New York: The Ronald Press.
6. Khan, Mahmood H., (1998), Climbing the Development Ladder with NGO Support: Experiences of Rural People in Pakistan, Karachi, Oxford University Press.
7. Khan, Nowshad (2000) Rural Poverty Alleviation, National Book Foundation, Islamabad
8. Kolb. John. H.L. (1989), A Study of Rural Sociology (4th Edition) Houghton Mifflin.
9. Meena Sharma (2006) Aids, Awareness Through Community Participation Kalpaz Publications Delhi
10.
11. Sahibzada, Mohibul Haq. 1997. Poverty Alleviation. Institute of Policy Studies.Islamabad.
12. Setty, E.2002, New Approaches to Rural Development Amal Publications Pvt.Ltd.
13. Social Policy and Development Centre.2000. Social Development in Pakistan,New York, Oxford University Press.

COURSE CODE: SOC-699a   **Research Project I**   **Cr. Hrs. 3 (3+0)**

Students will submit their synopsis.

SEMESTER VIII

COURSE CODE: SOC-681   SOCIOLOGY OF GLOBALIZATION   Cr. Hrs. 3
(3+0)

Introduction
This course provides familiarity regarding the basic concepts and models of globalization. It will examine the global economy and its impact on local economy as well as social and cultural change especially on South Asian countries. The role of media regarding globalization will also be discussed.

Learning Outcomes: It is intended that after reading this course the students will be able to situate globalization as a phenomenon under the radar of the sociological research approach. The course will mainly look to provide students with snapshots of glocalization as bridge between the global and local hence empowering them to understand complexities of grand scales in grounded analysis.

Course Outline

1. Introduction and Overview of Sociology of Globalization
    a. Sociology of globalization, globalization: myth or reality;
    b. Characteristics of globalization, globalization, modernization & Europeanization; globalization and cultural leveling.

2. Theories of globalization, global stratification, global inequalities, globalization and local identity.

3. The Rise of Globalization
    a. The Second Globalization: Creating the Post-War Political-Economic Order
    b. The Rise of Neoliberalism

4. Globalization and Corporations
    a. From Bureaucracy to Networks
    b. Corporate Governance and Strategy
    c. Multinational Corporations

5. Political Globalization
    a. Global Politics, Governance, Transnational State, etc.
    b. Power and Transnational Politics
    c. Emergence of Global Classes, Local Actors in Global Politics.

6. Technology and globalization, global economy and the digital networks.

7. Globalization and Workers
    a. Changes in Work
    b. Social Inequality
    c. Training for Global Competition

8. Globalization and the State
    a. Welfare Reform
    b. Tax Reform
    c. Regulatory Reform

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:
1. Abu-Lughod, J. L. (1991) Before European Hegemony: The World System A.D. 1250–1350, Oxford: Oxford University Press.
2. —— (1999) New York, Chicago, Los Angeles: America's Global Cities, Min- neapolis, MN: University of Minnesota Press.
3. Addison Posey, D. (ed.) (2000) Cultural and Spiritual Values of Biodiversity, London: ITDG Publishing.
4. Ali, T. (2003) The Clash of Fundamentalisms: Crusades, Jihads and Modernity, London: Verso.

5. Alibhai-Brown, Y. (2000) After Multiculturalism, London: Foreign Policy Centre.
6. Barber, B. R. (2001) Jihad vs. McWorld, New York: Random House. Barlow, M. and Clarke, T. (2001) Global Showdown: How the New Activists are Fighting Global Corporate Rule, Toronto: Stoddart.
7. Bauman, Z. (1993) Postmodern Ethics, Oxford: Blackwell.

8. —— (2000) Liquid Modernity, Cambridge: Polity.
9. Douglas, M. and Isherwood, B. (1979) The World of Goods: Towards an Anthropology of Consumption, London: Allen Lane.
10. Giddens, A. and Pierson, C (1998) Conversations with Anthony Giddens: Making Sense of Modernity, Cambridge: Polity Press.
11. Held, D. (1980) Introduction to Critical Theory: Horkheimer to Habermas, London: Hutchinson.
12. —— (1995) Democracy and the Global Order: from the Modern State to Cosmopolitan Governance, Cambridge: Polity Press.
13. Kauffman, S. A. (1993) The Origins of Order: Self-Organization and Selection in Evolution, Oxford: Oxford University Press.
14. Keane, J. (2002) 'Cosmocracy A global System of Governance or Anarchy?' New Economy, 9 (2), 65–67.
15. Walby, S. (2002) 'Feminism in a Global Era', Economy and Society, 31 (4), 533–57. Wallerstein, I. (1974) The Modern World-System: Capitalist Agriculture and the
16. Origins of the European World-Economy in the 16th Century, New York: Academic Press.
17. Wolf, M. (2004) Why Globalisation Works, New Haven, CT: Yale University Press.

COURSE CODE: SOC-699b   **Research Project II**   **Cr. Hrs. 3 (3+0)**

Students will submit their final thesis project.

