

COURSE CATALOG

2017-2018



Habib University
shaping futures

DISCLAIMER:

HU COURSE CATALOG 2017-18

The catalog is not to be considered as a binding contract between Habib University and students, parents, or guardians of students, nor other interested parties. Habib University reserves the right at any time, without advance notice, to change any part, portion or provision of the catalog; no vested rights shall run or be created by the catalog, including the right to notice of any modification, novation, amendment, supplementation, or other change of any term, provision or content of the catalog; such right of the University to enact changes, etc., especially shall include but not be limited to;

- (a) Withdrawal or cancellation of classes, courses and programs;
- (b) Changes in fee schedules;
- (c) Changes in the academic calendar;
- (d) Changes in admission and registration requirements;
- (e) Changes in the regulations and requirements governing instruction in and graduation from the University;
- (f) Changes of instructors;
- (g) Changes of rules and regulations governing the students and student body organizations;
- (h) Changes of on-campus facilities, programs and costs for room and/or board of students;
- (I) Changes of extra-curricular student activities, programs and offerings; and
- (j) Changes of any other regulation affecting students, their parents/guardians or other interested parties.

The official version of the Habib University Course

Catalog is updated at the start of every semester and resides on the Habib University website.

See www.habib.edu.pk/admissions/resources/academic-prospectus/

Consult the University website (www.habib.edu.pk) for further information about the University.

Catalog compiled by the Office of the Academic Systems & Registrar; produced by the Office of Marketing & Communications.

HABIB UNIVERSITY COURSE CATALOG 2017-2018



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PRESIDENT'S NOTE:



WASIF A. RIZVI

First of all, congratulations on choosing Habib University. By doing so, you have already made your mark on a momentous occasion in history: The revamping of the Pakistani higher education system as we know it.

Your time at Habib University will be nothing short of life-changing. You will unlearn to relearn: exposed to a multiplicity of perspectives, a plethora or resources and a robust dynamic of discussions and mentorship. You are entering this university as a blank slate, full of questions and contradictions. Your journey at Habib University will not only equip you with some answers and clear other contradictions but also teach you to ask better questions. At Habib University you will have access to distinguished faculty from around the world, cutting edge research laboratories and state-of-the-art classrooms, as well as a great richness of academic and recreational resources: all within one of the greatest university campuses in this region. Moreover, our curriculum is innovative, flexible and interdisciplinary in approach: comparable to the curricula of the great knowledge centers of the world. All learning within and beyond the classroom is collective: rooted in a diverse student body. As a Habib Lion, you will learn to establish tolerance, appreciate difference and work in teams: the perfect amalgamation of creative minds.

At Habib University, we not only aim to create leaders in every field but also engaged citizens, not only of this country but of the world. Leaders from within the people, empathetic to the local but also equipped with the global. Your learning will extend beyond the four walls of campus, with numerous opportunities to not only learn in classrooms around the world but also to bring those classrooms to Habib, technology easing distances in the world of today. Our partnerships with leading universities in the US including recent partnerships signed with Stanford University, University of Michigan Ann Arbor and Pitzer College proved a multitude of opportunities for constant global engagement.

At the center of the Habib Experience lies our motto, Yohsin. A profound concept, Yohsin measures the worth of a person not only in terms of their excellence but also their creativity, passion, respect, and service they bring to society. Yohsin is a process, a goal, a way life: embody it.

So welcome to your home for the coming four years. The journey will not be linear nor will it be easy, but the HU community of students, faculty and staff forms an unparalleled supportive environment. So go on, come join us, and let's promise to achieve greatness together.

Welcome to a new beginning. Welcome to a turning point.
Welcome to Habib University.

ACADEMIC CALENDAR 2017 -2018

FALL SEMESTER 2017

First Year Orientation	August 12 – 19, 2017
Independence Day*	August 14, 2017
First Day of Classes	August 21, 2017
Last day to ADD course(s)	September 5, 2017
Eid-ul-Azha Holidays**	September 2 – 4, 2017
Last day to DROP course(s)	September 25, 2017
Ashura Break**	September 29 – 30 & October 1, 2017
Last day to WITHDRAW	October 23, 2017
Arbaeen/Chehlum Imam Hussain**	November 10, 2017
12th Rabi-ul-Awwal**	December 1, 2017
Last Day of Classes	December 8, 2017
Reading Days	December 9 – 11, 2017
Final Examinations	December 12 – 15 & 18 – 20, 2017
Final Grades Due	December 23, 2017
Quaid-e-Azam Day*	December 25, 2017
Official Grade Announcement	January 4, 2018
Semester Break	December 21 – January 7, 2018

SPRING 2018

First Day of Classes	January 8, 2018
Last day to ADD course(s)	January 18, 2018
Kashmir Day*	February 5, 2018
Last day to DROP Course(s)	February 12, 2018
Spring Break*	March 5-9, 2018
Last day to WITHDRAW	March 12, 2018
Pakistan Day*	March 23, 2018
Last Day of Classes	April 27, 2018
Final Examinations	April 30 & May 2 – 4, 2018
Labor Day*	May 1, 2018
Final Grades Due/ Announcement	May 8, 2018
Convocation Ceremony 2018	May 14, 2018
1st Ramzan**	May 16, 2018

SUMMER 2018

Last Day to Add/Drop course(s)	June 1, 2018
First Day of Classes	June 4, 2018
21st Ramzan	June 5, 2018
Eid-ul-Fitr Holidays**	June 15 – 17, 2018
Last Day of Classes	July 24, 2018
Final Examinations	July 27 – 28, 2018
Final Grades Announcement	July 31, 2018

*Subject to the sighting of moon (1438 - 39 Hijri)

** No classes

ABOUT HABIB UNIVERSITY

Habib University's liberal arts and sciences framework offers students broad-based knowledge across a variety of disciplines while delving deeply into a specific field. It proves a combination of technical expertise and vital soft skills, qualities that are highly sought in today's professional world.

Passionate and supportive, Habib University's internationally qualified faculty is invested in their students' academic, personal and professional success. As dedicated teachers, respected experts and innovative researchers, they will share their experience with students, involve them in their projects and prime them to embark fearlessly on their academic journey. Habib University provides a meta-curricular learning experience which takes students beyond conventional academics. Student Life activities are a large part of what defines learning at Habib. Through these activities, students will encounter diverse perspectives and find solutions to real-world problems, making their learning experience a truly transformative one. With multipurpose recreational spaces, technology-enabled classrooms, state-of-the-art labs and much more, Habib University's purpose built campus provides students plenty of opportunities to maximize their potential.

Habib University forms a diverse community of learners hailing from a variety of backgrounds, who bring with them a myriad of perspectives and opinions. Encountering such different people and ideas builds an awareness of global perspectives among students.

Global partnerships have been instrumental in the development of Habib University, enabling us to adopt the best practices in higher education. Partnerships with two of the top universities in the US – Texas A&M and Carnegie Mellon - have resulted in mutually enriching and supportive relationships from the early stages of institutional planning through curriculum development to ongoing academic operations and administration. Habib University is also collaborating with leading undergraduate liberal arts colleges – including Harvey Mudd College and Pitzer College, in Claremont, California – on faculty and student exchange, faculty development, co-teaching of courses, and program development.

To expand student opportunities, Habib University has partnered with Stanford University's Summer International Honors Program, a highly competitive program that allows our top students to learn at one of the world's leading universities, and University of Michigan-Ann Arbor, a highly-ranked public research institution, for study abroad.

HABIB UNIVERSITY'S ACADEMIC POLICIES

Habib University is a community of learners founded on the basis of the right to freedom of thought and respectful exchange of ideas. Neither students nor faculty should be disadvantaged on the basis of their political, religious, or other opinions. No member of the Habib University community will behave in any manner that infringes on the rights of any student or faculty to teach, learn, carry out research, or pursue creative or other activities connected to the University.

Students are expected to attend all classes, seminars, and labs and to follow any other reasonable course of study as determined by their instructors, academic advisors, or degree committee. Classroom assignments and course/degree requirements should be completed as prescribed in order to allow faculty sufficient time for adequate evaluation. Failure to fulfill these responsibilities may adversely affect course grades, cumulative grade point average (CGPA), and/or progress within the student's degree program.

Academic dishonesty shall be considered a serious violation of these responsibilities and will be subject to strict disciplinary action as prescribed by the Habib University Student Code of Conduct and Honor Code. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion.

Faculty shall evaluate student performance based upon the expectations and actual content of the class, lab, or other course of study as defined by the faculty member at the outset of the course. Students who feel that they have received a capricious or arbitrary grade can appeal said grade as defined elsewhere in this document.

UNIVERSITY STATEMENT OF ANTI-DISCRIMINATION

Habib University is committed to providing a learning environment free from discrimination and to nurturing a diverse and vibrant University community while respecting the fundamental dignity and worth of all of its members. Supporting this commitment, the University does not tolerate discrimination in any form and provides mechanisms for redress for students who feel they are being discriminated against.

Habib University does not discriminate against any person in the management and administration of its academic and admission policies, scholarship and financial aid programs, and other University-administered programs nor does the University permit the harassment of any student or applicant on the basis of race, color, sex, gender, religion, national origin, creed, disability, marital status, sexual orientation, partnership status, pregnancy, age, military status, or any other legally protected status.

The Office of the Dean of Student Affairs is responsible for coordinating the University's

adherence to this policy and for complaint procedures in regard to discrimination or harassment.

CATALOG YEAR

Catalog year refers to the setting of course requirements within academic programs as stated in the applicable section of a specific catalog. A student must graduate under the provisions of any academic catalog in effect since the student began continuous enrollment at Habib University, but must do so in a single catalog's entirety. Continuous enrollment is defined in this policy as being enrolled in classes without a break in semesters/terms, excluding Summer semesters/terms in most instances, or unless covered in other areas of the academic catalog or other student policy document.

ACADEMIC ADVISING

Academic Advising is a central element of the undergraduate experience at Habib University. It is intended to be a collaborative relationship between student and advisor through which students create educational plans consistent with their personal, academic, and career goals. Every student enrolled at Habib University is assigned an academic advisor at the time of enrollment/induction. Students should meet with their advisors at least thrice per semester to discuss their academic progress. Students who are struggling academically should first speak with their academic advisor for guidance. Students who have been placed on Academic Alert or Academic Probation must meet with their academic advisor as described later in this document.

A student's academic advisor is listed in the University's Campus Management System (PeopleSoft) available via the Student Portal at the University's Intranet. Students wishing to change their advisor should make a formal request to the Office of Academic Performance.

DECLARATION OF A MAJOR

School of Science and Engineering (SSE)

All first year students enrolled in SSE must declare their major by the end of their first year by submitting a 'Declaration of Major' form to the Office of the Registrar. Confirmation of major requires satisfactory performance in the area of study and the fulfillment of any requirements set forth by the respective programs.

School of Arts, Humanities, and Social Sciences (AHSS)

Students must confirm their major by the end of their second year by submitting a 'Declaration of Major' form to the Office of the Registrar. Confirmation of major requires satisfactory performance in the area of study and the fulfillment of any requirements set forth by the respective programs.

CHANGE OF A MAJOR

Students wishing to change their major must submit a 'Change of Major' application form to the Office of the Registrar. A change of major application must be approved by the student's academic advisor, the concerned program director and the dean, and the Office of Academic Performance. Once the approval process is completed, a coursework/graduation plan must be submitted by the student to the Office of the Registrar based on the graduation requirements for the most recent catalog year of the new major. This plan must be developed in consultation with the student's academic advisor and the Office of Academic Performance. Students must obtain their parent's/guardian's signature on the application form. Lastly, the Office of the Registrar will process a change of major and notify the student and all concerned University offices including the Office of Student Finance for any financial adjustments needed that result from this change.

DECLARATION OF A MINOR

A Minor provide students the opportunity to pursue an area of secondary specialization. It shall consist of a smaller set of classes within a well-defined area as determined by the awarding program and duly approved by the University's Academic Council. Students interested in completing a minor must declare their choice no later than two semesters before graduation by filing a 'Declaration of Minor Form' and submitting it to the Office of the Registrar.

TRANSFERS

All transfer requests, including transfer of credits will be reviewed on a case-by-case basis.

All incoming students, regardless of their transfer status, must satisfy the University's Liberal Core requirements, spend at least four semesters at the University as full-time students before graduation and fulfil transfer criteria as per the University policy. Students may transfer out from Habib University at any time. Students are advised to begin the transfer process well in advance of the end of the academic year by submitting a transfer of credits request to the Office of the Registrar.

Enrolled students at the University may submit a request of a transfer of credits taken at other recognized institutions (e.g., through the University's learning abroad program) to the Office of the Registrar. On receiving a form duly filled and signed by the students, the Office of the Registrar sends the form along with the necessary documents (as mentioned in the form) to the relevant program director for approval of the Board of

Studies (BoS). On receiving an approval of the BoS and the concerned dean of the school, the Office of the Registrar processes the application and notifies to the student and all concerned department/units accordingly.

Courses for which a transfer of credits is approved, appear on the student's transcript with a 'TR' (transfer) grade and is not counted towards a student's semester/cumulative GPA. Further details and procedures are available in the Habib University's Transfer of Credits Policy.

ATTENDANCE POLICY

Attendance is mandatory at Habib University. Unless an absence is due to a University-sanctioned event in which a student is officially representing the University, there is no distinction between excused and unexcused absences. Attendance will be taken and absences noted in all classes by the course instructors in the University's Campus Management System (PeopleSoft). All first and second year students must maintain at least 85% attendance for each class in which they are registered. All third and fourth year students must maintain at least 75% attendance for each class in which they are registered. Non-compliance with the minimum attendance requirements will result in an automatic failure of the course with an award of an 'F' grade, and may require the student to repeat the course when next offered, subject to the University's course repeat policy.

GRADING SCALE

Letter Grade	Scale
A+	4.00
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.00
AU	Audit
W	Withdrawal
I	Incomplete
TR	Transfer
R	Repeat
S	Suspended
CR	Credit (Pass)
NC	Non-Credit (Fail)

GRADE POINT AVERAGE (GPA)

At the conclusion of each semester during a student's tenure at the University, grade point average will be reported in two ways:

- Semester GPA (SGPA): GPA for a single semester only.
- Cumulative (CGPA): A cumulative GPA for the duration of the student's enrollment.

Semester and cumulative GPAs are calculated only for courses attended at the University.

In some cases, GPAs might be calculated for a school, program, concentration, or major. However, these specialized GPAs will not appear on a transcript.

CALCULATING YOUR GPA

The mathematical formula for calculating GPA is to divide the Total Quality Points by the Total Attempted Credits. Quality points are derived by multiplying credits for the individual course by the scale for the grade earned in the course, as listed in the official grading scale of the University. The formula is the same whether calculating semester or cumulative GPA. Students with queries related to the calculated semester and cumulative GPAs should contact the Office of the Registrar for assistance.

FIRST SEMESTER GRADES

First semester courses: Grades for courses taken by a student in the first semester will appear as Credit (Pass) / Non-Credit (Fail) in the final transcript issued by the Office of Academic Systems and Registrar.

- I. Grades earned in First semester courses, defined above, will not be included in the calculation of the final CGPA (Cumulative Grade Point Average) that appears on a student's final transcript.
- II. The above policy will apply to first semester courses if they are repeated by a student at any time during the course of studies at Habib University.

University's financial commitments to first year students: The University's financial commitment to first year students, will not be affected by their first semester grades. Further details on the First Semester Grades is available in the University's First Semester Grades policy.

INCOMPLETE POLICY

Students are expected to complete all academic coursework and assignments during the academic semester in which they were assigned latest by the last day of classes in a semester. If a student is unable to complete a course due to serious illness or exceptional circumstances beyond their control, and the work completed to date is of passing quality, they may request a grade of 'I' (incomplete) from the instructor, providing that the grade of incomplete gives no undue advantage to that student. Incomplete grades are not a privilege and are only awarded to students under exceptional circumstances. That is, they cannot be awarded as part of a course's assessment and grading policy. Incomplete grades should only be awarded with the signed approval of the instructor and the concerned dean of the school. All Incomplete grade requests must be submitted with a completed 'Incomplete Agreement Form', which must include the circumstances that have prevented the student from completing the course (to be filled and signed by the instructor) and must include all details needed to satisfy the requirements of the

course and a timeline for completion which shall be no later than the end of the following semester. The instructor must record the permanent grade by the last day of the examination period of the following semester or the 'I' will default to an 'F' grade. Incomplete grades are not calculated into a student's grade point average. The deadline to submit a duly approved 'I' (Incomplete) grade application is the last day of classes in a given semester.

CHANGE OF GRADE POLICY

Grades awarded at the end of term for each course, including that of a previously approved 'Incomplete' grade, are considered final. Instructors may submit to the Office of the Registrar a 'Change of Grade' form after seeking approval of the concerned dean of the school, clearly mentioning the reason for which a change of grade is needed, which can only be due to a calculation or a clerical error. Any change of grade form must be submitted by a course instructor latest by the end of the subsequent semester.

COURSE LETTERING AND NUMBERING

All courses are designated by a letter prefix denoting the program/subject area in which the course originates. The prefix code is followed by a three number sequence denoting the course level. Levels are designated as follows:

- 000 – Pre-University and/or noncredit courses offered by the University. this may include some transitional courses.
- 100 – Courses generally taken in the first year.
- 200 – Courses generally taken in the second year.
- 300 – Courses generally taken in the third year.
- 400 – Courses generally taken in the final year of study.

In general, the course level dictates the point at which a student should take a particular course within the sequence of requirements. However, students are encouraged to check all of the course prerequisites to ensure their eligibility to enroll.

Cross-listed courses must be approved by all the participating programs/teaching units by their respective Boards of Studies. Approved cross-listed courses shall have the prefixes of all the participating programs/subjects of studies and will have the same level.

REPEAT POLICY

Students are permitted to repeat any course offered by the University, either to improve their original grade or to clear a course in which an 'F', 'W' or 'R' grade was received. A

student is permitted to retake a course two (02) times only, for a total of three (03) attempts. All attempts will be recorded on the student's transcript, but only the best earned grade will be counted towards GPA. Previous attempts will be recorded with a 'R' grade, denoting Repeat.

The University is not obliged to re-offer elective courses, but courses defined as graduation requirements – e.g., Habib Liberal Core or programmatic requirements – must be re-offered or, if the course has been significantly redesigned or discontinued, must have an equivalent course defined by the relevant Board of Studies. The grade(s) earned in the discontinued course will be recorded on the transcript with an 'R*', denoting that the original course has been discontinued and the requirement is met with a new course.