COURSE CODE: SOC-600   **Internship**   **Cr. Hrs. 3 (3+0)**

A compulsory summer internship program

ELECTIVE COURSES

COURSE CODE: SOC-601 **Electronic Media & Virtual Society** **Cr. Hrs. 3 (3+0)**

Course Description:
This course provides an overview of the social dynamics and phenomena of the Internet. This course will provide students with an understanding of the fundamental cultural and social principles of the Internet, from the perspective of social sciences and with a focus upon the relationship between technology and society. This course examines the ways in which society is changing due to the introduction and wide spread use of computers and computer network communication. We will explore the subjects social and economic change due to the Internet – the Internet in developing nations, new social networks and their impact on social lives, predation and cyber-bullying, online gaming and the social dynamics of virtual worlds, culture without a nation – the culture of the Internet, censorship and control of information, publishing open to all, dating and romance online, exploiting new technology: cyber-warfare and virtual crime.

Learning Objectives
- To familiarize the students with meaning, characteristics and components of virtual community. To enable the students to visualize virtual technology, networking and tools used in virtual communities.
- To learn about scope and working of virtual community.

Course Outline

1 Introduction
    a. What is a Virtual Community and Why Would You Ever Need One?
    b. Characteristics of virtual communities
    c. Components of virtual communities

2 Virtual technology and networking
    a. Designing of virtual communities
    b. Creating and Exploiting Virtual communities.
    c. Extending the classroom walls electronically. In New Paradigms for College Teaching.
    d. Online Communities for Professional Development,
    e. Contributions of a Virtual Community to Self-Regulated Learning.

3 Tools used in virtual communities
    a. Miracle of Internet
    b. virtual communication & marketing

4 Scope and Working of virtual communities
    a. future of virtual communities
    b. Identity and Deception in the Virtual Community
    c. The Art of Hosting Good Conversations Online
    d. Nine Principles for Making Virtual Communities Work
    e. Making Virtual Communities Work

Learning Outcomes
- To explore virtual technologies and existing virtual communities
- To understand working of virtual communities

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Learning Resources:
1. Beat Schmid, Katarina Stanoevska-Slabeva, Volker Tschammer. 2001. Towards the E-Society: E-commerce, E-business, and E-government
2. Corien Prins. 2001. Designing E-government: On the Crossroads of Technological Innovation and ...
3. David Holmes. 2005.Communication Theory: Media, Technology and Society
4. John Thornton Caldwell. 2000. Electronic Media and Technoculture
5. Jon Dovey, Martin Lister. 2009. New Media: A Critical Introduction
6. Leah A. Lievrouw, Sonia M. Livingstone. 2002. Handbook of New Media: Social Shaping and Consequences of ICTs
7. Manuel Castells. 2004. The Network Society: A Cross-cultural Perspective - Page 141
8. Patrice Flichy. 2007.The Internet Imaginaire
9. Peter Ludes. 2008. Convergence and fragmentation [electronic resource]: media technology and .
10. Steve Woolgar. 2002. Virtual Society?: Technology, Cyberbole, Reality

COURSE CODE: SOC-602   **Governance and Social Policy**   **Cr. Hrs. 3 (3+0)**

Course Description
This subject provides students with a series of critical approaches to the study of social policy and governance in modern societies. The subject bridges theories from sociology, political economy and criminology to develop students' capacity to provide a holistic analysis of the policies surrounding social issues in modern societies in the light of global socio-economic changes. The subject will help students to understand and examine the potential contradictions that state interventions and law implementation have for specific socio-demographic groups. In addition, the subject aims to enhance students' ability for critical and independent thinking about contemporary policy concerns.

Course Objectives:
- To learn about the basic concepts, process, theories and function of governance and key actors.
- To depict the public policy and its process, global context of Pakistan's public policy as well as interest and power.
- To elaborate the society-centered theories, institutions and state-centered theories.

Course Outline
1   What is Governance

a. Processes of governance,
b. Theories and principles of improving governance and democracy
c. Impact of globalization on global governance
d. Institutional reform, capacity building, accountability

2 Public Policy and the Policy-making Process in Pakistan
a. Define public policy and discuss the various stages of the policy process.
b. Identify the key actors in the policy process.
c. Comment on the institutional context of policy-making and discuss the key components of the machinery of government.
d. Outline the process by which policy initiatives make their way from government departments, through cabinet and the legislative process in Parliament.
e. Discuss the character of the Pakistani welfare state and the main pillars of Pakistani social policy.

3 The New, Globalized Context of Pakistan Public Policy
a. Discuss the globalized context of public policy in a manner that distinguishes between economic, political and culture dimensions of globalization.
b. Comment on the ways that globalization has altered the power, capacities, goals and purposes of states, including the Pakistan state.
c. Explain how globalization has altered the character and focus of social movement politics and, as part of your explanation, distinguish between the politics of identity and recognition, on the one hand, and the socially conservative politics of reactive social movements, on the other.
d. Discuss the main policy imperatives and policy constraints associated with the new globalized context of Pakistan public policy, and explain what is meant by the 'internationalization' or 'globalization' of public policy.

4 Interests, Power and Policy: Society-centered Theories
a. Define 'explanatory theory' then distinguish between explanatory and normative theories.
b. Discuss how the following theoretical perspectives explain state and public policy: liberal pluralism, elite theory, and class analysis.
c. When reading an article that employs one of the society-centered explanatory theories, identify which perspective is being used.
d. Form an opinion (even a tentative one) on which society-centered theory you find most convincing and useful.