Students failing to clear courses required by their chosen program, especially those that are prerequisite(s) for later courses, may be unable to graduate within eight (08) regular semesters and must seek advising from their academic advisor and the program concerned. The Office of Academic Performance (OAP) shall provide additional advising and academic support in collaboration with the offering program on a per case basis. Students failing a required course after two (02) attempts should give careful consideration to the chosen field of study offered by the concerned program and approved by the program's Board of Studies, in consultation with the concerned program and OAP. In case of failing a third time, a student will be required to meet with OAP and the concerned program director to develop an Academic Success Plan for a new major.

A course repeat fee may be charged for any repeated course, regardless of the reason for repeat.

COURSE LOAD

Full-time students at Habib University must register for a minimum of 12 credit hours in a semester to maintain full-time status. The maximum allowable course load per semester is 20 credit hours. Students with a cumulative GPA (CGPA) of 3.0 and above and are in their third or final year, may submit a request to the Office of the Register to enroll in an additional course beyond the maximum allowable limit, subject to the approval of the student's academic advisor, concerned program director and the Office of Academic Performance.

AUDITING A COURSE

Students may audit a course for self-enrichment and academic exploration.

An audited course will appear on the transcript with an “AU” (audit) grade. An audited course does not earn a grade or credit, is not included in the calculation of GPA, and does not count toward the minimum course load required for continuous enrollment. Students registering a course for credit have priority over those wishing to audit the course. A student auditing a course may be asked to drop the course during the add/drop period if another student wants to add the course for credit.

Audit courses do not fulfill degree requirements, but the credit value of audited courses may be included in the semester load for determining fees and the maximum number of credits carried each semester. An audited course cannot be used to meet the pre- or co-requisite condition of another course. The extent to which a student may or may not be required to participate in the audited course is determined by the instructor prior to enrollment including attendance for example, the instructor may decide if a student auditing a course will be permitted to take exams, submit homework and have it evaluated. Students choosing to audit a laboratory course may be required to pay the additional lab fee.

The process for registering to audit a course is the same as registering for a course for credit, with the following additional requirements:

- Students wishing to audit a course must obtain approvals from the course instructor and their academic advisor and submit them to the Registrar using the Add/Drop Form.
- For courses with a laboratory component, approval from the lab instructor must also be obtained.
- The program that offers the course may have additional requirements for auditors. Contact the concerned program director for information about these requirements.

Changing a course status from audit to credit, or from credit to audit, or dropping an audit course must be done during the course add/drop period. A student wishing to change from credit to audit status must meet the additional requirements of registering to audit a course.

An additional fee may be applicable for auditing a course if a student exceeds the maximum allowable course load. Students on financial aid should bear in mind that any fee for auditing a course may not be covered in their financial aid package. It is the

student's responsibility to resolve all financial matters related to auditing a course by contacting the agency administering the scholarship or the Office of Student Finance.

ACADEMIC STANDING, PROBATION AND DISMISSAL POLICIES

Please contact the Office of Academic Systems and Registrar for details

WITHDRAWALS

Occasionally, it may be necessary for students to withdraw from one or more courses during a semester due to personal reasons. It should be used only when, in consultation with a student's academic advisor, there is no other alternative.

SELF WITHDRAWAL

Students may withdraw from an individual course or from the University, after consultation with the academic advisor and the Office of Academic Performance. This is a one-time facility afforded to the students and they must exercise it with careful consideration in cases of severe need. Application for withdrawal from a course should be submitted latest by the deadline as stated in the University's academic calendar to the Office of the Registrar. The student should notify the Office of Academic Performance in writing within 30 calendar days of the event leading up to the request and be prepared to submit documentation accordingly.

ADMINISTRATIVE/NON-VOLUNTARY WITHDRAWAL

Habib University reserves the right to administratively withdraw a student from classes.

The University may at any time decide to administratively withdraw a student if it finds such action is needed to maintain a campus environment that is conducive to its educational purpose, to maintain order, and/or to protect the rights and safety of its community members. To this end, officials may order the involuntary withdrawal of a student from the University and/or from its residence facilities in accordance with institutional policy.

This policy will cover behaviors as described herein and that occur on University premises or at University or organizationally sponsored activities, but it also may address off-campus behavior if the University determines that the behavior has otherwise damaged the University, its property, or that of another community member irreparably; likewise, if the continued presence of the student is seen to impair, obstruct, interfere with or adversely affect the mission, process, or functions of the institution; or if they engage or threaten to engage in behavior that poses a danger or physical harm to self or others at any time.

PROCEDURES UNDER THIS POLICY

This policy should not be seen as a substitute for appropriate disciplinary action as outlined in the Code of Conduct, and procedures herein may run concurrent with those processes. This procedure may be implemented at any time, in consultation with the competent authority, if the Director of Academic Performance deems it necessary to do so.

Upon receiving a referral or report of an issue involving a student that could fit under this policy, the Dean of Student Affairs or their designee will conduct a review of the information provided. If warranted, an immediate meeting with the student may be requested. After the meeting, the appointed official may take one or more of the following actions:

- Determine that the guidelines have not been met for involuntary withdrawal and terminate the process entirely;
- Determine that the guidelines have not been met and refer the case to the student conduct process;
- Require that the student schedule an evaluation by a qualified, licensed, mental

- health professional outside of the University at the student's cost;
- Invoke an interim suspension pending further investigation and/or the outcome of a student conduct case;
 - Impose additional requirements on the student that must be met in order to continue enrollment;
 - Allow a student who meets the conditions herein to voluntarily withdraw from the University and waive the right to further procedures under this policy and any privilege to enroll in the University again;
 - Proceed with an immediate administrative withdrawal.

STUDENT'S FAILURE TO COMPLY

A student may be immediately, involuntarily withdrawn and/or disciplined under the policy and forfeits any right to appeal for any of the following conditions:

- Failure to attend any required meeting;
- Failure to schedule and/or appear for any directives as associated with this process;
- Failure to adhere to any conditions placed on the continued privilege to enroll in the institution.

INTERIM WITHDRAWAL

Until a particular case of alleged misconduct has reached a final decision, the student shall retain all privileges to attend classes, use campus facilities and otherwise be present on campus. As an exception to this, in cases when in the view of the competent authority a threat to the teaching/learning environment at the University, the safety of community members, or to ensure protection of University property, the University may decide to invoke an interim withdrawal of these privileges. When in the opinion of the University an interim withdrawal/suspension is to be imposed, notification to the student may come in either verbal or written form. Within three (3) business days of an interim action, a student should be notified in writing of any formal allegations. The student will be given the opportunity to resolve the issue, either formally or informally, within ten (10) business days according to the policies and procedures contained herein or in any other University publication.

APPEALS

A student may appeal an involuntary withdrawal using the same procedures as outlined in the student conduct process and the grievance policy.

FAMILY EMERGENCY AND MEDICAL WITHDRAWAL

On rare occasions, a student may have an emergency in the family or a medical reason that prevents them from completing a term. The student or student's family should notify the Office of the Registrar as soon as possible to request a Family Emergency or a Medical Withdrawal. It may be asked that proper documentation be submitted along with a Medical Leave of Absence Application.

Likewise, and in very special circumstances, the University may grant a retroactive Family Emergency or Medical Withdrawal in cases where the onset of the issue at hand was sudden and/or the student or family were unable to notify the University accordingly. In such cases, a written request clearly stating the reasons and documentation accordingly should be submitted as soon as possible to the Office of the Registrar.

Appropriate documentation for a withdrawal in this category consists of a letter from the student's attending medical provider that specifies the following:

- Date of onset of illness or other issue;
- Dates under professional care;
- General nature of the medical condition or other issue and why/how it has prevented the student from completing coursework;
- Date the student was last able to attend school;
- Date of anticipated return to school.

GRADING AFTER WITHDRAWAL

All withdrawals completed after the course drop period will be noted on the transcript with a 'W' grade. After the course drop period, course withdrawal forms must be turned in after being signed by the student's academic advisor and individual faculty member(s) to the Office of the Registrar before the deadline as stated in the academic calendar for the current academic year.

LEAVE OF ABSENCE

A request for a leave of absence will be granted under special circumstances if a student is not able to register for classes for more than one regular semester. A leave of absence is good for one academic year and may be renewed only one time. Failure to file for a leave absence will result in loss of active student status, and readmission will be required

if the student wishes to return to school. To file for a leave of absence, an Interim Withdrawal/Leave of Absence Request Form may be obtained from the Office of the Registrar and must be signed by the academic advisor and the concerned dean of the school. In the event that the student has not declared a major, Director of Academic Performance will approve the application.

SUMMER SEMESTERS

Summer semesters are offered at Habib University in addition to the regular semesters. The semester dates, course offerings and enrollment are announced and handled by the Office of the Registrar. Full-time students at Habib University may enroll in courses offered in Summer semesters to:

- I. Repeat a course if an 'F', 'R', 'WP', 'WF' or 'W' grade was awarded for that course previously.
- II. Improve grade for a previously attended course.
- III. Attend any additional courses other than those required to fulfil requirements of a major program offered at Habib University, e.g., to fulfil requirements of a minor.

Students may enroll in a maximum of 02 courses (or 08 Credit Hours) in a Summer semester at the University. All University academic policies and regulations including the Attendance, and Academic Standing policies will apply as in the regular semesters. All financial policies for a Summer semester, including tuition, fees (if applicable) and discounts are announced by the Office of Student Finance.

Further details are available in the University's Summer Semester Policy.

UNIVERSITY RECORDS

Habib University maintains student's educational records and ensures their right to access and privacy of information maintained in these records. The following guidelines provide procedures for maintenance of and access to student educational records held by the University.

DEFINITIONS

For the purpose of these guidelines, the terms used herein are defined as follows.

Education record – any record, document or material maintained by the University (either directly or through a third party) that contains information directly related to the student which is recorded on any medium including, but not limited to, handwriting,

print, audio, video, tapes or electronic storage.

However, the definition of education record does not include:

- Records that are maintained by school officials in their personal capacity and are not available to others;
- Records established and maintained by campus security;
- Employment records of the students employed by the University;
- Records maintained by the Health and Wellness Center when the records are maintained solely for the purpose of treatment of the student;
- Records that are maintained after the person is no longer a student, such as Alumni records;

Parent – the natural parent, the guardian, or an agent nominated by the parent/guardian to act as such, of the student.

University official – an individual employed by the University in an administrative, supervisory, academic, research or support staff position; a member of the Board of Trustees; an individual performing special tasks for the University, such as an attorney, or an auditor; a contractor, consultant, volunteer or other outside party providing institutional services; and an individual serving on official University committee, such as disciplinary committee, or assisting the University in the performance of official tasks.

Personally Identifiable Information – any information linked or linkable to a student that, alone or in combination, would allow an individual of the campus community, who does not personally know the student, to identify the student with reasonable certainty.

Legitimate Educational Interest – an individual has a legitimate educational interest in education records if the information or record is relevant and necessary to the accomplishment of some employment or other institutional task, service, or function.

Disclosure – to permit access to or to release, transfer or communicate student's education record, or personally identifiable information contained in those records.

PROCEDURE TO INSPECT AND REVIEW ACADEMIC RECORDS

Current or former students may inspect their education records by making a written request to the Office of the Registrar. The request must precisely identify, as much as possible, the record or records that are sought. On receipt of application, arrangements will be made for inspection within a maximum of 10 business days).

REFUSAL/DENIAL OF REQUEST FOR INSPECTION AND REVIEW

A student's request for inspection and review of the following records may be refused:

- The financial statement of the student's parents;
- Confidential letters and letters of recommendations for which the student waived the right to access in writing;
- Records excluded from the definition of "education records" in this policy.

A student's request for access to records may also be denied due to one or more of the following reasons:

- The student has not cleared all financial obligations to the University;
- There is a pending disciplinary case against the student;
- The authenticity of the academic records or transcripts is in question.

DISCLOSURE TO PARENTS

The University reserves the right to release educational records to parents of students as per the University's 'Parental Access and Notification' Policy. The University does not require a student's consent to disclose information related to the student's violation of local or federal laws, or the policies of the University, or if there is any disciplinary action against the student.

DISCLOSURE TO THIRD PARTY

The University does not disclose information to any third party without written consent of the student or otherwise covered in this policy. Some examples of requests for which the University does not require written consent of the student are listed below:

- If requested by a University office for legitimate educational use.
- If requested by another school where the students seek or intends to enroll or is already enrolled.
- Under Judicial Order or lawfully issued subpoena in a litigation against the University or for disciplinary action against the student.
- In connection with the Financial Aid Program as necessary to determine eligibility for, amount or conditions of the aid, or to enforce the terms and conditions of the aid.
- Needed for collection of financial obligations to the University in case of delinquency of payment by the student.
- In case of threat of harm to self or others.

STUDENT GENERAL GRIEVANCE POLICY AND PROCEDURE

Habib University is committed to providing a method of redress for legally impermissible, arbitrary, or discriminatory practices. This procedure, is meant to provide students an avenue for addressing their concerns not mentioned in other University policies and/or procedures. If in light of the investigation and resolution an alleged violation of policy, procedure, or law is seen to have occurred, the University reserves the right to adjudicate the alleged violations through the appropriate procedure(s) as are applicable. Where the department or unit in which the violation allegedly occurred has written procedures for student grievances, students should first attempt to resolve the matter through those procedures.

GRIEVANCE RESOLUTION PROCESS

Before filing a formal complaint under this policy, a student should attempt to resolve the matter informally with the person alleged to have committed the violation and/or with the head of the department or unit in which the alleged issue occurred. The student may contact the Office of Student Life for assistance with informal resolution. Attempts to resolve the matter informally should be completed within thirty (30) calendar days from the time at which the student knew or could reasonably be expected to have known of the violation.

If the incident is not resolved at the informal and/or departmental level, the student may file a formal grievance. Any formal grievance must be filed within sixty (60) calendar days of the incident regardless of the progress of the informal and/or department level process.

Student grievances must be in writing and signed by the student. Grievances must contain the ID number, University e-mail address, physical address, and phone number of the person filing the complaint. It is the responsibility of the complainant to update all current contact information in order for it to be used throughout the grievance process. All official communication regarding the complaint will be sent via the University's official means of communication. The complainant should also provide a detailed statement of the specific action being grieved, the approximate date when the action took place, the resulting injury or harm, the specific law, policy, or rule alleged to have been violated, a description of the evidence supporting the claim, whether informal procedures were available and completed, and the remedy or relief requested. All grievances of an academic nature, including but not limited to grade appeals or instructor complaints, should be filed at the Office of Academic Performance. Cases originating outside of academics and all cases of discrimination, harassment, or assault,

should be filed at the Office of the Dean of Student Affairs.

Upon receipt of a formal grievance, the Dean of Student Affairs or designee shall review the grievance and make an initial determination regarding whether the grievance is complete, timely, within the jurisdiction of the Student Grievance Procedure, and alleges facts that, if true, would constitute a violation of law or University policy and/or law. If the grievance is untimely, or deemed outside the jurisdiction, or factually insufficient, the grievance will be dismissed and the complainant will be notified of the decision with a written explanation of the basis for the dismissal within ten (10) calendar days.

If the grievance is accepted in full or in part the Office of the Dean of Student Affairs will initiate an investigation. At the completion of the investigation a written determination of the case will be sent to both parties.

Either party may appeal the decision which will be heard by the University Appeals Committee (UAC). The decision of the UAC will be final and binding on all parties. The Office of Academic Performance will inform the student in writing of the decision within ten (10) business days. The decision may follow the UAC's recommendation or be a modification upon it. If it is a modification, the file record must show the Office of Academic Performance's reasoning behind the modification.

* If the program director or the concerned dean is the primary faculty disputant, the student shall be permitted to request informal mediation from the Office of Academic Performance.

OFFICIAL COMMUNICATION TO STUDENTS

Communication to students will be through the University email.

Students are responsible for checking their University provided email accounts frequently and consistently and for adhering to deadlines contained in emails from the University and/or its faculty or staff members.

The University will not respond to a student via a non-University email account.

Communication to parents will be through courier, or through the phone. It is the student's responsibility to ensure all contact information is kept current by reporting any changes to the Office of the Registrar.

MID-TERM AND FINAL EXAM POLICIES

FINAL EXAMINATIONS

Final examinations are given at the end of each semester during the exams weeks designated in the University's academic calendar and are regulated by the University's 'Examination' Policy. The final examination schedule is announced by the Office of the Registrar.

All students registered in a course for which a final exam is given must attempt the exam at the scheduled time, unless an exception is approved by the concerned dean of the school.

MIDTERM EXAMINATIONS

The schedule of midterm exams, be they within or outside the scheduled class hour, are announced by the instructor and conducted during the midterm week announced by the Office of the Registrar before the start of each semester. For courses in which more than one midterm exam is administered, one midterm exam will be scheduled during the allocated week for mid-term exams. Examinations are announced in the syllabus distributed to the class during the first week of classes.

MISSED EXAMINATION

All students are expected to complete their exams within the specified time frame and by the dates indicated in their syllabus. Students may request a make-up exam on the basis of religious obligation, serious illness, or family emergency.

Examinations will not be rescheduled to accommodate travel, family plans or employment commitments. Generally, a student who misses an exam without a pre-approved alternate arrangement will receive a grade 'F' in that exam. All make-up exams must be given before the official close of the semester.

RELIGIOUS ACCOMMODATION

Habib University recognizes that the examination schedule may conflict with some religious observations. In such cases the University will make reasonable efforts to accommodate the affected students by providing alternative times or methods to attempt examinations.

Students should review the syllabus for each of their courses at the beginning of each semester to determine if personal religious observance may conflict with the scheduled exam(s). In the case of a conflict with a midterm examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict by the end of the Add/Drop course period. If a suitable arrangement cannot be worked out between the student and the instructor,

they should consult the concerned dean of the school.

In case of a religious conflict with a final examination, the student must submit a written statement to the instructor, concerned program director, and the Office of the Registrar. In such a case, any approved make-up exam may be scheduled after the final exams period. If a student fails to follow this procedure or fails to give a timely notice of conflict and subsequently misses the exam, no make-up exam will be given and the student will receive a grade of zero in that exam.

DISABILITY POLICY

Habib University is committed to ensuring that all students have the opportunity to take part in educational programs and services and that no individual with a disability shall, solely by reason of the disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity. The Office of the Dean of Student Affairs aims to provide this opportunity in a manner that meets national and international best practices. For more details and application procedure, refer to the Habib University's 'Reasonable Accommodations for Students with Disabilities' Policy.

USING HABIB UNIVERSITY TECHNOLOGY SERVICES

Foremost it is a sheer pride to have you as a part of HU community, let us share that Habib University has on board the top-notch technologies to fulfill the pedagogical, instructional research, administrative and mission development needs alongside an eye on the future to ensure continual improvement.

The use of technology resources (infrastructure and service) is a privilege that is extended to members of the University community. The IT resources mainly include digital card for access to campus spaces, unique digital id (single id and password for all applications), dedicated Wi-Fi network, local area network, personal computers at labs and library, unified communication system (skype for business), student portal (gateway to technology systems and collaboration), Oracle PeopleSoft Campus Management Solution (manage academic administration needs), Sakai (virtual learning environment), Turnitin (formative feedback and originality checking system), Koha (library management system), audio/visual equipment's, printers/photocopiers, IT policies/guidelines and service desk (central point of contact for queries and issues pertaining to facilities provided by the institution).

As a user you have access to valuable University IT resources, to sensitive data, and to internal and external networks. Consequently, it is important for you to behave in a responsible, ethical, and legal manner. In general, acceptable use means respecting the rights of other computer users and the integrity of the physical facilities.

The University encourages the use of electronic communications to share information and knowledge in support of the University's mission of education, research and public service and to conduct the University's business. To this end, the University supports and provides interactive electronic communications services and facilities for telecommunications, mail, publishing, and broadcasting. A safe and civil environment is necessary for students to be successful in their educational pursuits.

Cyber-bullying by any member of the HU community (student, faculty, staff) toward another individual constitutes conduct that disrupts the educational environment of the University. Examples of cyber-bullying include, but are not limited to, harsh text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyber-bullying is prohibited by state law and jurisdictions throughout the international community and subject to disciplinary action.

In order to make the best use of the IT resources, an IT handbook (available on Student Portal) and a dedicated webpage is accessible through University website. This will guide you through the essential IT systems and services which can be used on any device, anywhere at any time to excel beyond the bounds.

THE HABIB UNIVERSITY LIBERAL CORE

The classic liberal arts model demands that the total undergraduate experience include exposure to a broad and inclusive range of existing forms of knowledge. Through the Habib University Liberal Core Curriculum we ensure that all of our students, regardless of major, conform to this high educational aspiration. No well-educated person should remain ignorant of the insight and perspective offered by the humanities and social sciences, or inarticulate about the wonder of scientific and mathematical inquiry.

Habib University has chosen the liberal arts and sciences model of education out of its commitment to the development of leadership potential as an essential goal of a truly higher education. At the core of our institutional identity as a liberal arts institution is our flagship Habib Liberal Core Curriculum that seeks to fulfill our motto of yohsin: ‘The worth of all humans is in the measure of their thoughtful self-cultivation.’ As they take on the task of forming themselves into adults, professionals, and beyond, the Habib Liberal Core is designed to enable students to reflect and communicate knowledgeably on the most critical aspects of their experience in the world they inherit today.

The Core commences with the systematic development of reading, interpretation, analysis, communication, and presentation skills that will continue to be improved throughout our students’ undergraduate careers. The humanities and social sciences component of the curriculum is built around a recurring multidisciplinary engagement with the history, structures, and features of the modern period and world, drawing on powerful texts and artifacts in a range of media from across the arts, humanities and social sciences. From colonialism to nationalism and the nation-state, from war to the global political economy, from the growth of modern media to science and technology and their relationship to society, our Liberal Core is committed to a rigorous analysis and critical evaluation of modernity in all its local, regional, and global complexity. An encompassing historical understanding is essential to the classic liberal education – one that our core curriculum provides with a critical modern edge.

The principle of yohsin tells us that the cultivation of a beautiful and thoughtful self that shines with the light of care, knowledge and universality is an ancient and universal aspiration. Humanities and the humanistic spirit – which are all about excellence, grace, generosity, knowledge and universality – proliferate across the life and legacy of all cultures. What makes Habib University’s Liberal Core unique is its incisive focus on the humanistic knowledge and inheritance that are unique to Pakistan in its surround coupled with a simultaneous focus on Western knowledge. To help achieve this end, in addition to significant elements within the Liberal Core all students are required to complete at least one course in a regional language, Jehan-e-Urdu (‘The World of Urdu’), which will exploit the potential of modern Urdu literature and criticism to illuminate crucial aspects of our modernity.

Finally, no modern education is complete without substantially engaging scientific thought. Science and its forms of knowledge and action pervade all forms of inquiry as well as our everyday lives. The Habib University Liberal Core Curriculum includes universally required

courses in deductive and quantitative reasoning, natural scientific method and analysis, as well as the nature and place of science in modern societies.

The expanse and logic of the Habib Liberal Core are given by the seven Forms of Thought/Action that organise the curriculum. The knowledge rubrics governing the curriculum reflect the specific pedagogical character of a university. The seven Forms of Thought/Action that govern the Habib Liberal Core Curriculum are a substantially adapted articulation of Stanford University's Breadth Governance model to reflect the particular pedagogical vision and the character of the faculty of Habib University, as well as the regional context. Below are brief descriptions and justifications of the Forms of Thought/Action that reflect and govern the curricular logic of the Habib Liberal Core Curriculum. All students at HU are required to take a determined minimum of courses under each form of thought/action.

Historical & Social Thought (2 courses): The extraordinary significance of historical and social knowledge in modern times arises from the unprecedented pace of change in modernity, as well as the growing complexity of modern societies. Across the disciplines, Habib University's faculty also demonstrate a remarkably coherent historical approach to both social scientific and humanistic knowledge. All students at Habib University will be required to take a minimum of two courses in Historical & Social Thought.

Philosophical Thought (2 courses): The study of philosophy has traditionally been at the heart of liberal core curricula. Philosophical thought serves to enhance both the rigour, as well as the reflective powers of the student that are essential to concept-generation and innovation in all fields. Furthermore, traditions atrophy when their philosophical dimension is relinquished, and a sense of the philosophical depth of a tradition is crucial to a rich sense of inheritance. Habib faculty also widely share an interest in philosophy/theory. All students at HU will thus be required to take a minimum of two courses in Philosophical Thought.

Language & Expression (2 courses): The development of linguistic and expressive abilities is widely recognised to be a key benefit of a liberal arts education, and language and literature have traditionally been as central to liberal core curricula as philosophy. Communicative power is key to leadership and success across fields and disciplines. All students at HU will be required to take a minimum of two courses under this rubric.

Formal Reasoning (1 course): Deductive thinking is crucial across fields and disciplines in both science and engineering, as well as the social sciences and humanities, and a deductive reasoning requirement is standard in higher and liberal education. Such a requirement also reflects the strength of our science and engineering faculty at HU. All students at HU will be required to take a minimum of one course in Formal Reasoning.

Quantitative Reasoning (1 course): Numbers and quantities are an essential part of modern civilization and its forms of knowledge. The ability to handle and operationalize large amounts of data, quantitative reasoning and analytical skills are crucial across the professions. All HU students will be required to take a minimum of one course in Quantitative Reasoning.

Natural Scientific Method & Analysis (2 courses): The development of scientific method and analysis is a crucial feature of modernity and its forms of knowledge, impacting not just the natural, but also the social sciences and humanities. A substantial natural science requirement is thus standard in higher educational and liberal institutions. To ensure the scientific literacy of all our graduates, all HU students will be required to take a minimum of two courses in Natural Scientific Method & Analysis.

Creative Practice (1 course): Creativity is widely recognised as a crucial indicator of success across the professions, and is increasingly a required feature of the best higher educational curricula. Given the nature of our programs and faculty in both AHSS and SSE, we have an excellent opportunity to make creative practice a distinctive feature of the Habib experience. All HU students will be required to take at least one course under this rubric.

The above Core requirements are fulfilled through a combination of compulsory and elective courses. Given Habib's unique pedagogical mission we are committed to a common curricular experience for the Habib student body, even as we keep open an elective space for students. The Habib Liberal Core Curriculum requirements are fulfilled through the following courses.

Forms of Thought	Courses
Historical & Social Thought	CORE 102: What is Modernity? CORE 201: Pakistan & Modern South Asia
Philosophical Thought	CORE 202: Hikma I CORE 301: Hikma II, or a Philosophy Elective
Language & Expression	CORE 101: Rhetoric & Communication CORE 121: Jehan-e-Urdu
Quantitative Reasoning	ENER 101: Energy ENER 103: Energy Lab
Formal Reasoning	CORE 111: Logical Problem Solving Or any other course designated by the University.
Natural Scientific Method & Analysis	CORE 200: Scientific Methods CORE 302: Science, Technology & Society
Creative Practice	All students are expected to take 3 credit hours under Creative Practice. The University will identify to fulfil this requirement.

CORE COURSE DESCRIPTIONS

CORE 101: Rhetoric & Communication

The command of language and the ability to communicate effectively in speech and writing is essential to leadership. This is why eloquence in the broadest sense is one of the most highly valued benefits of a liberal arts education. The opening course in our Liberal Core is designed to develop the reading and presentation that our students will need to excel at Habib University and beyond. Our curriculum nurtures our students' rhetorical abilities throughout their college career, especially through the Liberal Core. Rhetoric & Communication is designed to first identify the different aspects of expression and eloquence as distinct and essential abilities, and to develop and improve them through application and practice.

Explaining the combination of powers involved in the ancient division of rhetoric into invention, arrangement, style, memory, and delivery, the Roman orator Cicero says in his classic text on rhetoric, *De Oratore*: "Since all the activity and ability of an orator falls into five divisions, he must first hit upon what to say; then manage and marshal his discoveries, not merely in orderly fashion, but with a discriminating eye for the exact weight as it were of each argument; next go on to array them in the adornments of style; after that keep them guarded in his memory; and in the end deliver them with effect and charm."

The material, classroom experience, and exercises of Rhetoric & Communication are designed to cultivate all five of these critical abilities, together with sophisticated reading skills. Our students will learn to make their speech and writing a total rhetorical experience, allowing them to communicate as effectively as they can. Class content will focus on compelling and relevant texts that anticipate the themes of the larger Liberal Core, and chosen to elicit opinion and encourage discussion and debate. As they develop their powers of reading powerful texts, students will practice and improve communication skills through regular writing assignments as well as presentations. Rhetoric & Communication will also feature the ethics of discourse and communication, so that tact and respect for the other become an essential part of students' experience and understanding of rhetorical ability.

CORE 102: What is Modernity?

No one in the medieval world thought they were 'medieval.' The belief that we live in a distinct period of world-history – that of 'modernity' – sets us apart from all premodern peoples. It is a defining aspect of who we are, essential to our modern identities. It is thus imperative to the task of understanding both our selves and our world – imperative to the task of thoughtful self-cultivation assigned to us by Habib University's pedagogical charter of *yohsin* – to ask the question: What is it to be modern? What is modernity?

The interrogation and investigation of modernity is an essential dimension of Habib University's Liberal Core in its pursuance of a strenuously universalist and critical humanities and social sciences curriculum.

Our 'modernity' is the very air we breathe. It encompasses, at an ever-gathering pace, all aspects of our lives. This is why the question of modernity has been a central concern across the range of disciplines and fields of the arts, humanities and social sciences throughout the modern period. This course will address the most critical and essential elements of our global and regional modernity today, modernity in our time and context. Beginning with an investigation of the conditions of emergence of this unique world-historical identity, we then turn to the historical emergence and formation of key structures and features of the modern in the following domains: political modernity; economic modernity; modernity and ecology; and modernity and religion. By the end of the semester the historical character and specificity of these foundational spheres of our present will be visible.

CORE 201: Pakistan & Modern South Asia

For the first time in its history, nation-states – including that of Pakistan – emerged in the region of South Asia in the middle of the 20th century. How did such a world-historical event come about? What has it meant for the peoples of this region? In short, what is the history of our present – what is the history of our regional modernity?

This question takes on a particular urgency in Pakistan as the region passes through the current period of crisis and change. With a significant focus on the emergence and trajectory of Indo-Muslim nationalism and the creation of Pakistan, this course will be a conspectus of the modern history of South Asia from the immediate pre-colonial historical scene, through the colonial period, including the rise of anti-colonial nationalism and decolonization, to the Cold War and the contemporary period of transformation and turmoil.

Apart from the main outlines of the history of modern South Asia, students will also learn to place the region's colonial modernity within the larger framework of modern history. Students will crucially learn to identify major features of the colonial economy, politics and society under which – especially after the Great Rebellion of 1857 – regional religious and other social reform movements emerged, nationalisms formed, and the dramatic transformation of regional languages and traditions took place, processes that continue into the present.

They will learn to see contemporary conflicts, ideologies, identities and structures as specific to the modern period rather than as natural cultural expressions, and they will begin to see regional cultures and societies themselves as historical entities.

CORE 202: Hikma I – History of Islamic Thought

After the investigation and interrogation of modernity in CORE 102 and 201 in particular, CORE 202 turns to a second meta-theme of the Habib Liberal Core Curriculum: the question of inheritance. Ranging across philosophy, literature, history, law and the arts, Hikma I is an encompassing survey of Islamicate thought that seeks to give a sense of the historical and philosophical complexity and depth of the tradition, with significant reference to the region of South Asia.

In the module on ‘Religion & Modernity’ in CORE 102, and subsequently in our historical survey of socio-religious as well as nationalist reform and revivalist movements in the colonial period in CORE 201, we studied the dramatic transformation and discursive constitution of ‘religion’ and ‘culture’ in the colonial-modern period. Both regionally, as well as in the global modern generally, ‘Islam’ and its cultures and societies, have also become particularly sensitive and difficult regions of the discursive landscape. In recognition of this urgent conceptual difficulty in approaching Islamic phenomena and thought, Hikma I is structured around Shahab Ahmed’s civilizational panoramic and conceptually rigorous *What is Islam? The Importance of Being Islamic*. Published in 2016, the work has been received as a synthetic magisterium that puts the discourse and discussion on Islamic thought on a new footing, restoring to the tradition its complex plurality and universality. In its historical and philosophical depth, our ambitious text gives us what one philosopher has called ‘a postcolonial ontology of Islam,’ that is an important orientation of the Habib Liberal Core Curriculum and our pedagogical mission.

The course begins, however, with the medieval spiritual bildungsroman by Ibn Tufayl – Hayy Ibn Yaqzan – that conveys the philosophical depth and passion for knowledge, in all its plurality, that is chartered in the tradition as the means for the thoughtful self-cultivation of the human.

CORE 301: Hikma II – History of Islamic Thought

Whereas Hikma I focused on clearing the epistemological and philosophical ground to approach the history of Islamic thought, Hikma II directly engages primary texts and artifacts from the tradition, especially of a philosophical character. Readings will include Ibn Sina, Al-Ghazali, Suhrawardi, al-Farabi, Ibn Arabi and Mulla Sadra, as well as Rumi, Hafiz, Ghalib, Khwaja Ghulam Farid, the qawwali tradition, etc.

CORE 111: Logical Problem Solving

Logic is a powerful tool to understand the phenomena around us. Logical thought leads not only to deeper insight, but to a particular approach toward solving problems. This approach has proven immensely useful through the introduction of machines that support it by implementing “algorithms”. These machines are today commonly known as computers and they have revolutionized virtually every sphere of human activity.

This course provides an introduction to some basic logical techniques and their use in the analysis of arguments. The problem-solving approach is introduced with an aim to develop algorithms. These algorithms are then run on a computer with the help of a high-level programming language.

Specifically, this course aims to (1) provide an introduction to propositional logic (2) use propositional logic techniques to analyze arguments; (3) develop problem-solving skills (3) develop the ability to express the solution to a problem in algorithmic form; and (4) provide exposure to programming a computer in a high-level language.

CORE 121: Jehan-e-Urdu (The World of Urdu)

This course is designed to fulfill our commitment to the vernacular, as well as to reap the potential of modern Urdu literature and criticism to illuminate crucial aspects of our modernity. Jehan-e-Urdu is a pedagogically dynamic seminar that will rapidly advance students’ appreciation and knowledge of Urdu through engagement with powerful texts of prose and poetry selected to speak to the concerns of the student today, opening up Urdu as a living world of insight and thought.

ENER 101/103: Energy

Never before in human history has energy enjoyed such a central place in our lives. The quest for safe, secure, and sustainable energy poses one of the most critical challenges of our age. The need for new resources is becoming inevitable, as unlike us, our future generations will not have the benefit of two billion years’ accumulated energy reserves. The current energy sources, primarily based on fossil fuels, do not only inherit the problem of being finite but have also caused unprecedented damage to the environment. To avoid total environmental disaster and to keep the earth habitable, we must part ways from these traditional sources. This will require sophisticated and well-informed social, economic and technological choices.

Renewable energy holds great importance for the future of the world. It is both sustainable and promises a future free of any environmental cataclysm. This course aims to provide the students with the tools needed to think intelligently about sustainability. They will learn about several possible alternate energy sources including the scientific principles that govern their creation and application. The laboratory part of the course

features hands-on experience with renewable energy devices including solar cells, windmills, hydrogen fuel cells, bio-fuel, bio-diesel, etc. Students are expected to create their own devices during the course. This allows them to connect theory to practice. The exposure to these experiments extends their fundamental knowledge of physics, chemistry and statistics. The course also expands on the topics of energy conservation, energy storage, energy transmission and energy policy.

The course material is multi-disciplinary and will be taught by multiple faculty members. The course will feature lectures, seminars, student presentations and a laboratory.

CORE 200: Scientific Methods

How do we make decisions? How do we evaluate information? Should we trust all information? How should we decide which information is trustworthy? How do we recognize the limitations of a claim? These matters are not only for practicing scientists but form an important part of our daily lives. At a time when information is more easily accessible than ever before, how do we intelligently utilize available information in making choices? How should we develop our evidence-based decision making skills? This course builds on the foundations of scientific methods of inquiry and works to apply them to our everyday lives. Utilizing a wide array of examples, it illustrates scientific methods and their applications.

CORE 302: Science, Technology & Society

The centrality of science and technology in the contemporary world is unparalleled in the history of human societies and cultures. Because of the obvious power of scientific thought to shape ideas it has been the foundation upon which notions of progress, modernity, and even freedom and liberty have been built since the end of the 18th century. Science, Technology & Society is a critical interdisciplinary course challenges advanced students with the central assertion that, in the words of contemporary philosopher of science Sergio Sismondo, “science and technology are thoroughly social activities.”