5 Institutions and Policy: State-centered Theories
a. Define what institutions are and discuss the notion of 'institutional causation'.
b. Discuss how the following theoretical perspectives approach the tasks of explaining and understanding public policy: structuralist institutionalism, state as an actor theory, and institutional rational choice theory.
c. Identify which theoretical perspective is being used when reading an article based on one of the state-centred perspectives on public policy.

Learning Outcomes:

- To be aware of Public Policy and the Policy-making Process in Pakistan
- To understand globalized concept of state centered and society centered theories

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Learning Resources:

1. Bob Deacon, 2007. Global Social Policy & Governance
2. Deacon Bob. 2009. Global Governance, Regional Integration and Social Policy
3. Gail Lewis, Sharon Gewirtz, John Clarke Rethinking Social Policy
4. Janet Newman. 2005. Remaking Governance: Peoples, Politics and the Public Sphere -
5. Journal of Social Policy by Social Administration Association (Great Britain
6. Laura Edgar, Jennifer Chandler. 2004. Strengthening Social Policy: Lessons on Forging Government-Civil Society ...
7. Milena Buchs - Political Science . 2007. New Governance in European Social Policy: The Open Method of Coordination
8. Phillip W. Jones. 2007. Global governance, social policy and multicultural education

COURSE CODE: SOC-603   **Peace and Conflict Resolution**   **Cr. Hrs. 3 (3+0)**

Course Description:

The course aims to provide an overview of the conceptual thinking processes behind peace as opposed to conflict situations. It deals with introduction to the conflict situations at different levels. It then explores the social and institutional dimensions of peace and conflict.

This course takes a comprehensive view towards peace and conflict resolution. It introduces students to the basic concepts surrounding the onset of conflict, the historical onset of the field and the various cases it involves. This is designed to relate the participants with global academic community and to trace the history of the discipline in modern world.

Objectives:

The main objectives of the course are to:

- To identify a range of conflict resolution approaches with special focus on negotiation, mediation, and advocacy.
- To study models of social work practice – radical, ecological, systems, generalist, and problem-solving approaches.
- To explore the theoretical basis for a conflict resolution approaches and techniques.

Outline:

1   Introduction

a. Review of Judicial System
b. Court structure and subject matter jurisdiction
c. Progress of a case through the system
d. Analysis of benefits and detriments of the judicial system
e. Alternative Dispute Resolution Mechanisms
f. Client/attorney perspectives
g. Advantages and disadvantages
h. General types of ADR defined

2 Mediation Training
a. Introduction and Goals
b. Review of court organization chart
c. Conflicts: causes and responses
d. Listening skills
e. Elements of Mediation
f. Issue identification
g. Prioritizing
h. Timing and climate setting
i. Causes

3 Role of the Mediator
a. Objectives before and during the mediation process
b. Reducing defensive communication
c. Essential qualities necessary
d. Common errors
e. Role play

4 Conducting a Mediation Session
a. Case preparation
b. Opening statements to parties
c. Explanation of process and role of mediator
d. Ground rules
e. Confidentiality
f. Role play

5 Common Problem Areas
a. Dealing with impasse
b. Summarizing issues
c. Hostile parties
d. Manipulative parties
e. Social service needs and referrals
f. Role play

6 Negotiation
a. The Process and Outcome of Negotiation
b. Tactics, Techniques and Skills of Negotiation
c. Ethical Issues in Negotiation

d. Application: from Individual Use in Business to Courtroom Tactics
e. Service Learning Component: District Court

7 Mediation
    a. Forms and Functions
    b. Skills Training
    c. Philosophical and Ethical Issues
    d. Substantive Areas of Law Where Applied: Community Disputes, Landlord/Tenant, Domestic Relations
    e. Service Learning Component: Municipal Court Mediation.

8 Arbitration
    a. The Process, the Participants, the Neutrals and the Authority
    b. Arbitration Act
    c. Substantive Areas of Law Where Applied: Labor and Employment, Automobile, Construction, Business Insurance, Securities, etc.

9 Hybrid Process
    a. Med/Arb
    b. Summary Jury Trials
    c. Minitrials
    d. Early Neutral Evaluation
    e. Special Masters

Learning outcomes:
After completion of the course students are expected to be able to:
- Demonstrate an interdisciplinary knowledge of the major aspects of peace and conflict studies.
- Understand basic research methods in PCS, including data analysis and interpretation.
- Demonstrate that ability to use critical and creative thinking in evaluating the causes of conflict and strategies for conflict resolution.
- Understand the impact of region and culture on peace and conflict.
- Understand the foundations of Peace and Conflict, and approaches to resolution.
- Understand the historical roots of social movements and how social justice and equality are being perused in the 21st century.
- Engage in community based advocacy and conflict resolution.

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Recommended Books:
1. Bernadine Van Gramberg, 2005. Managing Workplace Conflict: Alternative Dispute Resolution in Australia

2. Craig E. Runde, Tim A. Flanagan. 2006. Becoming a Conflict Competent Leader: How You and Your Organization Can ....
3. De Dreu, Michele J Gelfand Published Dec,2007
4. Kent M. Weeks, 1999. Managing Campus Conflict Through Alternative Dispute Resolution
5. Laurie S. Coltri. 2003. Conflict Diagnosis and Alternative Dispute Resolution
The Psychology Conflict Management and Conflict in Organizations Carsten K.W.