The course will draw upon Science and Technology Studies (STS) to demonstrate that the production and practice of scientific knowledge and technological development is a social and an historical process in which both scientists and citizens play a key role. Students will examine the ways in which scientific communities create and regulate methods, establish consensus, and uphold or challenge theoretical models and technological advancements. In addition, throughout the semester they will be asked to critically analyze the social impact and meaning of scientific breakthroughs and technological advances in historical and contemporary contexts, giving students ample opportunities to explore the role of science within society.

Because scientific progress necessarily represents change, the topics explored will evolve regularly, but examples include: stem-cell research and medical ethics; mobility and transportation; communication and the production and circulation of knowledge; surveillance and privacy; and the changing face of labor, from the Industrial Revolution to globalization.

BS IN

ELECTRICAL ENGINEERING

FACULTY MEMBERS:

Farah Lakhani, Assitant Professor

Ishtiyahq Ahmed Makda, Assistant Professor

Tariq Mumtaz, Lecturer

Abdul Basit Memon, Assistant Professor

Mohammad Shahid Shaikh, Associate Professor (Program Director & Interim Dean SSE)

Charles Timothy Spracklen, Professor

Muhammad Shumail, Assistant Professor (on leave)

ABOUT

Modern life is unimaginable without electricity. The generation, transmission, distribution and utilization of electricity is made possible mainly through the work of Electrical Engineers. They design and build communication systems such as mobile phone and computer networks, design microelectronic chips that are at the heart of modern electronic devices, develop biomedical devices and instrumentation to save lives, and advance new 'green' technologies that will power our homes and industries while protecting the environment.

Habib University's Electrical Engineering Program combines a rigorous science and engineering education with the liberal arts. It provides students with technical knowledge in Mathematics and Sciences, Computation, Electronics, Power and Energy Systems, Electromagnetics, Telecommunication Systems, Automation and Control Systems.

PROGRAM VISION

To be an agent of positive change in society through excellence in locally contextualized and globally competitive liberal-arts and discipline-specific education and research, and imparting an understanding of contemporary issues and challenges facing the society.

PROGRAM EDUCATIONAL OBJECTIVES

Electrical Engineering program at Habib University aims to produce competent electrical engineers who

- have excellent technical expertise in the discipline, including the latest and emerging technologies;

- practice their profession responsibly, with an awareness of civic duties and contemporary issues, and an understanding of economic, social, environmental, professional and ethical issues and of the impact of their work on society and environment;
- have an appreciation of non-technical disciplines, possess excellent communication skills, and are comfortable working in teams composed of individuals with diverse cultural and educational backgrounds;
- engage in the lifelong process of independent, reflective learning.

PROGRAM LEARNING OUTCOMES

Following Program Learning Outcomes (PLO) are designed to prepare graduates to attain the program educational objectives and subsume the PLOs of Pakistan Engineering Council (PEC) and Accreditation Board for Engineering and Technology (ABET).

Electrical Engineering program at Habib University aims to produce electrical engineers who, at the time of graduation, have

- (i) an ability to apply knowledge of mathematics, science, engineering fundamentals and electrical engineering to the solution of complex engineering problems;
- (ii) an ability to design solutions for complex engineering problems and design systems, components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal, and environmental considerations;
- (iii) an ability to investigate engineering problems in a methodical way including literature survey, design and conduct of experiments, analysis using first principles of mathematics, natural sciences and engineering sciences, and interpretation of experimental data, and synthesis of information to derive valid conclusions;
- (iv) an ability to create, select and apply appropriate techniques, resources, and modern engineering and IT tools to engineering activities, with an understanding of the limitations;
- (v) an ability to apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice and solution to engineering problems;
- (vi) an ability to understand the impact of professional engineering solutions in societal and environmental contexts and demonstrate knowledge of and need for sustainable development;
- (vii) an commitment to professional ethics and responsibilities and norms of engineering practice;
- (viii) an ability to work effectively, as an individual or in a team, in multifaceted and or multidisciplinary settings;

- (ix) an ability to communicate effectively, orally as well as in writing, with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions;
- (x) an ability to demonstrate management skills and apply engineering principles to one's own work, as a member and/or leader in a team, to manage projects in a multidisciplinary environment;
- (xi) an ability to recognize importance of, and pursue lifelong learning in the broader context of innovation and technological developments;
- (xii) a knowledge of contemporary issues.

THE ACADEMIC PROGRAM

The first year of the program provides firm grounding in natural sciences, mathematics, computing and electrical engineering. Foundational courses in computer science and electrical engineering will provide students a meaningful introduction to both the disciplines. Students will then take core electrical engineering and mathematics courses that will provide a solid foundation for taking more advanced elective courses. The final year is devoted to a year-long capstone project, technical electives, and supporting courses. Alongside their specialized training, students are required to take courses outside their major to facilitate a broad exposure to knowledge. This includes the mandatory Liberal Core component.

REQUIREMENTS FOR THE MAJOR

A major in Electrical Engineering requires completion of approximately 140 credit hours of coursework, with a minimum CGPA of 2.33, as shown in the table below:

Course Category	Number of Courses to complete	Credit Hours
University Core	11	32
Economics, Management and Entrepreneurship	2	4
Mathematics	4	12
Natural Sciences	2	7
Computing	2	8
Electrical Engineering Foundation		
Circuits and Electronics	3	12
Analog and Digital Signals and Systems	2	7
Hardware and Interfacing	2	8

Electrical Engineering Breadth		
Electrical Machines	1	
Electromagnetic Theory	1	4
Communications and Control	2	3
Engineering Design	1	8
		3
Electrical Engineering Depth		
Electrical Engineering Electives	5	
Capstone Project	2	18
		6
Engineering Breadth		
Engineering Courses other than Electrical Engineering	2	
		7
Overall	42	

PROGRAM THRUSTS

Three program specializations are defined. Students may optionally specialize in one of these areas by taking appropriate elective courses consultation with their academic advisor.

• Electronics and Embedded Systems

Modern electronics are ubiquitous in consumer, industrial, automotive, medical, commercial, and military applications. The percentage of electronics in traditionally mechanical systems, such as automobiles, has steadily increased to more than 30% and is expected to increase further. This trend of 'electronification' of society, coupled with the availability of inexpensive but powerful embedded systems, opens up a huge valley of opportunities for well-trained electronic engineers and entrepreneurs.

• Power and Energy Systems

Ready availability of electrical power at a reasonable price is essential for the economic development of a country.

In order to come out of the current energy crisis Pakistan needs to launch more power generation projects, upgrade its transmission network and modernize the distribution system in order to reduce distribution losses. All this will be done by electrical engineers who specialize in power systems.

• Telecommunications

Cellular mobile phone networks, satellite and fiber-optics communication systems, and global positioning systems are playing a fundamental role in increasing the quality of life and improving the efficiency of the service sector. A well-knit telecommunications infrastructure is essential for the economic development of a country. In Pakistan we are witnessing the introduction of 4G LTE cellular phone systems, proliferation of data networks, and a shift towards electronically facilitated services by both the public and private sector. Telecommunications thrust is intended to sustain the positive growth in this industry by providing adequately trained technical managers, leaders, and entrepreneurs.

COURSE OFFERED

EE 111 Electric Circuit Analysis. (3-3). Credit 4.

This course introduces basic DC and AC steady-state linear circuit analysis. Topics discussed in this course include circuit elements, Ohm's law and Kirchhoff's laws, node and mesh analysis, energy storage elements, Thevenin and Norton theorem, Phasors and sinusoidal steady state analysis. Computer applications in circuit simulation and numerical solution is also discussed.

EE 172 Digital Logic and Design. (3-3). Credit 4.

Introduction to the design of digital hardware, realization of computation with logic gates; Boolean algebra, design of combinational logic circuits and analysis and design of clocked sequential logic circuits, circuits for arithmetic operations; introduction to hardware description language and its application to logic design. (Cross-listed with CS 130.)

EE 212 Electric Network Analysis. (3-3). Credit 4.

This course is a continuation of EE111, Electric Circuit Analysis. The course discusses DC and AC transient analysis, sinusoidal steady state analysis of RC, RL, and RLC circuits, AC circuit power analysis, polyphase circuits and magnetically coupled circuits. The course then introduces the students to s-domain analysis techniques and ends with a discussion of frequency response.

Prerequisite: EE 111.

EE 213 Basic Electronics. (3-3). Credit 4.

The course aims to introduce students to semiconductor devices, with emphasis on application of these devices in realizing analog and digital electronic circuits. The course starts with an introduction to semiconductors, energy bands, valence bonds, doping, N-type and P-type semi-conductors, etc. The electronic devices, such as PN junction diode, bipolar junction transistor (BJT) and field-effect transistor (FET), along with their applications are discussed in detail. Biasing circuits, single transistor amplifiers and their frequency are also discussed. Circuit simulations using PSpice (OrCAD) forms an important bridge between the theory discussed in class and lab experiments.

Prerequisite: EE 111, MATH 202.

EE 241 Electromagnetic Theory. (3-0). Credit 3.

The study of electrostatic and magnetostatic fields in free and material spaces; solving boundary-value problems; extension of static fields to time-varying fields and electromagnetic waves; Maxwell's equations; propagation of electromagnetic waves through different types of media (unbounded media and guided structures) and their behavior at the interfaces.

Prerequisite: MATH 202.

EE 252 Signals and Systems. (3-3). Credit 4.

Types of signals; unit impulse and unit step functions; linear time invariant (LTI) systems and their properties; convolution sum and convolution integral; Fourier series, Fourier, Laplace and Z transforms; analysis and characterization of LTI systems using various transforms.

Prerequisite: MATH 101.

EGR 291 Engineering Workshop. (0-3). Credit 1.

This course aims to introduce the students to hands-on practical engineering skills, necessary for creating their own prototypes. Topics covered in this course include introduction to engineering design process, shop safety, engineering drawing, solid modeling (CAD), 3D printing, effective use of basic hand tools such as saws and files, machining (Lathe, Milling, Drill press), CNC machining, soldering techniques, and PCB design and printing. The course work emphasizes practical skills through lab activities and project. The students will be required to work with different materials including metal, wood, and plastic.

EE 331 Electrical Machines. (3-3). Credit 4.

This is the first course on DC and AC electromechanical systems. Specific topics include single-phase and three-phase transformers, general structure and physical principles underlying electric drive systems, brushless, stepper and switched reluctance DC motors, DC generators, Induction and Synchronous AC motors and generators, torque-speed characteristics of motor drives. Mathematical modeling and speed control of electrical machines will also be discussed.

Prerequisite: PHY 102, EE 212.

EE 322. Analog and Digital Communication. (3-3). Credit 4.

Introduction to fundamental principles underlying the analysis, design and optimization of analog and digital communication systems; modulation techniques for analog and digital communication; effects of interference and noise and their suppression.

Prerequisite: EE 252.

EE 353. Digital Signal Processing. (3-3). Credit 4.

Introduction to digital signal representations in time and frequency domains; signal manipulations via filters and resampling; signal creation and capture and processing with real-time computing machinery.

Prerequisite: EE 252.

EE 354 Probability and Stochastic Processes. (3-0). Credit 3.

Set theory and counting principles, axiomatic definition of probability, independence and conditional probability, Bayes' theorem; random variables (RVs) and their cumulative distribution function, probability mass functions, probability density functions and moments; joint RVs; limits theorems; introduction to stochastic processes; applications.

Prerequisite: MATH 102.

EE 361. Principles of Feedback Control. (3-3). Credit 4.

Topics include: Models of dynamic systems, linear time-invariant (LTI) and transfer function models; impulse, step, transient and steady-state response; root locus technique, Bode plots, Nyquist criterion; gain and phase margins, Nichols charts, lead, lag compensation; state-space techniques; simulation and controller design using Matlab and Simulink.

Prerequisite: EE 252.

EE 373. Microcontrollers and Interfacing. (3-3). Credit 4.

Microcontrollers play a central role in modern life, controlling everything from the engine of a car, to domestic and office machinery. Microcontroller fundamentals including architecture, assembly language programming, and interfacing. Applications of industry-standard microcontrollers in embedded systems. Employs software design tools, simulators, and hardware trainers. Will focus on interfacing the ARM RISC processor to motors, actuators and sensors.

Prerequisite: EE 172.

**MGMT 201. Technology Management and Entrepreneurship. (2-0).
Credit 2.**

Topics include: managing technological transitions, intellectual property, creating and managing an innovative organization, managing research and development, organizational learning, economist and sociologist views of entrepreneurship, the process and management of entrepreneurship, the importance of innovation, teamwork, financial and marketing aspects, product quality; study will be supplemented with case studies.

ECON 201. Engineering Economics. (2-0). Credit 2.

Topics include: Application of economic principles to engineering solutions, time value of money, cash flow analysis, quantization of profitability, methods of evaluating investments, comparison of alternative investments, inflation, depreciation, resource depletion, economic analysis of projects, economic management of engineering projects.

EE 491. Capstone Project I. (0-9). Credit 3.**EE 492. Capstone Project II. (0-9). Credit 3.**

This year-long sequence represents the culmination of study towards the BS degree. Students work individually or in small teams on a project in which they utilize the knowledge acquired during the first three years of education. Each project is closely supervised by a faculty member and each team produces a comprehensive report at the end of the project.

Prerequisite: Approval of an EE faculty capstone committee.

BS IN

COMPUTER SCIENCE

FACULTY MEMBERS

Shah Jamal Alam, Assistant Professor

Shahid Hussain, Assistant Professor

Umair Azfar Khan, Assistant Professor

Taj Muhammad Khan, Assistant Professor

Syeda Saleha Raza, Assistant Professor

Waqar Saleem, Assistant Professor (Program Director)

PROGRAM VISION

Computer Science (CS) is the study of computation - what can and cannot be computed, how can computation be made more efficient, how to build machines that can compute, and which spheres of human activity can benefit from computational approaches. It is deeply rooted in logic and mathematics. Theoretical Computer Scientists push the frontiers of computation by inventing new computational approaches. Practical Computer Scientists apply the theory of Computer Science to different application areas like science, finance, medicine, entertainment, education, communication, engineering, art, and the humanities.

Interventions stemming from CS are just beginning to disrupt and reinvent Pakistani society. The CS program provides students the intellectual and technical foundation to assess these interventions and to contribute meaningfully and thoughtfully to the transition of our society to the information age. With an education grounded in the Liberal Arts, our graduates have an unrivalled understanding of our society and the ethical ramifications of technology.

A major with the program educates students in the theory, systems, and applications of CS in order to enable them to make impactful contributions to society and prepare them for success in industry, entrepreneurship, and higher education.

REQUIREMENTS FOR THE MAJOR - CLASS OF 2021

All students majoring in Computer Science (CS) must obtain a minimum grade of C+ in each CS Foundation and Kernel course in order to graduate with this degree.

Students must also meet all other requirements set by Habib University and by School

of Science and Engineering. Some of these may overlap.

Degree Requirements for the CS Major

Course Category	Number of Courses to complete	Credit Hours
University Requirements		
University Core	11	44
School of Science and Engineering Requirements		
Natural Science	2	7
Mathematics	2	6
Computing	1	3
Design	1	4
Entrepreneurship	1	3
Computer Science Requirements		
Freshman Seminar	1	1
Foundation	3	10
Kernel	6	21
Khidmat	1	0
Theory Elective	1	3
Systems Elective	1	4
Elective	2	8
Kaavish I & II	2	6
Overall	35+	120*

+ - Courses in the various categories may overlap leading to a different total number of courses.

* - Because of course overlap and depending on the choice of courses, the total number of credit hours may vary. The University's Graduation Policy requires a minimum of 124 credits for graduation. Extra courses must be taken to meet any credit shortfall.

Students are advised to consult their advisor regarding choice of courses.

COURSES IN 2017/18

Required Courses

CS 100 Computer Science Freshman Seminar (1+0)

Prerequisite: None

Fulfil: CS major and minor requirement

Provides a broad overview of the theory and practice of Computer Science through a series of weekly seminars by researchers and practitioners.

CS 101 Programming Fundamentals (2+1)

Prerequisite: None

Fulfil: CS foundation, Formal Reasoning

Motivates computer programming as a means to solve problems; introduces the basic components of problem solving: repetition, decision making, data storage and manipulation, input/output, modularity, top-down design; develops expertise in the corresponding constructs – variables, data types, iteration, conditionals, functions, file and console i/o, and recursion – in a high level programming language.

CS 102 Data Structure and Algorithms (3+1)

Prerequisite: CS 101 or CS 110

Fulfil: CS foundation, Formal Reasoning

Motivates the design of algorithms by exploring various algorithms for a single task: linear search and binary search, bubble sort, insertion sort, selection sort, merge sort, quick sort; introduces techniques to reason about and compare algorithms: asymptotic analysis and notation, Master theorem; introduces frequently used data structures: list, tree, graph, stack, queue; discusses and analyses basic operations on the data structures: infix, postfix, and prefix traversal, breadth-first and depth-first search, computation of graph properties.

CS 224 Object Oriented Programming and Design Methodologies (3+1)

Prerequisite: CS 110 or C 101

Fulfil: CS Kernel

Introduces object oriented and related memory concepts; motivates C++ as the language of choice; topics include: pointers and structs, objects, heap allocation, data encapsulation, classes, namespaces, constructors and destructors, virtual functions and

destructors, operator overloading and standard input/output, inheritance and polymorphism, templates, standard library containers, and software design using UML 2.0.

CS 312 Algorithms II (3+0)

Prerequisite: CS 200 or CS 201

Fulfils: CS Kernel

Develops tools and techniques that aid in designing correct, efficient algorithms for computational problems and analyzing their correctness and running time; some of the discussed techniques are: greedy method, divide-and-conquer, dynamic programming, hashing, randomization, network flows, linear programming, Fast Fourier Transform, and techniques for thinking about solving problems in parallel; analysis tools include: recurrences, probabilistic analysis, amortized analysis, and potential functions.

CS 355 Database Systems (3+1)

Prerequisite: CS 101 or CS 110

Fulfils: CS Kernel (Class of 2019 onward), CS Software Systems Elective (Class of 2018)

A detailed exploration of the theoretical and practical aspects of Relational Database management Systems (RDBMS); develops an understanding of database modeling, relational algebra, structured query language (SQL), components of Database Management System (DBMS), transaction management and concurrency control, database fine-tuning via indexing and partitioning, and database connectivity with front-end applications; discusses administrative aspects of database systems including database security, database management vs dataware housing vs datamining, and big data and its challenges.