COURSE CODE: SOC-604 **Rural Development** **Cr. Hrs. 3 (3+0)**

Course Description

The aim of this course is to introduce, discuss and frame aspects of rural development and to relate these to rural livelihoods. Students will be guided the particularities of rural areas, and issues of rural poverty with regards to risk, saving and lending. Students will also be equipped with the knowledge about rural development, rural planning, development thoughts and issues, with particular focus on problems of rural Pakistan.

Learning Objectives

This course is designed to enable students to:

- To introduce students with the basic concepts of rural development

- To acquaint students with the concept, nature and characteristics of rural society

- To make aware about rural society institutions, its function and changing nature

- To understand the concept, factors and obstacles in bringing social changes and role of NGOs in bringing social changes

Course Outline

1. Introduction

    - The Concept of Rural
    - The Meaning of Development and Rural Development
    - Goals of Rural Development
    - Principles of Rural Development
    - Approaches to Rural Development
    - The Necessity for Rural Development

2. Development Thoughts and Issues

    - Economic growth and development
    - GNP as a measure of development o Failure of urban-industrial model
    - Dualism in the economy and society

- Growth and basic needs

3. Problems of Rural Pakistan

   - The rural sector in the national economy, population growth, land use and land tenure, agricultural development, employment and labor force migration, education and literacy, health facilities, rural water supply and sanitation, rural electrification, rural roads and communication, factions, litigations, customs and traditions and poverty
   - Reasons for the emergence of rural problems

4. Rural Poverty traps and risk

   - Rural poverty dynamics: development and policy implications: transitory and chronic poverty, rural poverty dynamics, uncovering poverty traps and threshold effects, development policy implications
   - Poverty and risk
   - Poverty and saving
   - Poverty and lending

5. Agriculture

   - Current trends in the debate on agricultural development
   - Agriculture and risk
   - Agriculture and need for finance

6. Review of Rural Development Programs and Experiences in Pakistan

   - Rural development in the context of Pakistan's national development plans
   - Specific rural development programs
   - Rural development through local governments
   - NGOs and rural development

7. Institutional Set-up for Planning in Pakistan o Federal planning administration

   - Planning Commission of Pakistan
   - Pakistan Economic Council
   - Provincial planning administration: planning and development (P&D) departments and provincial development authorities
   - Local level planning administration

8. Information Needs and Sources of Rural Development Planning

   - Information needs: information and decision making, types and extent of information, quality of information, use of information
   - Information sources: Availability of information, levels of collection, sources of availability of information, sources of population, agricultural and other information and reliability of information

9. Peoples' Participation in Rural Development

- People participation in all stages viz- planning, formulation, decision making, sharing the benefit of development, monitoring and evaluation appraisal.

10. Research Design for Rural Development Planning

- Context and purposes of research, hypotheses-types, functions and formulations
- Questionnaire construction/interviews guidelines, sampling procedures,
- Data processing and analysis methods, data presentation and conclusions

Learning Outcomes

On completion of this course, the students will be able to:

- Understand the rural developing planning, development issues and problems of rural Pakistan

- Review of institutional setup for rural planning and rural development programs

- Prepare and implement projects for rural development with people's participation.

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Learning Resources

1. Burkey, S. (1993) "People first: A guide to self-reliant participatory rural development", Zed Books Ltd.

2. Cernea, M. M. (Ed.). (1985) "Putting people first: Sociological variables in rural development", Oxford University Press.

3. Chambers, R. (2014) "Rural development: Putting the last firs", Rutledge.

4. Karl. E. Weber, BasundharaDhungel, Yadav N. Dhungel, Hiran D. Dias, Mihajuddin Khan, E. DesinguSetty (1986) "Rural Development Planning in Pakistan", Manual No. 04. Division of Human Settlements Development, Asian Institute of Technology, Bangkok, Thailand.

5. Long, N. (1977) "An introduction to the Sociology of Rural Development". 10. Lipton, M.

(1977) " Why Poor People Stay Poor: A Study of Urban Bias in World Development", London: Canberra: Temple Smith; Australian National University Press.

6. Mosse, D. (2001) "People's knowledge', participation and patronage: Operations and Representations in Rural Development".

7. Oakley, P. (1991) "Projects with people: The practice of participation in rural development", International Labour Organization.

8. Rezvani, M. R. (2004)"Introduction to Rural Development Planning in Iran", Publication Qvms, Tehran.

9. Stevens, R. D., Alavi, H., &Bertocci, P. J. (1976) "Rural development in Bangladesh and Pakistan", Honolulu: University Press of Hawaii.

10. Virchow, D., & Von Braun, J. (Eds.). (2001) "Villages in the Future: Crops, Jobs and Livelihood", Springer Science & Business Media.

COURSE CODE: SOC-605 ORGANIZATIONAL BEHAVIOR AND HRD   **Cr. Hrs. 3 (3+0)**

Course Description:
Organizations are the behavior of the people in them: making decisions, influencing each other, acting on those decisions, obtaining resources, etc. We will study the broader context of organizations, particularly business organizations, to provide a background for our study of the "human" side of organizations. We will progress in our study of organizational behavior from the individual level (e.g., how do I manage myself?) to the organizational level (e.g., how do leaders manage and organize groups and departments to achieve organizational goals?). In addition, the main building block of many organizations is the team. Therefore, we will also focus on improving your ability to make contributions to an organization as a team player or team leader.

Course Objectives:
- The main objectives of the course are to:
- To provide an understanding of the basic principles of organizational behavior so as to acquaint the students with managerial skills and the required inputs with reference to human resource management.
- To familiarize the various aspects of HR, to deal effectively with people resourcing and talent management and HR Development in an organization.

Course Outlines

1. Introduction
   a. Meaning and difference between social organization
   b. formal and informal organization
   c. Characteristics of formal organization.

2. Theories of Formal Organization:
   a. classical organizational theories
   b. neoclassical theories
   c. System approach to organization.

3. Foundations of Individual Behavior
   a. Key biographical characteristics.
   b. Types of ability.
   c. Shape the behavior of others.
   d. Distinguish between the four schedules of reinforcement.
   e. Role of punishment in learning.
   f. Practice self-management
   g. Exhibit effective discipline skills.

4. Foundations of group Behavior
5. Values, attitude & Job satisfaction
6. Personality & emotions & their role in Effectiveness of Organization
   a. What is Personality
   b. Five Model of Personality Dimensions
   c. Personality Attributes Influencing OB
   d. What Are Emotions
   e. Emotions Dimension
   f. OB Applications of Understanding Emotions
7. Organizational Structure and Human Resource Management:
   a. Meaning and interrelationship of organizational size
   b. Complexity and formalization.

8. Organizational Processes:
   a. Motivation, power and authority
   b. Leadership
   c. Communication
   d. Conflict
   e. Decision making

9. Human Resource Management.
   a. Role of human resource development in organization and socialization of employees
   b. Training and development of employees
   c. Career planning and human resource development
   d. Meaning and problems of performance appraisal.

10. General problems in organization of Pakistan:
   a. Structural problem
   b. Operational problems
   c. Behavior problems

Learning Outcomes:
- After completion of the course students are expected to be able to:
- To define and explain the basic concepts of organizational behavior and motivation.
- To explain the essential concepts of organizational conflicts, resolution of conflicts through negotiation, change management and organizational development.
- To understand the concepts of HRD, its role and importance in the success of organization.
- To develop an understanding towards compensation management and industrial relations

Teaching Methodologies/Instructional Strategies

Interactive lectures/team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, written assignments.

Recommended Books:
1. Ahuja KK. (1993). Management and Organization Dehli CBS Publishers and Distributors.
2. Robbins , S. P. (2003). Organizational Behavior
3. Arndt sorge & Malcolm Wasner (1998) IEBM Hand book of Organization Behaviour;
4. Betty Jane Punnett. 2004. International Perspectives on Organizational Behavior and Human Resource ...
5. Davis, Newstoms (1992), Organizational Behavior. Human Behavior at work
6. Deborah eade (2005) Development NGOS & Civil Society Oxfam GB New Delhi International Thomson Business Press;
7. H. Berberoğlu . 1993. Human Resources Management and Organizational Behaviour in the Hospitality ...
8. Hofmeister, J., "Global and Local Balance in Human Resources Leadership," in Losey, M., Meisinger, S., and Ulrich, D., (eds.), *The Future of Human Resource Management* (Virginia: John Wiley & Sons, Inc., 2005), pp. 361-369
9. Luthans, 1998,Organization Behavior, McGraw Hill
10. New York. McGraw Hill Inc.
11. Nick wates (2000) the community Planning Earthscan publication ltd London.
12. Peterson R.B. and I. Tracy (1979), Systematic Management of Human Resources. UK. Adison-Wasty Pub. Co.

13. Ph. D. Robert G. Delcampo, Ph.D., Robert G. DelCampo, Kristie M. Boudwin, Sherri L. Hines. 2007. That's What She Said! a Guide to Using "The Office" to Demonstrate ...
14. Randall S. Schuler, Paul F. Buller. 1996.Cases in Management, Organizational Behavior and Human Resource Management
15. Rao,TV (2000) Human Resourse Development National Book Foundation Islamabad.
16. Robert Kreitner, Angelo Kinicki. 2007. Organizational Behavior
17. Singh, K.2000, Rural Development: Principles, Policies and Management. New Delhi.
18. Weihrich and Koontz (1993). Management: A Global Perspective (10th ed.) New York: MacGraw-Hill, Inc.
19. Weihrich and Koontz (1993). Management: A Global Perspective 10th Edition, New York: McGraw Hill Inc.
20. Werther, William B. and Davis K. (1993). Human Resources and Personnel Management (4thed.), New York: Macgraw-Hill, Inc.

COURSE CODE: SOC-606 **LAW & SOCIETY** **Cr. Hrs. 3 (3+0)**

Course Description:
This course intends to shed light on role of law in a society to regulate social relations in different forms of social and cultural coexistence. This course will examine fundamental features of law as a social institution to explore the link between other shades of society i.e. ethics, right, wrong, morality, equality and hierarchy of social actors etc. For exploration of the same, law is to be envisioned as a set of social systems, central actors in the systems and legal reasoning. The course emphasizes to develop a perspective which views law as a practical resource, a mechanism for handling the widest range of unspecified social issues, problems, and conflicts, and at the same time, as a set of shared representations and aspirations.