CS 491 Kaavish I

ELECTIVE COURSES

CS 261 Understanding Social Networks (3+0)

Fulfils: Digital Humanities; CS Elective

Introduces the theory and methods for social network analysis coming from sociology, communications studies, mathematics and computer science; explores real-world networks from a variety of domains such as online social networks (e.g., Facebook and Twitter), political networks, informal money transfer, kinship and sexual networks; introduces methods and computational tools to analyze such social networks using modern software.

CS 357 Multiagent Systems (3+0)

Prerequisite: CS 200 or C 201

Fulfils: CS Theory Elective

Introduces the field of Multiagent Systems (MAS) as an intersection of distributed artificial intelligence (DAI), machine learning, economics, and formal logic; describes agents as 'autonomous' computer objects that may collaborate, compete, (self-) organize, and interact to solve complex computational problems in a distributed environment; explores applications of autonomous agents and multiagent systems in swarm intelligence, social choice and decision theory, agent theories, agent architectures, agent communication, game theory, and other applications.

INTEGRATED SCIENCES AND MATHEMATICS (ISCIM)

FACULTY MEMBERS

Shahbaz Alvi, Lecturer of Physics and Mathematics

Yousuf Kerai, Lecturer of Mathematics

Anzar Khaliq, Assistant Professor of Physics (Assistant Dean for SSE, Program Director for iSciM and Director of the Playground)

Tajdar Mufti, Assistant Professor of Physics

Humaira Qureshi, Assistant Professor of Micro-Biology

Samina Yasmin, Assistant Professor of Chemistry

Sameena Shah Zaman, Assistant Professor of Physics

Atiya Zaidi, Assistant Professor of Mathematics

Program Coordinator: Sameen Nasir

Integrated Sciences and Mathematics (iSciM) is an endeavor of the School of Science and Engineering at Habib University to enrich the student experience by offering diverse courses in Natural Sciences and Mathematics. iSciM provides a platform to students from all disciplines to get a greater exposure towards various scientific disciplines that prepare them to understand and participate in key issues including global warming, energy, environmental issues, and health. The Program offers two minor degrees in Physics and Mathematics.

EDUCATIONAL OBJECTIVES

STUDENT OUTCOMES

Through iSciM, based on their course selection, the graduating Habib students

- design and conduct experiments from various science disciplines
- develop a deeper understanding of the fundamentals of Physics, Chemistry, Biology, Bio Technology, Micro Biology, Environmental Science, Energy and Mathematics
- develop skills in data analysis via the usage of multiple software tools
- develop a strong grasp on scientific writing
- develop the ability to understand current research in various fields of science
- read some selected classical scientific literature

PHYSICS MINOR:

The Physics minor is designed to open the opportunity for students with a significant interest in Physics to deepen their understanding of the subject. This will provide a foundation for a broader range of technical fields enhancing their ability to keep abreast of an ever-changing technological world.

Students can obtain a minor in Physics by satisfying the following requirements:

1. Students must take all the courses specified in the core curriculum for the Physics minor. The core curriculum for the minor includes the following courses:

Mandatory Courses	Credit Hours
Mechanics & Thermodynamics	3
E&M or EMT	3
Modern Physics	3
Quantum Mechanics I	3
Mechanics Lab	1
Advanced Physics Lab	1

1. Students are required to take a minimum of three additional 300+ level courses.
2. Students must earn a minimum of 20 credits.
3. Students must earn a C grade or better in all mandatory courses to continue with the minor.

A minimum of 7 students is required to offer a course. In case fewer students enroll, individual study courses may be offered.

MATHEMATICS MINOR:

The Mathematics minor at Habib University offers an opportunity to students from all disciplines with a significant interest in Mathematics to deepen their understanding of the subject. This optional field of study is designed to provide a foundation in Calculus, Linear Algebra and basic modelling techniques using differential equations. Convergent thinking is also developed through the analysis of quantitative problems directed towards the right procedure for the right outcomes. The choice of courses available within the minor allows the students to either take a pure mathematics track, an applied mathematics track or a mix of the two.

Students can obtain a minor in mathematics by satisfying the following requirements:

1. Students must take all the courses specified in the core curriculum for the Math minor. The core curriculum for minor includes the following courses:

Mandatory Courses	Credit Hours
Calculus II	3
Engineering Mathematics	3
Linear Algebra	3
Probability and Statistics	3

2. Students are required to take a minimum of two 300+ level courses.
3. Students must earn a minimum of 20 credits.
4. Students must earn a C grade or better in all mandatory courses to continue with the minor.

Note: Math 0xx level courses cannot be taken to satisfy the minor. Additionally, if Math 101 is a requirement of the student's major, then it can't be counted towards the minor.

Students are free to choose these courses either from Pure Mathematics or Applied Mathematics or both. Depending on the availability of the faculty, variety of courses can be offered within Pure and Applied Mathematics.

A minimum of 7 students is required to offer a course. In case fewer students enroll, individual study courses may be offered.

COURSE DESCRIPTIONS

NATURAL SCIENCE

PHY 101 Physics I: Mechanics and Thermodynamics

Topics include: Units and physical quantities, vectors, motion in 1-dimension, motion in more than 1-dimension, Newton's laws of motion and their applications, work and energy, potential energy and conservation law of energy, momentum and impulse, rotation of rigid bodies, dynamics of rigid bodies, gravitation, thermal properties of matter, laws of thermodynamics.

Pre-requisite: None

PHY 101L Mechanics and Thermodynamics Lab.

Experiments include: simple harmonic motion observed through webcam, waves and

oscillations, standing waves, resonance, moment of inertia of a tennis ball, rotational mechanics, rotational inertia, rotational friction, conservation of energy, latent heat of liquid nitrogen, heat capacity of solids, determined from boil-off of liquid nitrogen, conservation of momentum - elastic and inelastic collision, rotational motion, mass on a spring, basics of uncertainty analysis, Maxwell's wheel, light polarization, heat transfer, conduction, convection, Newton's law of cooling, temperature oscillations, Fourier analysis.

Pre-requisite: PHY 101

PHY 102 Physics II: Electricity & Magnetism

Topics include: Electromagnetism and electrostatics, electric charge, Coulomb's law, electric field, Gauss's law, electrostatic potential, magnetic fields, Biot-Savart law and Ampere's law, magnetic materials, time-varying fields and Faraday's law of induction, Hall effect, displacement current and Maxwell's equations.

Prerequisite: PHY 101

PHY 102L Advanced Physics Lab

Experiments include: determination of Curie point of a Ferro-magnet by controlled electric heating, observing Hall effect in semiconductors, magnetic moment of a conductor loop in a magnetic field, determining Verdet's constant, Frank-Hertz Meter, determination of Planck's constant from the spectrum of a tungsten light bulb, optical activity of a chiral (sugar) solution, imaging electron trajectories using a magic eye, image analysis, Lenz's Law, band gap measurement of pure Ge, magnetic pendulum, exploring phase portraits, chaos, bifurcations, Spectral Lines of different gasses.

Pre-requisite: PHY 102

PHY 201 Modern Physics

Topics include: Review of basic mechanics, introduction to special relativity, relativity and Physics, Planck's radiation law, photo electric effect, Compton scattering, pair production, Bohr's theory of Hydrogen atom, basics in quantum mechanics, Schrodinger's equation and its applications, ideal gas equation, Maxwell's distributions, Boltzmann's distributions, Identical particles

Pre-requisite: PHY 101, PHY 102, MATH 102, MATH 201/203

PHY 202 Quantum Mechanics

Topics include: Particle aspects of radiation, wave aspects of particles, quantum systems and indeterminacy, quantization rules, wave packets, mathematical tools of quantum mechanics, postulates of quantum mechanics, one-dimensional problems in quantum mechanics, angular momentum, more than 1-dimensional problems, rotations and addition of angular momenta, time dependent and independent approximation methods in quantum mechanics, scattering theory.

PHY 301 Classical Mechanics

Topics covered: Survey of elementary particles, variational principles and Lagrange's equations, central force problem, kinematics of rigid body motion, the rigid body equations of motion, oscillations, the Hamilton's equations of motion, canonical transformations, continuous classical systems.

Pre-requisite: PHY 101, MATH 201/203

PHY 302 Mathematical Methods for Physics

Topics include: Tensors and their role in Physics, complex variable theory, linear integral equations, green's functions, introduction to group theory.

Pre-requisite: MATH 201/203

PHY 401 Quantum Mechanics II

Topics include: Recapitulation of classical field theory, path integrals in quantum mechanics, relativistic scattering theory, Quantum Mechanics and relativity, Klein Gordon equation, Dirac equation and representations of its solutions, (discrete) symmetries, basic understanding of interactions in quantum field theory.

Pre-requisite: PHY 202, PHY 301, PHY 302

BIO 101 Cell Biology & Public Health

This course provides an introduction to cellular and molecular biology and builds its connection with human biological processes; there will be a prime focus on developing skills to communicate biological concepts to laymen. Topics include: Prokaryotic and eukaryotic cells, structure and function of cellular organelles, cells tissues and organ systems, movement across cell membranes, cellular reproduction, DNA replication, transcription and translation, Mendelian genetics, blood groups, introduction to the immune system and vaccines, dengue viral infection, and cancer development. Workshop on communication design in public health will be integrated.

Pre-requisite: None

BTEC 101 Introduction to Biotechnology

This course provides an introduction to the fundamentals of biotechnology and its applications. Topics include: overview of biotechnology and its current importance in society, rapid growth of biotechnology in agriculture, environment, industry and medicines, antibiotics/antibodies biotech. Emphasis will be placed on DNA manipulation sciences including genetic engineering, gene cloning, plasmids as cloning vectors, restriction enzymes, DNA ligase, PCR, biotransformation, E. coli host as model system, mutagenesis, manipulation of expression of desired DNA, strategies of protein purification, stem cell biotech and ethics of biotechnology.

Prerequisite: School / college level Biology or chemistry or permission of instructor.

BTEC 101L Biotech Laboratory Practices

This laboratory course provides practical insights into the role of DNA sciences in achieving and improving the technological applications to develop products to improve quality of life. Topics include: basic operations used in biotech lab, DNA extraction from living organisms, DNA cut and clone, making lots of copies of DNA, overproduction of protein, purification, plasmid isolation, DNA manipulation by PCR, transformation of *E. coli* with a recombinant plasmid, DNA purification and quantification, calorimetric detection of DNA, visualizing of DNA on gel electrophoresis and DNA fingerprinting.

Co-requisite: BTEC 101

BIO 121L Art and Chemistry

This course challenges participants to unleash the connection between art and chemistry. Main focus of the course is to employ analytical chemical concepts in creating work of art such as photography, painting and sculpture.

Topics include: principle of light absorption and reflection, chemistry of color, pigments, ink and crayons, connection among matter, composition and properties of paint and dyes, restoring and preserving artwork, principle of photography and painting, preservation of artwork and common chemical hazards.

Prerequisites: None

MATHEMATICS

MATH 012 Pre-Calculus

Topics include: A revision of the number systems and relations, functions and polynomials with symbolic and graphic representations. These topics will cover a wide range of subtopics to bridge the gaps in high school mathematics, like rational functions, inverse functions, logarithmic and exponential Functions followed by trigonometric Functions with an extensive treatment in the course. As a learning outcome students are expected to be able to analyze functions and their behaviors symbolically, numerically and graphically.

Pre-requisites: High school mathematics of any level.

MATH 101 Calculus I

Topics include: An overview of functions and their behavior in terms of rates of change, average vs. instantaneous rates of change, the derivative and shortcuts to differentiation, optimization (finding relative extrema / critical points), related rates, area under a curve, Riemann sums and the definite integral, the general antiderivative, approximation of definite integrals, techniques of integration and improper integrals.

Prerequisites: None

MATH 102 Calculus II

Topics include: A look at finding volumes of revolution using a Riemann Sums approach to integration, an introduction to first order differential equations and slope fields, parametric equations and graphs and finding area and arc length of parametric curves, polar coordinates and polar functions with areas and arc length of polar curves, functions of severable variables, partial derivatives and the equation of a tangent plane to a surface, basic vector algebra with dot and cross product derivations, directional derivatives, optimization and the second derivative test for functions of two variables, optimization with Lagrange multipliers, integrating functions of several variables with double and triple integrals evaluated in Cartesian, cylindrical and spherical coordinates, parametrization of lines and curves in 3-space, vector fields, line integrals and the fundamental theorem of calculus for line integrals.

Prerequisites: MATH 101

MATH 105 The Art of Mathematics

This course will explore multiple theorems, arguments and quantities that have been relevant to a variety of fields through history, such as art, architecture, astronomy, and the physical sciences. Tracing the birth of geometric reasoning from the time of Euclid to looking at the birth of trigonometry as a tool for astronomical calculations and models, students will be introduced to geometry, algebra, and topology through various contexts. Students will be expected to use these concepts to create culminating projects using design and mathematical software.

Note: This course will also fulfil one of the math requirements for the students pursuing a Communication and Design major.

Prerequisites: None

MATH 106 Music and Mathematics

This course will introduce the rudiments of Western and South Asian musical theory, with a focus on the mathematics incorporated in their development and overall structure. The course will explore the properties of the twelve-tone scale, the historical evolution of tuning and temperament, the idea of combinational tones and consonance, and the physics behind the construction of musical instruments. Looking primarily at South Asian and Western musical genres, students will also analyze the mathematics involved in music composition, for both melody and rhythm.

Prerequisites: None

MATH 202.Engineering Mathematics

Topics include: Vector Calculus (vector functions, line and surface integrals). Elementary methods for solving first order ODEs (direct integration and substitution) with geometric interpretation and classification, separable ODEs, method of integrating factors. Vector algebra (including matrix algebra, eigenvalues and eigenvectors, quadric

surfaces). Dynamical systems (linear systems of ODEs, stability and phase portraits of dynamical systems). Second order ODEs - elementary methods including their classification, reduction of order techniques, linear second order ODEs with constant coefficients, finding particular solutions. Orthogonal functions and Fourier series solutions (generalized and trigonometric methods), convergence in the mean and pointwise convergence, odd and even expansions, half-range expansions. Partial differential equations (PDEs) (wave, heat and Laplace equations), solutions using Fourier series and Laplace transforms. Schrödinger equation.

Prerequisite: MATH 102

MATH 203 Advanced Differential Equations

Topics include: A brief revision of first- and second-order ordinary differential equations (ODEs) with constant coefficients. Differential operators, Wronskian and linear independence. Numerical solution methods for ODEs: Euler method, Taylor series solution up to 2nd order, Runge-Kutta methods up to 2nd order. Cauchy-Euler equations. Power series and Frobenius' methods including Ordinary points, singular points, regular points, analytic functions, indicial equation. Bessel function and Bessel's equation, Legendre equations. Boundary value problems for homogeneous linear 2nd order ODEs: Boundary values, Sturm-Liouville problem, eigenfunctions and corresponding eigenvalues, Fourier Bessel series. Inner products and norms of functions. Self-adjoint operators. Schrödinger equation.

Prerequisites: MATH 201 for CS and EE students. MATH102 with min 70% score for non-engineering students in Math Minor.

MATH 205 Linear Algebra

Topics covered: A brief revision of vector algebra including lines and planes in 3D and matrices. Determinants. Symmetric matrices and quadratic forms. Elementary row and column operations of a matrix. Systems of linear equations and their solutions, existence and uniqueness of solutions. Vector spaces. Inner products and ortho-normalisation. Orthogonal transformations and rotations. Linear transformations, orthogonality, QR factorization, Hermitian and Unitary transformations. Least squares analysis and approximations. Singular value decomposition. Direct sum decomposition. Cayley-Hamilton Theorem.

Pre-requisite: MATH 201

MATH 401 The Time Scale Calculus

Topics covered: The discrete and continuous unified - motivation, elementary definitions, continuity on time scales, the Delta-differentiation, the Delta-integration. Linear theory of time scales – the tools to model stop-start processes (the time scale exponential, logarithmic functions on time scales, trigonometric and inverse trigonometric functions on time scales). Introduction to dynamic equations on time scales (first- and second-order).

Prerequisite: MATH 102

BSC (HONORS) IN

SOCIAL DEVELOPMENT AND POLICY

FACULTY MEMBERS

Fahd Ali, Assistant Professor (Program Director)
Shahram Azhar, Assistant Professor
Shama Dossa, Associate Professor
Noman Baig, Assistant Professor
Mohammad R. Moeini Feizabadi, Assistant Professor
Hafeez Jamali, Assistant Professor
Susana Melo, Assistant Professor
Severine Minot, Assistant Professor
Thomas Muhr, Assistant Professor
Massimo Ramiamoli, Assistant Professor

Visiting Faculty:

Haider Nizamani, Visiting Associate Professor (Fall 2017)

Adjunct Faculty:

Saba Abid
Sumaila Palla
Syed Fazel Rizvi

Research Associates

Asif Akhtar
Mashal Malik
Ayyaz Mallick
Maria Waqar

VISION

“Development” has become a principal idea of our times and an object of aspiration for individuals, communities, and governments alike. How can we examine and engage with development as a multi-faceted process of social, economic, and political transformation while attending to context and ethical practice? Responding to this key concern, the central vision of the Social Development and Policy (SDP) program at Habib University is to nurture an inter-disciplinary and comprehensive understanding of development and social change — one that is firmly rooted in an ethic of care and grounded in a sense of place. Such a careful, place-based understanding is deeply connected to the love of knowledge as well as the search for truth. Moreover, this sensibility is fundamentally tied to Habib University’s philosophy of Yohsin, the

practice of thoughtful self-cultivation.

To fulfill this vision, the undergraduate major in Social Development and Policy combines rigorous classroom training in the social sciences and humanities with reflective, experiential learning through a practicum. The first program of its kind in Pakistan, it aims to give students new ways to approach the challenges of development at home and abroad. Students will be exposed to seminal ideas in social and economic thought that will enable them to understand and critique the processes of economic growth, development, and social change. They will explore how major development concerns such as poverty, gender inequality, urbanization and human rights are shaped by historical forces and processes of political power, while also examining the role of states, development institutions, markets, and civil society in shaping human well-being.