Learning Objectives:
After reading this course student will be able to:

- Understand importance of the interface between law and society as central feature of past and present societies.
- Analyze how law is important part of social and cultural spheres of human action be they political, economic, psychological or social in their manifestations.

Course Content
Introduction to Development of Law
- Evolution of Law and Human Societies
- Nature, Action and Conduct

Law as a Tool
- Law as a Vehicle of Justice and Injustice
- Absolute Law against Relative Law
- Emancipatory Law against Regulatory Law

Contemporary Social and Legal Interfaces

- Democracy and Law
- Techno-Scientific Societies and Law
- Environment, Preservation and Law

Alternative Law
- Subaltern Legality
- Lawlessness as Weapon
- Resistance and law

Learning Outcomes

After reading this course student will be able to understand of the mechanisms of the social and legal systems as mutually coexistent and how different forms of law are possible to be channelized in the midst of societal issues and challenges.

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials, ethnographic films, tutorials, written assignments.

Learning Resources

1. Allen, Francis A. The Habits of Legality: Criminal Justice and the Rule of Law (New York: Oxford University Press, 1996).
2. Arendt, Hannah. On Violence (New York: Harcourt Brace & Jovanovich, 1970).
3. BASAPP (1993) 'Anthropologists against ethnic violence: a statement', Anthropology in Action 16:24.
4. Dumont, L. (1986) Essays on Individualism. Modern Ideology in Anthropological Perspective , Chicago: The University of Chicago Press.
5. Fuller, C. (1994) 'Legal anthropology, legal pluralism and legal thought', Anthropology Today , 10 (3): 9–12, June.
6. Griffiths, J. (1986) 'What is legal pluralism?', J Legal Plural , 24:1–56.
7. Holden, L., ed. Cultural Expertise and Litigation: Patterns, Conflicts, Narratives. Abington: Routledge, 2011.
8. Holden, L., and A. Chaudhary. "Daughters' Inheritance, Legal Pluralism, and Governance in Pakistan." The Journal of Legal Pluralism and Unofficial Law 45, no. 1 (2013): 104–123. doi:10.1080/07329113.2013.781447.
9. Jackson, John H. The World Trading System: Law and Policy of International Economic Relations (Cambridge, MA: MIT Press, 1999).
10. James, Harold. International Monetary Cooperation Since Bretton Woods (Washington, D.C.: International Monetary Fund, 1996).
11. Jayasuriya, Kanishka (ed). Law, Capitalism and Power in Asia: The Rule of Law and Legal Institutions (London & New York: Routledge, 1999).
12. Sieghart, P. (1985) The Lawful Rights of Mankind. An Introduction to the International Legal Code of Human Rights , Oxford: Oxford University Press.
13. Unger, R. (1977) Law in Modern Society , New York: Free Press.

COURSE CODE: SOC-607   INDUSTRIAL SOCIOLOGY   Cr. Hrs. 3 (3+0)

Course Description:

The course will provide familiarity about the basic concepts, theories and process of industrial sociology.

Course Outline:

1. Introduction:
    a. Industry and Society
    b. Industry and Social Stratification
    c. Work, Occupation, Industry, Organization, Factory and Management

2. Industrialization:
    a. Social Theory of Productive System
    b. Antecedent of Industrialization in west

3. Theories of Industrialization

4. Formal Organization:
    a. Bureaucracy
    b. Organizational Charts (Structure)
    c. Trade Union, and theories of Unionism

5. Work ethics in Islam
    a. Division of Labor
    b. Work ethics
    c. Distribution of Wealth

6. Industrialization in Pakistan
    a. Historical view of Industrial Development
    b. Problems and Prospects of Industrialization in Sociological Perspective
    c. Industrial Relationship in Pakistan

7. Trade Unionism in Pakistan
    a. Labor Movement
    b. Trade Unionism
    c. Union Leadership and Collective Bargaining
    d. Social issues

8. Laboure Policies in Pakistan
    a. Historical Perspective and social change
    b. Analysis of wages

Field Visit:

The students will visit different industries to study human relations in industry. They will meet the employer and employees to discuss their problems and submit a comprehensive report.

Learning Outcomes

- Exploring industrialization process in Pakistani society
- To be aware of trade and Labor policies

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Learning Resources
1. Hall, R.H., (1995) Organization: Structure, Process and Outcomes, prentice Hall, California.
2. Health, Christian, luff Pual (2000) Technology in action Cambridge University Press.
3. Theobland. (1994). Understanding Industrial Society: A Sociological Guide. St. Merton Press, New York.

COURSE CODE: SOC-608   **SOCIOLINGUISTICS**   **Cr. Hrs. 3 (3+0)**

Course Description:
This course is a comprehensive introduction to theoretical frameworks and analytic methods in sociolinguistics. The course will emphasize foundational and contemporary work in linguistic variation and change, examining how this variation can reflect social structures, construct diverse social identities, and allow us to make sense of our surrounding social landscapes. We will discuss how quantitative methods in linguistics can be coupled with insights from linguistic anthropology and sociology to engage questions about the social conditioning of linguistic variation, stylistic practice, language change, and the connection between smaller-scale interactions and macro-social patterns of variation. We will also examine how ideologies about linguistic variation have been used to invalidate particular ways of speaking and disempower speakers of these varieties, exploring the ways that language can reflect, reinforce, or ultimately contest social inequalities.