Employing an inter-disciplinary approach to the study of social issues, the program integrates perspectives and skills drawn from a wide range of disciplines, including Anthropology, History, Economics, Sociology, Political Science, Religious Studies, Philosophy, Literature, and Environmental Studies. In this way, the program will equip students with inter-disciplinary thinking and analytical skills that will allow them to understand and tackle a range of problems and challenges in their professional and scholarly careers.

Offering critical insights into the core values of development and progress, the SDP major will train a new generation of social scientists who – like the best development practitioners – incorporate lived experience and vernacular sensibilities into policy design at the national and international levels.

B.Sc. (Honors) in Social Development and Policy: Requirements for the Major

All students majoring in Social Development and Policy are required to complete a total of 35 course requirements. Students must maintain a minimum grade of C+ (2.33 GPA) in SDP major credit requirements in order to graduate with this degree.

All SDP majors must complete the following six (6) courses:

- SDP 101 Development and Social Change
- SDP 201 Qualitative Research Methods (QRM1)
- SDP 202 Quantitative Research Methods (QRM2)
- SDP 203 Social Theory
- SDP 301 Public Policy
- SDP 303 International Political Economy (Mandatory Elective Choice)

Students must also complete any three (3) upper level SDP electives. In addition to these courses, all SDP students must fulfill a language requirement, a Practicum, and a Major Research Report (MR2) or an Honors Thesis to complete the program requirements.

LANGUAGE REQUIREMENTS:

All students at Habib University must complete URDU 101, (Jehan-e-Urdu), as part of the Habib University Liberal Core requirements. All SDP majors must also fulfill a vernacular language requirement by successfully completing at least three (3) sequential courses in a single language, for example Sindhi or Punjabi. For full language offerings, refer to the Arzu Program for Languages and Literature.

PRACTICUM:

All SDP majors are required to complete a Practicum, which is an application of the skills and competencies learned in SDP Program. This practicum must be a minimum of six (6) weeks and can be broadly construed in consultation with an assigned practicum adviser.

MAJOR RESEARCH REPORT:

All SDP majors must complete a one (1) semester capstone project, called a Major Research Report (MRR), representing a significant exploration of some aspect of the intersection of society and policy. This project will take the form of an independent study developed under the guidance of a faculty adviser. Understood broadly, this could take the form of a literature review, research prospectus, policy discussion, documentary, interactive informational website, etc. It requires students to demonstrate advanced analytical and critical skills, method of comparing and contrasting, and other such scientific understanding. Students pursuing this option must declare their intention at the beginning of the semester of choice and choose a faculty supervisor at the same time.

HONORS THESIS:

All SDP majors have the option to earn their degree by writing a year-long Honors Thesis instead of the Major Research Report (MRR). The Honors Thesis is a much more substantial research project in which the student will explore a topic, building on existing knowledge by using qualitative and/or quantitative techniques. Thesis writing is an exercise in developing in-depth research that speaks broadly to the social, cultural, and/or economic issues of contemporary societies. The Honors Thesis must be guided by a committee comprising at least two (2) faculty members. Students intending to complete an Honors Thesis must declare their intention at the beginning of their final academic year and submit a prospectus at the end of their penultimate semester. Students wishing to pursue the Honors Thesis option must maintain a cumulative GPA of 3.0 or above.

Course Category	Number of Courses to complete
University Requirements	
University Core	11
Social Development and Policy	
Foundational Theory and Method	6
Field Practice	1
Electives (at least 3 upper division)	6
Honors Thesis	2
Major Research Report with 1 upper division elective* (In lieu of Thesis)	2
Other Requirements	
Regional Language Requirement	3
AHSS Requirement	2
Free Electives	4
Overall	35

REQUIREMENTS FOR THE MINOR

To earn a minor in SDP, students must successfully complete Development and Social Change, Qualitative Research Methods (QRM1) or Quantitative Research Methods (QRM2), and Public Policy. Students must also take two SDP electives, one of which must be an upper level course (300 or 400).

COURSE DESCRIPTIONS

MANDATORY SDP COURSES

SDP 101 Development and Social Change (AHSS Requirement)

The purpose of this course is to answer key questions about development and social change by introducing students to the history, theory, and the contemporary practice of development. The concept of 'development' will be defined within the broader field of social sciences. The implications of development initiatives on poverty, gender, health, education, and disaster preparedness will be critically examined from an inter-disciplinary perspective. Our approach to this course will be critical humanist and interpretivist. We will be shifting the analytic focus from instrumental outcomes of development policies to the meanings, implications, and consequences they have, as expressions of societal beliefs and values.

SDP 201 Qualitative Research Methods (SDP Major)

Combining theory and hands-on practice, this course will expose students to key approaches and methodologies of research design. They will learn and practice a variety

of qualitative research skills including participant-observation, interview, and focus group and survey techniques. Alongside, they will study and debate the ethical complexities of conducting scholarly research and implementing both research and development projects.

SDP 202 Quantitative Research Methods (SDP Major)

Quantitative Research Methods will introduce various techniques of quantitative analysis used within social sciences. This is a foundational course to teach basic mathematical and statistical techniques used in social science research. Students will cover several topics including functions, graphs, mathematical relationships, and statistics and probability, among others, to best equip students with analytical methods for use both in the classroom and the field. This course will also prepare students to take higher level quantitative research methods courses offered in the program.

SDP 203 Social Theory (SDP Major)

This course introduces students to foundational concepts and theories in the social sciences. Starting with Enlightenment thinking and the emergence of positivism and empiricism, this course tackles this major transition in the way social order is conceptualized and theorized. Students will be exposed to key social theorists, including Marx, Weber, Durkheim, as well as some of their legacies. Students will tackle different levels of analysis, understand structural forces and societal dynamics, and engage in social interaction analysis from a social-psychology perspective in contrast to the grand theory tradition.

SDP 301 Public Policy (SDP Major)

The purpose of this course is to introduce students to the world of public policy. The concepts of “public” and “policy” will be critically defined within the broader field of governance. Students will engage in an analysis of the genealogy, conditions of existence, and effects of specific policies in various sectors. Our approach to this course will be anchored on mixed methods, including critical humanist, and positivist approaches. Students will be exposed to reading material from a wide variety of disciplines. We will consider the empirical dimensions of policy building and impact from the perspective of multiple interpretive communities.

Prerequisites: SDP 101, SDP 201 or SDP 202.

SDP 303 International Political Economy (SDP Major)

Students majoring in SDP will have to fulfil this requirement as a mandatory elective, by completing one third-year elective course, which tackles the dynamics of International Political Economy. Various options will be offered yearly to allow students to complete this requirement.

Prerequisites: SDP 101, SDP 201 or SDP 202.

REGIONAL LANGUAGE REQUIREMENTS

LANG 101 Sindhi Sikhiya I

This introductory course introduces students to Sindhi language. It covers the fundamentals of Sindhi Language including the basic competencies in reading, writing, and speaking.

LANG 201 Sindhi Sikhiya II

This intermediate course enhances students' reading and writing skills in Sindhi language. Students will be exposed to folklore rhymes, folk songs, fables and tales, and poetry. The course will introduce major Sindhi language Sufi poets and prose writers from 1843-1947. At this level, students will learn to contextualize readings in a larger Sindhi cultural context.

LANG 301 Sindhi Sikhiya III

This advanced level course aims to equip students with more in-depth reading and writing skills in Sindhi language. The students will read classical and colonial Sindhi poets and fiction writers, and will develop interpretative tools to understand Sindhi literature and culture.

LANG 102 Punjabi Rachna I

Punjabi Rachna will enable students to develop a basic understanding of Punjabi language in the context of Punjabi culture, idiom, linguistics and literature. This is the first of a three course sequence, with each module being interlinked in a systematic flow starting with an emphasis on linguistics, moving on to literature and finally to history of the Punjabi language.

LANG 202 Punjabi Rachna II

Punjabi Rachna II is a continuation of Punjabi Rachna I. Students will hone their Punjabi language skills further and be exposed to more complex literary forms.

LANG 302 Punjabi Rachna III

Punjabi Rachna III is the final course of the required Punjabi language sequence. Students will acquire advanced skill in reading and writing Punjabi. They will be exposed to advanced literary forms and genres.

OTHER PROGRAM REQUIREMENTS

SDP 302 Practicum

The major purpose of the practicum is to enable students to acquire skills and competencies in their interaction with individuals, communities, development agencies, and organizations. Moreover, students are expected to contextualize their learning as the practicum allows students to select agencies working on a range of thematic areas. Students will complete a specified number of hours and meet other practicum requirements. Although every practicum experience will be different, learning outcomes will include building networks, engaging in advocacy, and working with various stakeholders.

Research:

Students majoring in SDP will have the choice to complete a Major Research Paper (MRP) plus an additional upper level SDP elective for a B.Sc. or write an Honors Thesis for a B.Sc. (Honors).

SDP ELECTIVES

FALL 2017

ANT 101 Introduction to Cultural Anthropology

This course is an introduction to social and cultural anthropology. Anthropology is the study of human beings in a cultural context. The course exposes students to the intricacies of culture upon which modern developmental practices are overlaid. For instance, how do gift-exchange practices of local communities help us understand the politics of international aid? How do rituals of magic explain the commodity fetishism of capitalism? How does tribal social organization overlap with the modern nation? Addressing questions like these would provoke students to critically think of culture as a significant force in the study of social development. Students will be exposed to the theories of culture, reciprocity and gift-exchange, marriages and kinship, organization of political systems, social inequality and hierarchies, rituals and religion, and nature and culture.

ECON 101 Principles of Microeconomics

This is an introductory course that teaches the fundamentals of microeconomics. The course introduces the concept of supply and demand that supposedly determine an equilibrium in a market economy. It studies consumer behavior and analyze how consumers make choices. We also study firms and their behavior in the market, particularly how they take decisions to optimize their output under different market structures.

ECON 121 Principles of Macroeconomics

This is an introductory course in economics, which focuses on teaching basic concepts required to understand the workings of a market based economy. We will focus on markets and what role they play in modern capitalist economies. The role of the government in managing economies will be emphasized. Particularly how money is created and circulated in society (via banks), how is the interest rate determined; where does inflation come from; how international trade impacts a small-to-medium sized economy like Pakistan. These and other questions will be explored particularly in the context of Pakistani economy.

POLI 121 Introduction to Political Economy

Political economy is premised on an economic analysis of political decisions and their impact on the economy in turn. As a discipline, it has a unique methodological apparatus that broadly deals with the production, distribution, consumption, and appropriation of an economic surplus. It also asks how individual and collective actions of economic agents are shaped and constrained by the politics within which they operate. While there are many ways to approach the subject, in this course we approach it from the standpoint of 'new departures' and debates in the field.

The course is divided into three parts. In part I we will make an attempt to understand the 'method and scope of political economy' paying in particular close attention, and distinguishing between, the epistemological frameworks employed by the 'empiricists', 'rationalists', and the 'dialectical materialists'. In part II, we examine how these competing 'theories of knowledge' result in different 'theories of society'. Students learn the conceptual apparatus of "class analysis" and how it can be used to understand societies. The final part of the course is devoted to applying the class analytic to understand how it shapes the 'enterprise', the 'household', and the 'state'. Finally, we conclude with a discussion of 'economic crises', with concrete examples from the most recent systemic breakdown of 2008.

ECON 202 International Trade

This course provides a basic understanding of what determines the flow of goods and services across countries i.e. international trade. It serves as an introduction to economic issues which include: gains from trade and their distribution; strategic trade barriers; analysis of protectionism; balance of payments accounts. The purpose of this course is to also provide students with an understanding of international trade politics and institutions, and the major policy issues and challenges facing the global trading system.

ANT 401 Environmental Anthropology: Issues in South Asia

How do communities understand and utilize natural resources, and how do they marshal those resources within a framework of shared values? Exploring issues of ecology and biodiversity, development and conservation, and environmental ethics, students will learn to identify stakeholders, their relationships to each other and to shared or conflicting values, and the management practices they employ. In the second half of the course, upper division students will select an issue around which to design and teach a series of materials and lesson plans to be carried out in class.

SOC 203 Planned Changes in Social Systems and Project Management

This course introduces the students to social systems and networks theories, approaching the question of social programming and institutional structuring from a project management approach. Students will be looking at various aspects of needs assessment, program analysis, organizational points of entry, program design and implementation. This course is designed to identify shortcomings in policies, programs and institutionalized patterns of practices, and to develop practical and strategic thinking about implementing change in social systems at various scales. Crucial links will be made between social movements and policy development, between governance practices and social transformation and between organizational change and institutional practice. Students will explore fields of practice in policy development, service administration, human resource management, public health and welfare, education, law enforcement, punishment and rehabilitation, and public infrastructure. Through critical discussions, students will be encouraged to engage in troubleshooting the operations of actors/actants within specific social systems, and in exploring and proposing practical solutions, advocacy and action planning, forms of program intervention, administrative restructuring strategies and ad-hoc responses. This constitutes an introduction to the analysis of social structure and to program assessment, design and implementation. This course requires students to read an approximate total of 250 pages.

Students will have the choice to adopt one of two assessment regimes and be "graded" either as "Practitioners" or as "Analysts."

DEV 401 Human Geography & Development

This course introduces students to human geography as one distinct approach to the study of the interdisciplinary field of development. Students will engage with key concepts in human geography and their theoretical groundings, especially place, space, scale, and territory. These are methodological tools for the study of the complex, contradictory and conflict ridden political, economic, cultural and human-environmental interconnections and interdependencies (processes, flows, patterns), and how they change over space-time. The course aims to engender a critical geographical perspective on the past, present and future development of the social world. Thematically, we will

focus on such topics as: nature-society relations; population, resources and the environment; migration; urban geography; production, consumption and exchange; inequalities and exclusions; and geopolitics. Each theme is approached with attention to its dynamics at various spatial scales, such as the local, regional, national and global.

ECON 301 Marxian Economics

Marxian Economics is a comprehensive analytical framework to understand the functioning of capitalist economies and their relations with each other. The course aims to develop an understanding of this framework and Marx's critique of capitalist mode of production by closely reading volume one of *Das Kapital*. The course aspires to give students necessary theoretical grounding in Marxian Economics to enable them to take more advanced courses. Students will learn that Marxian economics exist as an alternative framework to understand the workings of an economy. The course will particularly focus on value creation and its distribution during the production process. Students will also learn how prices are determined within the Marxian framework and how Marx explains the crisis in capitalist mode of production.

PP 3XX Health Policy and Strategies in Pakistan

This course will focus on the overall welfare conditions and health policies of Pakistan in key areas including maternal and newborn health, nutrition, infectious diseases, non-communicable diseases, disaster reduction and emergency preparedness. This course begins with an overview of the health care system in the public and private sectors and moves on to strategies and human resource elements through which health policy is implemented. Students will benefit from gaining a more in-depth understanding of the structures that regulate the administration of healthcare and the impact of policies and programs in this sector.

DEV 101 Introduction to Cities and Urban Development

The central role of cities and whether they are harming or benefiting the world is a question being raised by many around the world. It is crucial to understand the relationship between policies and competitive cities – important drivers of growth, productivity, and jobs today. The course *Cities and Urban Development* introduces undergraduate students to the concept of cities, how and why they function the way they do, and why so many of us choose to live in them. The course will compare cities all around the world, historically and current day. Using Karachi as our laboratory, we will critically examine the evolution of the city, the needs of the diverse users, and the issues it faces today. Within this course, students will touch upon the core components that impact a city and its urban development i.e. economic development, transportation, housing, education, healthcare, and sustainability. The course will expose students to key terms and concepts, different models of cities, and case studies from around the world, with a focus on the understanding of how to confront today's urban challenges.

SPRING 2018

ANT 4XX The Ethnographic Eye/I: Writing Ethnographically

Ethnography as a practice of writing has been utilized by diverse disciplines – from anthropology to sociology to folklore and contemporary history – making claims to be both scientific and humanistic while facing accusations of being neither. In the face of such critiques, how does one write culture, and for what audiences? How can the ethnographic writer capture both the intimacy and profound ethical questions implicit in the ethnographic encounter? How does one balance personal agendas and politics against claims to objectivity? Students will read both classical texts and those that have challenged boundaries of the genre in order to enliven their own writing. In addition to reading ethnographic texts, students will submit regular writing exercises to a group editing process. Intended for students engaged in the thesis process, this course is reading and writing intensive and has a 15-seat capacity. Third year students may enroll with instructor permission.

ANT 321 Cultures of Greed

This course explores discourses on greed and avarice in historical, literary, and anthropological scholarships. The course raises a key question of our time: how the discourse on excess shapes desire (khuwahish) for money and wealth. By bringing desire at the heart of the discussion of money and capitalism, we open an existential approach to the study of economics. The debate comes closer to the self, to the visceral and corporeal experience, as well as to the human soul. This line of inquiry demands that students read historical accounts on avarice and greed while asking some key questions. Why was excessive desire for money considered a sin or vice in pre-modern times? When did the epistemological break from 'greed is sin' to 'greed is good' occur? These questions offer students a critical insight into the nature of excessive desire for money, and explains some of the radical causes of human suffering.

ANT 322 Globalization and Social Movements

This course tries to understand globalization as a constituent of our lives and actions from a variety of angles, including the problem of citizenship, the nature of violence in the contemporary world, and the meaning of political change. It questions the prevailing understanding of globalization as flows of people, commodities, and ideas in an increasingly frictionless global public sphere. Instead, we explore the economic and cultural parameters of the globalizing process and how it unfolds as a contested articulation of nation, state, and community. Secondly, the course looks at the ethics of globalization and responses to it in the form of social movements. We will study the emergence and constitution of social movements and what challenges they face. We will consider whether responses to globalization generate a deeper understanding of its working, opportunities, and threats.

Prerequisites: SDP 101, SDP 201 or SDP 202.

Fulfills IPE requirement

ECON 4XX Seminar in Research Methods in Political Economy

This seminar will cover classical and contemporary debates in the methodology of political economy. It will particularly focus on how classical political economy transformed into the modern discipline of economics. The status of knowledge claims in economic theory will be assessed by studying issues of power and ideology in economic discourse.

ECON 4XX Reading Capital Volumes II and III

The course conducts a close and systematic reading of Marx's Capital II and III. While the first volume of Capital focusses on the 'production' of surplus-value, in volumes II and III Marx focusses on its distribution across finance, industry, retail, merchants, and landlords. Here we also learn about the crises theories---tendency for the falling rate of profit, profit squeeze, under-consumption etc.---and how they impact the movement of the capitalist economy as a whole.

SOC 3XX Methodological Thought on Gender and Sexuality

This class is centred on the articulation of critiques to social phenomena related to sex, gender and sexuality, based on various methodological paradigms, which render analytical depths and complexity in matters related to sex, gender and sexuality. This course privileges a "debate seminar" format whereby, each week, students will be required to apply a different methodological paradigm to a specific social, political, economic or cultural issue related to the key themes for this course. While exploring these issues, students will come to understand the benefits and limitations of different methodological and/or paradigmatic frameworks, while fostering a sense of perspective that is vital to a broader understanding of power relations, structural inequalities, stereotyping, institutional dogmas, interpersonal negotiations, practices of representation, social change, etc.

DEV 141 Approaches to Development in Comparative Perspective: Theories, Policies, Practices

The aim of this course is to introduce students to development theories and related policies and practices through a comparative approach, and apply this to contemporary global development issues. A critical understanding of historical, conceptual, empirical and theoretical foundations of development thinking (modernization; dependency; neo-liberalism; post-development), key actors (e.g., governments, IMF, World Bank, WTO, CSOs, NGOs, UN), and empirical aspects (poverty, inequality, social justice) will be generated by use of primary texts from the key schools of thought and selected secondary sources. The concept of "sustainable development" will be critically discussed by reference to the United Nations 2030 Agenda for Sustainable Development ("Sustainable Development Goals"), adopted in September 2015. On this basis, depending on course participants' interests, "education" or "food" will serve as a case study to compare the implications of the different theoretical approaches for development policies and practices.

SDP CONCENTRATIONS

Political Economy

The political economy concentration focuses on the ways state and market institutions may encourage (or discourage) economic prosperity, and on the impact of structural forces on income and wealth distribution. Systems of exchange, as well as modes and patterns of production, distribution and consumption shape political and economic conditions, and in turn, the latter also affect the former. This dialectic significantly impacts policy and development through complex interplays of power. This concentration lies at the intersection of politics and economics and allows students to develop an understand of development and policy issues from these disciplinary perspectives. Students will develop an understanding of the dynamics of markets, taking into account formal and informal, legal, illegal and unregulated forms of market exchange and trade.

Social & Cultural Anthropology

The social and cultural anthropology concertation focuses on key questions about the structures of social forms, societal problems, the diversity of human experiences and the sustainability of practices. Situated at the interstices of sociology, social geography and anthropology, it offers students conceptual and theoretical depth as well as empirical breadth. The concentration deals with the variability of social and cultural conditions, which in turn shapes human organization, relations, and experiences. Students will gain critical insights into the links between social and cultural forms (and their transformations) as well as into interventions and strategies deployed to tackle social ills. They will have the opportunity to study a variety of themes central to the social sciences, including cultural beliefs and practices, identities, mobility, historical legacies, traditions, globalization, infrastructural and technological development, social movements, and institutional arrangements.

BA (HONORS) IN
COMMUNICATION & DESIGN

FACULTY MEMBERS

Marco Grosoli, Assistant Professor
Muhammad Gulraiz Khan, Lecturer
Markus Heidingsfelder, Assistant Professor
Muqem Khan, Associate Professor
Zahra Malkani, Lecturer
Framji Minwalla, Associate Professor (on leave)
Aaron Mulvany, Interim Program Director
Saima Zaidi, Professor of Practice

VISITING FACULTY

Haya Fatima Iqbal, Adjunct Faculty
Fawad Khan, Adjunct Faculty
Jami Mehmud Khan, Adjunct Faculty
Shahid Sayeed Khan, Adjunct Faculty
Khurram Khan, Adjunct Faculty
Husain Qaizar, Adjunct Faculty
Momin Zafar, Adjunct Faculty

MISSION

The program in Communication and Design allows students to construct an interdisciplinary major in the arts and humanities that integrates historical investigation, critical analysis and aesthetic practice. Our faculty are committed to engaging students in a conversation as much about the histories and theories of communication and design as about critical contemporary challenges that will define our future.

Core courses offered by the department will introduce students to a range of texts, movements, theorists, artists, designers, filmmakers, and writers from diverse cultures and historical periods, thereby training them in the close, comparative study of different artistic, cultural, and social forms. Studio work will form an essential component of most courses so that students can learn how to build and shape even as they refine their critical sensibilities. Our graduates will be alive to the transformative capacities of communication and design, and will learn to apply their expertise with deliberate care, purpose, and responsibility.

In short, our mission is to matriculate thoughtful and articulate practitioners, students who can exercise sophisticated critical judgment about the work they produce.

WHAT IS COMMUNICATION AND DESIGN?

We define both Communication and Design broadly. Design refers to any human practice that requires the thoughtful, methodological, coherent reconstruction or reproduction of our material or mental worlds. Communication refers to any process that transmits, produces, reproduces, structures, embodies, or transforms culture, and that shapes and influences our interpersonal and social behaviors and relationships. Both are fundamentally human activities that bind us to each other and to the societies in which we work and play. And while both emerge from historically grounded expressive practices, these practices, in their most expansive articulation, are mutually interdependent.

Our curriculum embraces inter- and transdisciplinary instruction in the arts and humanities, with a specific focus in communication and design, because we believe no single disciplinary approach makes fully available to thought and practice the rich variety of communication processes and designed worlds we experience, perceive and inhabit today.

HOW WILL STUDENTS BENEFIT BY ENROLLING IN THIS PROGRAM?

Both communication and design are everywhere. Our cities, our homes, our mobile phones, our furniture, our cars, the books we read, the billboards we drive past, the music we hear, the movies and television programs we watch, the clothes we wear—someone somewhere made a sequence of choices that evolved into these specific products. We are so accustomed, however, to walking through our artificial worlds conversing, communing, texting, arguing, relating, imparting, announcing, reporting, writing, filming, and photographing that more often than not we take the worlds and our actions in them for granted. We are blind and dumb to the very artificialities the serve as foundation and structure for our lives.

In addition to this, both activities (designing, communicating) are interdependent. We rarely separate our perceptions and judgments about design from the meaning these designs provoke. And all good authors, advertisers, filmmakers, journalists, and politicians—to name a few professional communicators—know that effective communication depends crucially on deliberate design.

Students who complete a BA (Honors) in Communication and Design will be able to think systematically, critically and complexly about the processes, methods, and social and cultural effects of both communication and design. These abilities coupled with the skills developed and refined through studio practice will teach students how to move methodically from an idea to its material realization.

DEGREE REQUIREMENTS

In order to graduate with a BA (Honors) in Communication and Design, students must complete 36 courses. In addition to the eleven courses that comprise Habib University's Liberal Core, CND majors must complete programmatic requirements:

BA (Honors) Communication and Design (CND) Requirements (6 Foundational + 7 Electives Courses)

To ensure strong foundational knowledge as well as depth within the program, all CND students must complete the following 13 requirements within Communication and Design Program:

Course Category	Number of Courses to complete
University Requirements	
University Core	11
Communication & Design (13)	
Core	6
C&D Electives	7
Senior Capstone Requirements	3
Other Requirements (9)	
Social Policy & Development (SDP) electives	2
Arzu Program for Languages & Literature electives	2
Free electives	5
Overall	36

C&D Core (13 courses)

Any one (1) of the following courses:

- Communication & Culture
- Shaping Modernity: Art and Thought in the 19th Century
- Forms of Inquiry: Word and Image in the 20th Century

All five (5) of the following courses:

- TransDesign Practicum
- Elements of Aesthetics
- From Runes to Bytes: Media Histories, Theories and Practices I
- From Runes to Bytes: Media Histories, Theories and Practices II
- Mathematics for Communication and Design

And seven (7) CND electives

Other Elective Requirements (9 Courses)

To ensure the disciplinary breadth demanded by a liberal education, all CND students must also complete the following additional requirements:

- Social Policy & Development (SDP) electives (2 courses)
- Arzu Program for Languages & Literature electives (2 courses)
- Free electives (5 courses)

Senior Capstone Requirements (3 Courses)

- Interdisciplinary Senior Seminar (1 course)
- Communication and Design Capstone Project (2 courses)

The two-semester capstone project requires students to bring together what they have learned during their time as undergraduates through the creation of an original work in any medium. The final submission will consist of the work itself, a journal that records the process of making from idea to fulfillment, all drafts/sketches/notes, and a 25-30pp critical thesis that situates the work in both an aesthetic and cultural context. Through the written, students have the ability to demonstrate to the faculty a sophisticated understanding of both structures and methods of design and processes and effects of communication.

Upper Level Writing Requirement

All Communication and Design students need to complete an upper level writing requirement. The requirement may be fulfilled through any course, including studio courses. In order to complete the requirement, students must submit an extended research essay, 5000-7000 words, on a subject of their choice related to the substance of the course they select.

FALL 2017 COURSES

*All 300-level core and elective courses are open to second-year students with permission of the instructor.

CND 106 Forms of Inquiry – Word and Image in the 20th Century

This course provides a conceptual framework for several major developments in the arts and humanities extending from the close of the 19th century to the present. It will introduce students to texts, movements, and thinkers, with a focus on reciprocal influences, appropriations, and resulting hybrid forms that characterize much South Asian, European and American aesthetic work. Traversing between the two halves of the

20th century, this course explores various kinds of modernisms and avant-gardes in design, literature, cinema and visual arts, and the consequences of World War II on them. In addition, it examines the multiple ways arts have tackled political engagement and propaganda, and taken part in the progressive loss of centrality of the West in the global arena. It focuses on nation-based case studies [Brazil, India and Pakistan, Japan] as well as on some of Europe's and America's most significant cultural contributions such as, Structuralism and Pop Art.

CND 121 Introduction to Photography

In the 21st century, the image (still or moving) has become one of the primary ways we experience and understand the world we inhabit. The perfect photograph often has the ability to communicate significantly more meaning and emotion, and with quicker impact, than pages and pages of precise, written description. This course will introduce students to technical and aesthetic issues related to making, manipulating, and understanding perfect pictures. Topics covered include lenses and optics, light and sensors, the creation of optical effects, perspective and depth of field, framing and composition, color theory and management, and a basic introduction to Photoshop. In addition, the course will include a brief history of photography, especially the development of technologies from the camera obscura to range of digital apparatuses we use today.

CND 131 Introduction to Illustration

Illustration will be a series of lectures, discussions, and class activities; most of which will take place simultaneously, in synergy and with each other. Students will be putting pencil to paper at the same time as the teacher will be briefing and the teacher will be doing that same on the white board at the same time as the students might be engaged in a dialogue with the teacher.

CND 133 Illustration

Designed for students who already possess some drawing fundamentals, this course is an introduction to the field of illustration. Students will explore a variety of techniques used to communicate ideas graphically and while developing the skills needed to begin a professional portfolio.

CND 252 Interactive Museums

Museums are significant cultural institutions that add to a city's cultural quotient, and enhance the quality of life of its citizens. Karachi's museums, however, leave a lot to be desired. The largest publicly-funded museum in the city, the National Museum of Pakistan, received 29,000 visitors in 2016, roughly a tenth of the number that visited its counterpart in Punjab, the Lahore Museum, according to the Pakistan Bureau of Statistics.

In this 2-credit, 8-week workshop, spread out across the semester, students will visit 4 museums in the city to examine, and evaluate, their interactivity vis-à-vis both – visitors and the surrounding community. They will then spend three weeks working with one of the institutions to prototype a project that enhances their interactivity, and make them more engaging to their visitors, and the communities they are situated in.

The four museums tentatively* include: National Museum of Pakistan, the State Bank Museum, the Quaid-e-Azam House Museum, and the Mohatta Palace Museum.

CND 211 From Runes to Bytes: Media Histories, Theories, and Practices I

This year-long course introduces students of communication studies to the central themes, issues and debates of our discipline, as well as to the stakes of historical inquiry and to relevant practical skills. It examines the factors that influence the media and, in turn, examines the influence of media on society. In the first semester we will be looking at theories about the emergence of language and its consequences for the most important media of all: our mind. We will study the origins of writing, from Sumerian cuneiform to the invention of the alphabet, learn about the dramatic social and cultural consequences of the reinvention of the printing press, and help you develop practical skills that both interpret and shape thought in the realm of media practice and theory.

CND 301 TransDesign Practicum

This practicum will provide the intellectual and contextual background for the transdisciplinary practice. The nature and practices of design have been shifting to engage with increasingly complex cultural, technological, and economic forces. Traditional, narrow design disciplines no longer seem adequate to address complexity and the “wicked problems” that challenge a 24/7, global culture. Exploring these changes both historically and critically, this course will contextualize both the pressures to maintain specialization in design and the forces that are currently challenging the disciplines. What does it mean for design to address the immaterial as an outcome? Can experience and social outcomes actually be modeled through design, or are design outcomes simply affordances for existing social practices? This practicum will explore literature and projects that argue that design can play a role in reshaping our cultural practices. We will investigate not only theory, but also design case studies that have had a profound, though at times subtle impact on our changing social dynamics. The main work of the class will be the readings, presentations and discussions, supplemented by a practice-based intensive and a mid-semester charrette. Each student will be expected to lead course discussions, and to make presentations in class based on the readings.

CND 323 Music Video Production

The medium of music video is the perfect proving ground for aspiring film directors. Many famous directors began their careers by making music videos and established directors like John Landis or Martin Scorsese choose music videos as a means of exploration - or simply because they're fun. This course encourages students enrolled in CND to take creative risks and find their own voices as visual artists by visualizing a piece of music. It guides them through the process of creating their own original music videos in an integrated hands-off-hands-on program: students learn about the history and theory of the music video (hands-off) while at the same time conceptualizing, shooting, directing and editing their own project (hands-on).

CND 328 Design Research

This class asks students to acquire a critical knowledge of the complicated relationship between concepts and ideas and its transformation into a practice-based research proposal. The course introduces students to the concept of searching for and isolating problems in their physical world. They will be asked to present a technology-based product or process in the form of a research proposal. The instruction in the class facilitates their research proposals, develops an understanding of relevant practice based research, refines research approaches and methods, investigates their hypothesis and improves their research skills. The goal is to provide an environment for third-year students to explore and develop the research paradigm necessary for the graduating year at Habib University. This course also provides an opportunity to conduct background research related to a specific problem, complete a formal proposal, and present their work. By the end of the semester, students will have a better understanding of their isolated problems/concepts/ideas in the context of multitier-trans-disciplinary curiosities.

CND 333 Sustainable Development and Design

This course will cover the value of the earth and its eco system; why we must curtail our continuing greed for growth regardless of the impact it is having on the environment; how we can improve our life styles in a sustainable way; consumerism and its impact; how design elements must rely on 'organic' ways, inclusive of recycling limited resources' this will cover product and clothing applications; why we rely and have always relied on the value of technology which improves and helps to sustain all life. The course will be structured for greater student interaction in the subject than by simply giving lectures. There will be debates amongst ourselves, discussion on Climate Change documentaries; are there limits to Growth? Can there be Prosperity without Growth? Can technology solve our problems concerning Global Warming? Many examples of Sustainable Design solutions being manufactured; suggesting a new paradigm shift in taking earth's resources into sustainable economic growth patterns.

CND 426 Realism – An Overview Across Cinema and Literature

In what consists the realism of 19th century realist novels? Once this preliminary question is answered, the course will move forward to describe the manifold mutual influences and exchanges between on the one hand the literary realisms of the 19th and 20th centuries, and cinema on the other. While doing so, this course will also explore a number of theories of literary and cinematic realism (Lukacs, Magny, Bazin et al.), and provide a wide range of examples of different kinds of realisms in both arts (hyperrealism, magic realism and so on and so forth). Through this 400-level seminar, students will enrich their knowledge of what "Realism" is by means of a suitable range of examples and case studies, as well as of advanced-level theoretical perspectives on the subject.

CND 436 Advanced Cinematography

This course in cinematography will introduce students to advanced strategies and techniques through which to control and manipulate the composition, framing, quality, and effect of moving images by varying frame rates, shutter speeds, and image exposure, changing camera lenses, filters and color temperatures to create different moods, experimenting with camera movement and angles, and establishing points-of-view. Students learn when, how, and why to break established cinematic conventions, and how to incorporate these effectively in their short visual narratives. This 1.5 credit course will meet all day (10am to 6pm) on four selected Saturdays during the first half of the Fall semester.

CND 437 Advance Editing

The course's purpose is to make the 'invisible art' of video editing, visible. The course will be equally split between two primary sections: theory and technical. In the theory section the students will learn the terminologies and concepts of video editing through the history and evolution of modern editing techniques. We will learn the rules as well as how and when to break them and we will also look at the aesthetic choices one makes for both video and sound editing. The class encourage students to look at editing as part of whole process of video production and not just as the final stage, making them true collaborators. While the screenwriter and directors are the first and second storytellers, editors are the third ones. We will look at editing as a means to manipulate time and movement and use pacing and rhythm to elicit a required emotion or reaction. We will look at the art of the montage while also learn how to maintain continuity and render a cut truly invisible. A significant section of this course will involve watching films across different genres and languages to critically analyze and understand the various editing techniques that filmmakers have used to tell their stories. The second section will focus on the technical workflow of editing such as the process of organizing and reviewing footage. We will explore in detail the various nonlinear editing software available, the advantages and disadvantages each offers, system requirements, and how to work with different cameras, video format and frame rates.

SPRING 2018 COURSES

CND 105 Shaping Modernity: Art & Thought in the 19th Century

This course will introduce students to major developments in art, literature, design, and media communication during the long 19th century. While the course focuses on both formal and substantive close readings of individual texts, the essay and research assignments require both comparative and interdisciplinary methodological approaches to the study of cultural production and dissemination. Students investigate how different forms and practices of art 'speak' to one another, how they argue or agree, how they diverge from or conform to normative criteria. In this regard, one of the central aims of this course is to assess the cultural and technological impact of imperialism in South Asia, and the reciprocal appropriations of South Asian philosophy, culture, and art by Europeans. Themes explored include post-enlightenment reason vs. passion, the emergence of media spectacle as an urban phenomenon, the stylistic shift in European aesthetic practice and production from neoclassical to realist, the establishment of Urdu literary culture, the development of political journalism, the rise of the modern university, the emergence of culture as a differentiated category and the explicit articulation of aesthetic criteria as the basis for judgment and taste, the impact of technologies of reproduction (the gramophone, the camera, the typewriter) on the production of music, fine art, and literature, and the deliberate rethinking and reconfiguration of urban space.