Course Objectives:
The main objectives of the course are to:
- Provide students with an understanding of the study of language as a social phenomenon
- Draw examples from international contexts of language use to examine the interrelationship of language and social context, how language is actually used, people's language attitudes, and how language use and language attitudes are often opposed
- Consider factors such as age, gender, social class, race, ethnicity and style and the relationship of these factors to linguistic differentiation and the construction and display of identities.

Course Content
Introduction
 1.1 Our knowledge of language
 1.2 The problem of variation
 1.3 The scientific investigation of language
 1.4 Relationships between language and society
2. Language, Dialects and Varieties
 2.1 Language and Dialects

2.1.1 Regional dialects
2.1.2 Social dialects
2.1.3 Styles and registers
3 Speech communities
3.1. Choosing your variety or code
3.2. Diglossia
3.3. Code-switching or code-mixing
3.4. Language maintenance and shift
4. Linguistic varieties and multilingual nations
4.1. National and official languages
4.2. Planning for a national official language
4.3. The linguist's role in planning
4.4. Language policies and planning in Pakistan
5. Language change
5.1. Traditional view
5.2. Some changes in progress
5.3. The mechanism of change
6. Language and culture
6.1. The Whorfian hypothesis
6.2. Kinship systems
6.3. Colour terminology
6.4. Prototype theory
6.5. Taboo and euphemisms
7. Ethnography and ethnomethodology
7.1. Varieties of talk
7.2. The ethnography of communication
7.3. Ethnomethodology
8. Solidarity and politeness
8.1 Tus(you) and vous (them)
8.2 Address terms
8.3 Politeness
9. Language and Gender
9.1 Male-female differences
9.2 Some possible explanations
10 Attitudes and applications
10.1 Attitudes to language
10.2 Socio linguistics and education
10.3 Socio linguistic Universals
10.4 Language and Worldview Language and power

Learning Outcomes:
After completion of the course students are expected to be able to:

1 Show an understanding of sociolinguistic concepts

2 Have developed an awareness of the diverse areas of sociolinguistic inquiry such as dialectology, the social psychology of language, language variation, ethnography of communication, interactional sociolinguistics and gender studies

3 Show an awareness of the interrelationship between sociolinguistic research and theories/ methods drawn from various fields, such as linguistics, sociology, anthropology, folklore and education

4 Critically evaluate literature in the sociolinguistic field

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments.

Learning Resources

1. Bayley, Robert. 2013. The quantitative paradigm. In The Handbook of Language Variation and Change, ed. J.K. Chambers and Natalie Schilling, 85–107. Malden, MA: Blackwell.
2. Blommaert, J. (2005). Key topics in sociolinguistics. *Reino Unido: Cambridge*.
3. Chambers, J. K., & Schilling, N. (Eds.). (2018). *The handbook of language variation and change*. John Wiley & Sons.
4. Coates, J. (2015). *Women, men and language: A sociolinguistic account of gender differences in language*. Routledge.
5. Coates, J., & Pichler, P. (1998). Language and gender. *A Reader (2nd ed.) Oxford/Malden: Wiley-Blackwell*.
6. Coupland, N. (2007). *Style: Language variation and identity*. Cambridge University Press.

7. Dodsworth, Robin. (2010). Social class. In The SAGE Handbook of Sociolinguistics, ed. Ruth Wodak, Barbara Johnstone, and Paul Kerswill, 192–207. London: SAGE Publications.
8. Holmes, J. (2013). *An introduction to sociolinguistics*. Routledge.
9. Romaine, S. (2000). *Language in society: An introduction to sociolinguistics*. OUP Oxford.
10. Tagliamonte, S. A. (2013). Comparative sociolinguistics. *The handbook of language variation and change*, 128-156.
11. Taylor, C. (1976). Introduction to Sociolinguistics.
12. Wardhaugh, R., & Fuller, J. M. (2021). *An introduction to sociolinguistics*. John Wiley & Sons.

COURSE CODE: SOC-609   **ACADEMIC WRITING**   **Cr. Hrs. 3 (3+0)**

Course Description:
The course of Academic writing focuses on the academic skills and basic elements of academic writing. The aim of this course is to increase students' agency as writers by acquiring both the theoretical knowledge and practical skills necessary to produce skills necessary to produce texts for the interdisciplinary academic discourses.

Course Objectives
The main objectives of the course are to:
- Provide students with the understanding of writer's goal of writing (i.e. clear, organized and effective content) and to use that understanding and awareness for academic writing.

- Equip students with skills of logically adding specific details on the topics such as facts, examples and statistical or numerical values.
- provide insight to convey the knowledge and ideas in objective and persuasive manner.
- enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Learning Outcomes:
After completion of the course students are expected to be able to:
- Write grammatically correct sentences in formal English;
- Write academic essay/scholarly papers using the APA style;
- Make effective use of the mechanics of scholarly writing;
- Summarize & analyze research articles as well as published literature;
- Use appropriate organization for constructing research paper when writing the dissertation.

Course Outline
Contents
1. Introduction to Academic Writing
   Conventions of Academic Writing
   Academic vocabulary
2. Process of academic writing
   Quoting, summarizing and paraphrasing texts
   Plagiarism and strategies for avoiding it
   Developing argument
3. Rhetoric: persuasion and identification
   Elements of rhetoric: Text, author, audience, purposes, setting
4. Sentence structure:
   Accuracy, variation, appropriateness, and conciseness
   Appropriate use of active and passive voice
5. Paragraph and Essay writing
   Organization and structure of paragraph and essay
   Logical reasoning
   Transitional devices (word, phrase and expressions)
   Development of ideas in writing
6. Referencing
   Styles of documentation (MLA and APA)
   In-text citations
7. Developing a Research Paper
   Writing a Title
   Introduction
   Literature Review
   Methodology
   Results and Discussion
   Abstract

Teaching Methodologies/Instructional Strategies

Interactive lectures/ team based learning, flipped classroom, critical discussions, group projects/presentations, role-plays, seminars, design thinking (case-method), Journal club, tutorials, ethnographic films, tutorials, written assignments

Recommended Readings

1. Swales, J. M., & Feak, C. B. (2017). Academic writing for graduate students: Essential tasks and skills. Ann Arbor: The University of Michigan Press.
2. Bailey, S. (2018). Academic writing: A handbook for international students. New York: Routledge.

Suggested Readings

3. Craswell, G. (2004). Writing for academic success. London: SAGE.
4. Johnson-Sheehan, R. (2019). Writing today. Don Mills, Ontario: Pearson.
5. Silvia, P. J. (2019). How to write a lot: A practical guide to productive academic writing? Washington, DC: American Psychological Association.

COURSE CODE: SOC-610   **SOCIOLOGY OF EDUCATION**   **Cr. Hrs. 3 (3+0)**

Introduction

The course provides students with the sociological insight of education. Core concepts, levels, educational institutions, theories, educational policies and reforms will be studied. Relationship of education with socio-economic development will also be discussed. The course also sheds light on Pakistan as a site of its particular focus for contextualization of the same.

Learning Outcomes: This course will familiarize students with socialization and education as mutually reinforcing processes. After reading the course the students will be able to critically assess intricacies of relationship between education and society.

Course Outline

1. Introduction
    a. The Concept of Education
    b. Origin and Development of Education
    c. Forms of Education, Formal, Non-formal
    d. Contemporary Education System.

2. Sociological Theory and Education
    a. Education and Socialization
    b. Social Stratification and Education

3. Roles of Education
    a. Education and Social Mobility

b. Functions of Education
    c. Education and Democracy
    d. Education for Leadership

4. School as an Organization
    a. Definitions and Theoretical Models
    b. Bureaucratization and Professionalization of Schooling

5. The Sociology of School as an Agent of Change
    a. The Social Construction of Curriculum
    b. Education and Development

6. Relationship between Education and the Economy
    a. Reconstructions Views of Education and Economic Development
    b. Manpower Planning
    c. Demand and Supply of Educational Institutions in Developing Countries.

7. Education and other social institutions.
    a. Education Policy and Reforms
    b. Private and Public Sectors of Education
    c. Education Problems
    d. Quality of Education
    e. Investment in Education
    f. Status of Education in Pakistan

Teaching Methodologies/Instructional Strategies
Interactive lectures/ team-based learning, flipped classroom, critical discussions, group
projects/presentations, role-plays, seminars, design thinking (case-method), Journal club**,** tutorials,
ethnographic films, tutorials, written assignments.

Recommended Books:
1. Ballantine, Jeanne H. (1993), The Sociology of Education. A Systematic Analysis. New Gercy Prentice Hall.
2. Ballantine, Jeanne H. (1993). *The Sociology of Education: A Systematic Analysis*. New Gersy: Prentice Hall.
3. Banks, Olive (1971). *The Sociology of Education*. London: B. T. Batsford Ltd.
4. Best, John W. (1992), research in Education, New Delhi, Prentice Hall.
5. Best, John W. (1992). *Research in Education*. New Delhi: Prentice Hall.
6. Brubacher, L.S. (1970). *Modern Philosophies of Education*. New Delhi: Macgraw-Hill Publishing Co. Ltd.
7. Cosin, B.R. and others (latest ed.). *School and Society: A Sociological Reader*. London: Routledge and Kegan Paul.

8.   Dale, R.G. Eland and M. MacDonald (1976). *Schooling and Capitalism*. London: Routledge and Keg a Paul.
9.   David Levinson, Peter W. Cookson, Alan R. Sadovnik. 2002. Education and Sociology: An Encyclopedia
10.   Evetts, J. *The Sociology of Educational Ideas*. London: Rutledge and Kegan Paul.
11.   Hirst, P.H. and R.S. Peter (1970). *The Logic of Education*. London: Routledge and Keg and Paul.
12. Ottaway, Andrew Kenneth Cosway. 2003. <u>Education and Society: International Library of Sociology</u>
13.   Singh, Dr. Achyut Kumar, (1992), Education and National Character. New Delhi, Ashish Publishing House.
14. Stephen J. Ball .2000. <u>Sociology of Education: Major Themes</u>
15. Torres,Carlos Alberto, Ari Antikainen. 2002. <u>The International Handbook on the Sociology of Education: An Internationl Perspective.</u>