CND 126 Communication and Culture

This course will introduce students to important concepts in communication and cultural studies. We will consider various multidisciplinary traditions of communication theory, and examine closely the range of overlapping and opposing insights these frames of thinking provide. We will explore how cultures determine forms of language and patterns of communication and how these in turn shape cultural practices. By doing so we will develop a more complex understanding of the impact of communication on the formation of our ideas of culture and society. We will study rhetoric, semiotics, language, the social construction of knowledge, and non-verbal and visual forms communication, with specific emphasis on how these forms of communicative practices shape how we think, who we are, and how others see us.

CND 231 Film History and Theory: An Extended Introduction I

This year-long course is an in-depth overview of the 20th century's dominant medium of visual communication (and still of tremendous importance today): cinema. It will introduce students to a range of strategies through which filmmakers unlock cinema's aesthetic potential, to film's dominant narrative forms and genres, and to the complex interrelationships between films and the societies and cultures in which they are made. One central premise of this course is that no account of the evolution of cinema makes complex sense without substantial consideration of the different ways scholars and practitioners have framed thinking. In other words, history and theory work together, and will be intertwined throughout the course in what resembles a double-stranded structure that alternates consistently between these two inseparable approaches. We will examine global filmmaking from its origins in the 19th century to WWII.

CND 2XX From Runes to Bytes: Media Histories, Theories, and Practices II

This one-year course introduces students of communication studies to central themes, issues and debates of our discipline, as well as to the stakes of historical inquiry and relevant practical skills. It examines the factors that influence the media and, in turn, examines the influence of media on society. This semester we will look closely at the development of the public sphere, the proliferation of newspapers, the invention and adoption of efficient communication technologies, the simultaneous emergence of mass media addressing increasingly larger publics and personalized devices designed to cater to unique, individual needs.

CND 2XX Typography 1

Study basic principles of typography, shape/symmetry of letters and the particular vocabulary associated with typographic expression with respect to its intended effect/message. Lectures, presentations, creative projects, discussions and critical assessments will be part of the course outline. Class participation is mandatory. Students will have to research design, produce their own typographical content, do the recommended readings from books and online, present on the subject and shall be tested on their knowledge of the essentials of typography to ensure thorough learning.

CND 272 Illustration as Narration

This course will introduce students to structures, styles and processes of illustration. Students will work on projects to address current social, political, and ideological questions. Assignments will be designed to explore some of our local taboo ideas, myths, psychology or scientific theories, to be able to communicate complex ideas through illustration. Students will develop a proposal defining their own argument on a certain issue, illustration style, voice and emotional content. Students will be encouraged to experiment with various forms and styles of illustration to help them find a unique graphic 'voice'.

CND 284 Words and Music

Victor Hugo once stated: “Music expresses that which cannot be said.” But what exactly is the difference between verbal and musical expression? And why not just be silent? This course introduces students to new ways of thinking about music by comparing the two media with each other. Together we will reconstruct a history of music from prehistory to the mp3 that includes Shakespeare, Schönberg and Sabri, compare musical notation with writing, learn why Immanuel Kant had reservations about instrumental music, what Marcel Proust loved about the silly lyrics of “Amore mio”, and why Theodor W. Adorno hated Jazz.

CND 311 Elements of Aesthetics

Liberal arts education at Habib University, rooted in the philosophy of Yohsin and aesthetics, is one of its five paradigms. This course covers the fundamental principles of aesthetics and appreciation of beauty through the study of identified elements such as line, shape, form, space, colour and light manifested by different media and materials. The course deals with the grammar of the visual thinking, visual language, visual organization, visual relationship and aesthetical creation in the context of creative industry and “Kalakar” – a creative person.

Instructions in this course will ask students to engage in an act of creation and learn to distinguish best from the good that has to encompass both pragmatic and emotional considerations. The goal is to facilitate students by sensitizing their eyes and developing their powers of visual discrimination. The course also initiates the conversation and development of the sensory perception of literal/ambiguous form, leading to a process of selection and decision-making and its conversion into an actual application. The aim is to provide students an organized approach to the mechanics of design and ability to use this knowledge to a range of situations in developing for self-expression or industrial application. (Open to 2nd year students with permission of the instructor).

CND 331 Design Inquiry: DIY City Karachi-Manchester

This course offers students the techniques of place-making; a process of creating spaces for civic engagement. In a rapidly corporatized world, place-making offers a radical tool to reclaim and create new public spaces for our cities in order to encourage community living and participation. The course teaches students some of the key conceptual frameworks of space-making and urban forms. Part of the course requires students to take field trips to various localities of the city, exploring the ways in which a public generates its own sense of place. Students will develop projects/prototypes designed by using readily available materials, technologies and localized manufacturing; these will be placed in the public realm in Karachi for creative interaction. A similar intervention will take place in Manchester, conducted by our partner, the MadLab. Working at the intersection of design, culture, science and technology, students will learn innovative, experimental, and playful ways of integrating the abstract with the material, and academic knowledge with public practices.

CND 332 Context-Aware User Interface Design

This course provides a theoretical, perceptive, and functional introduction to the fundamental aspects of screen layout design for user interaction. The class enables students to analyse and create graphical layouts and content development for the computer screen and handheld devices from the perspectives of the media industries and targeted clients. The class will focus on proposing ideas for emerging display technologies within the paradigm of design, analysis, and prototyping. Photoshop, Illustrator, and online augmented reality applications will be used during the course. The course also emphasises artistic and aesthetic creativity, and familiarizes students with the current trends, characteristics, and components of immersive interaction. Assignments will include a proposal for screen-based user interaction, and iconography for digital displays within the context of a modern framework and responsive design.

CND 4XX Investigating Urban Spaces

Over the last few years, Karachi has witnessed vibrant discussions on (re)claiming public spaces – from I Am Karachi's murals on city walls, to Girls at Dhabas, to Karachi Biennale's Public Outreach Program, to the Pakistan Chowk Community Center – across the backdrop of fears about city's public spaces being "encroached upon." This seminar course, with a studio component, will look at the history of public spaces globally, while investigating issues of access, provision, need and quality of public spaces in present-day Karachi. The studio component will investigate public stewardship of a common space in our neighborhood of Gulistan-e-Jauhar.

CND 4XX Advanced Cinematography II

A continuation of Advanced Cinematography.

CND372 Body and Identity

In our unstable modern world, where 'meaning', 'truth', 'the real' signify contingent categories of thought, our bodies appear as the only resource left to guarantee continuity, and therefore stability. As David Hume states, "All sentiment is right; because sentiment has a reference to nothing beyond itself, and is always real, wherever a man is conscious of it." Which is perhaps why communication through the body (tattoos, piercings), as well as body practices (bungee jumping, yoga, hooliganism), have proliferated dramatically, almost as if the unity of the body, its physiological presence, counters the ever-shifting social and cultural ground on which we stand.

This course examines the relationship between the body and different forms of identity and identification in contemporary society. Starting with the Romantic period and its emphasis on feeling, we will study different historical conceptualizations of the body, compare representations of the body in pop and sport performances, assess the way we differentiate between live and mediated bodies, and even learn how to dance in a formation. Guests: Lyari dance group We Are One.

Course Category	Number of Courses to complete		
	Core	Elective	
University Requirements			
Liberal Core	10		
Creative Practice	1		
Interdisciplinary Senior Seminar	1		
Communication & Design Courses			
Communication and Design Core	5		
Capstone Electives	2	7	
Arts, Humanities & Social Sciences Courses			
Social Development and Policy Arts, Humanities & Social Sciences Core	2	2	
Other			
University Wide Courses		4	
Arzu Center		2	

ARZU PROGRAM FOR LANGUAGES AND LITERATURE

MINOR IN ENGLISH LANGUAGE AND COMPARATIVE LITERATURE

FACULTY MEMBERS

Afzal Ahmed, Associate Professor

Asif Aslam, Associate Professor (Co-Director)

Sarah Humayun, Assistant Professor (Co-Director)

Sabyn Javeri, Assistant Professor

Nudrat Kamal, Lecturer

Zahra Malkani, Lecturer

Inamullah Nadeem, Lecturer

Sahar Shah, Associate Professor

ADJUNCT FACULTY

Fawad Khan

VISION

The study of literature can be a stepping-stone to a lifetime of passionate engagement with authors and texts. It can also form the basis of a lifelong critical engagement with questions of history, culture, philosophy and literary tradition. The Arzu minor in English and Comparative Literature (ECL) will enable students to fulfil both these possibilities. We investigate literary texts critically and aesthetically as well as in relation to social and historical formations. Students have the opportunity to familiarize themselves with established areas of literary studies and with new perspectives emerging from postcolonial and non-western sites of knowledge.

Our curriculum will foreground key topics and themes that inform the study of literature in the contemporary moment with an awareness of our regional and cultural context. The curriculum of the minor focuses on how literary representation intersects with theoretical interpretation, imaginative practice, and socio-historical knowledge. The minor is designed to provide opportunities for both broad-based and intensive studies. It will appeal to a range of student interests by offering courses on literary representation, authors, and aesthetic forms as well as on the social meaning and lived experience of literature in the past and in the contemporary moment.

There are two respects in which the undergraduate minor is distinctive. Building on the interdisciplinary nature of AHSS programmes and the presence of a growing faculty that teach regional languages, its curriculum has room to evolve a comparative approach to our region's literary traditions. Second, we envisage an important role for creative writing in fulfilling the curricular aims of the programme. Creative writing courses, especially if taken in a focused cluster of minor courses, will allow Habib students to

explore imaginative forms and techniques of writing, and read for the narrative and rhetorical strategies through which texts become meaningful for readers.

PROPOSED AREAS OF FOCUS

Comparative literature/ Translation Studies

Literary Histories and Cultures

Literary Theory

Creative writing

WHAT WILL STUDENTS LEARN IN THE MINOR? PROGRAM OUTCOMES

- Read and interpret literary texts, as well as texts more broadly conceived, for style, form, theme, rhetoric and significance. Identify and analyse literary genres and interpretive strategies, and historical and thematic approaches. Use both textual and contextual information to understand the significance of texts in literary traditions as well as for possible literary futures.
- Be able to write clearly and reason persuasively using the complex rhetorical skills they learn through literature.
- Learn to research the interdisciplinary themes and ideas they encounter through ECL, and apply these insights to their studies in general as well as other contexts (such as work, for instance).
- Use skills learned in literary studies in working with non-textual media.
- Acquire practice in creative writing, and be able to analyse and critique it.
- Gain familiarity with contemporary literary forms and experimentation as well as with the historical literary cultures in which they are produced.
- Articulate how literary concerns impact critical issues of social, historical and political relevance, and, conversely, be able to analyse how such issues impact the reception of literary texts.
- Use perspectives and skills acquired through literary studies to read political narratives and social texts, and to participate in responsible citizenship.

WHAT CAN STUDENTS DO WITH A LITERATURE MINOR?

A minor is a less extensive curriculum of courses than a major. It can be pursued alongside a major programme of studies. A minor can allow you to do several different things:

-- it can help you explore the subject (or a subset of interests related to literature) that majors do not at present address adequately.

-- it can be invaluable in applying to graduate school to study literature or related subjects. As the two majors presently offered in AHSS both emphasise breadth and inter-disciplinarity, a minor with a more pronounced focus may help students in this regard.

-- it can add significant skills and knowledge that will help students find careers in a number of fields. A minor in literature will help students be better prepared for diverse fields such as print and electronic media, education, marketing, development, human resources and public relations, etc. It will also reinforce writing and critical thinking skills that help students pursue careers in almost any other field they choose.

-- It can lead a lifetime of pleasurable engagement with the subject and cultivate habits of critical engagement with and nuanced reading of texts.

REQUIREMENTS

1. A minimum of 20 credit hours is required. In consultation with their faculty advisors, students may design the minor to complement their major or to focus on a theme that cuts across the minor's areas of focus.
2. The minor must be declared no later than two semesters before graduation by submitting a Declaration of Minor form to the Office of the Registrar.
3. The 200-level course 'Reading, Writing, and Thinking Literature' is required. It will be offered for the first time in Fall 2017.
4. A minimum of two courses at the upper (300 or 400) level is required.
5. Students may choose to do an upper-level independent study. Its topic and plan of studies must be drawn up in consultation with the faculty member supervising the study and approved by the program's Board of Studies. Independent studies must be approved, and the Office of the Registrar notified by submission of the approved Independent Study form, no later than the end of the Add/Drop course period of the semester, in which the study is to be undertaken.
6. Elective courses may be used to fulfil minor requirements.
7. Students may count a course towards both the ECL minor and a liberal core requirement. For instance, if you complete a 3-credit course to fulfil the Language and Expression Breadth requirement and then proceed to become an ECL minor, the course will count towards both sets of requirements. However, you will receive only 3 credits for the course, not six.
8. Students may not count a course towards ECL and another minor. For possible exceptions, please consult the program director.
9. Study abroad courses may receive credit in the minor. The procedure will be the same as laid down in the HU Transfer of Credits Policy.
10. Ungraded courses except for courses for which the HU First Semester Grades Policy applies, may not receive credit in the minor.

COURSES IN 2017/18

LANG 105 Pappu Yaar Tung Na Kar: Yeh Urdu Ka Haal Hai

This is an introductory course intended for students who want to improve their reading and writing skills in Urdu, esp those students who will be taking more detailed course work in Urdu later on. This will include reading assignments, composition and group exercises. This is designed to give the students an immersion in the living culture of Urdu as practiced in the media and our daily life.

This class will meet for a session of 75 minutes, two times a week for a period of fifteen weeks. This is a basic level course aimed at giving the students a sense of the living culture associated with language through media, cultural production and a sense of street. In addition to class discussions, students will take field trips and be exposed to examples from the Media. This course is aimed at improving their sense of language especially written work. Students will be asked to write response papers and observations of their activities.

LIT/CND 203 Reading, writing and thinking literature

This course will introduce students to key concepts and strategies in literary studies that are of special relevance to the ECL minor. We will think about the concept of literature as it has developed historically and is deployed in current academic and cultural discussions. There will be an overview of the traditional literary genres, and introduction to strategies of reading literature that use history, politics, or social significance as their main criteria of analysis. Attention will be paid to literary theory and criticism, and to creative writing, translation and comparison's potential role in opening up the field of literary studies. Throughout the course, we will focus on how these different literary concepts and strategies sustain, transform or diminish the broader field that we recognize as 'literary'

LIT/CND 302 Reading and Writing Short Stories

This intermediate course is designed for students who want to explore the art of short story writing and of polishing them to publishable quality. Students will gain confidence in their ability to produce short fiction through a combination of practical exercises, examination of technical issues including plot and character, and constructive criticism using the workshop method and peer review.

This course is desirable for students who have some experience of writing fiction (for instance through attending an introductory or the 'Ways into creative writing' course) and wish to focus on short stories.

Students should be enthusiastic readers and have a portfolio of writings they wish to develop.

COURSES IN 2017/18

LIT/CND 304 Introduction to Mir Taqi Mir and Classical Urdu Poetry

This course is an introduction to the Urdu poetry of Mir Taqi Mir (1722-1810) acclaimed as “Khuda-e-Sukhan” (The God of Poetry) to the students and explores it both as an individual entity as well within the context of poetics, culture, and politics in the eighteenth century Indian Sub-continent. It will focus on intensive reading and analysis of Mir’s Urdu ghazals (and masnawis) highlighting various themes. It will also introduce some other major poets of Urdu of the eighteenth century. Mir was one of the most significant poets to establish Urdu as an accomplished literary language. To demonstrate Mir’s unremitting influence on Urdu ghazal, the course will include selections from works of some of the poets of Mir’s time to the present day.

CND/LIT 426 Realism: An Overview Across Cinema & Literature

In what consists the realism of 19th century realist novels? Once this preliminary question is answered, the course will move forward to describe the manifold mutual influences and exchanges between on the one hand the literary realisms of the 19th and 20th centuries, and cinema on the other. While doing so, this course will also explore a number of theories of literary and cinematic realism (Lukacs, Magny, Bazin et al.), and provide a wide range of examples of different kinds of realisms in both arts (hyperrealism, magic realism and so on and so forth).

Through this 400-level seminar, students will enrich their knowledge of what “Realism” is by means of a suitable range of examples and case studies, as well as of advanced-level theoretical perspectives on the subject.

CND/LIT 244 Staging the Real

Theater is an ancient form of expression and it is marked by different cultural, artistic and literary traditions. ‘Staging the Real’, explores the emergence of Realism in European theater during the 19th & the 20th century, within the context of performance practices and the socio-political conditions of that time as well as the works of six playwrights: Henrik Ibsen, August Strindberg, Anton Chekhov, George Bernard Shaw, Arthur Miller and Tennessee Williams. The innovations made during the peak of “Theatrical Realism”, in terms of plot construction, brought about by the pioneers of Realism in drama and their influence on theatrical performances. A broad overview of Stanislavski’s approach towards theater, acting and his influence on theatrical practices.

The aim is to develop an understanding of Realism in theater and to view drama as one of the elements of performance; to arrive at the meaning of a play only after having understood how a play effects an audience/spectator.

COURSES IN 2017/18

CND/LIT 273 Feminism and Visual Culture

This course explores key concepts and concerns of Visual Culture studies through the lens of feminist thought, critique and cultural production. With a focus on modern and contemporary art, we explore how feminist theory has engaged questions of gender and representation and how feminist art and visual practices have complicated and challenged constructions of gender, sexuality, space, bodies and technology. This course attempts to center the narratives, writings and work of women to internalize feminist revisions of interventions upon the fields of Art History, Philosophy, and Cultural Studies. We examine key questions raised by feminist art practice on central concepts of visual culture studies such as: History, The Gaze, The Body, Race, Performance etc. This course gives equal importance to reading, viewing and independent research. Our source material consists of equal amounts of academic texts and film/documentary/artworks, and we consider a wide and diverse range of feminist texts and artworks from around the world.

LIT 1XX Creative Writing

In this course, we will read a selection of poems from different historical periods and with different formal and stylistic qualities in order to discover the various possibilities that poetry holds. Along with close readings and in-depth discussions of the poems, the course will introduce students to critical appreciations and reflective and theoretical writings on poetry. We will think about the manifold approaches to reading and thinking about poems that exist for us today, and some that were prominent in the past, as well as about debates about the nature, value and uses of poetry.

LIT 1XX The Possibilities of Poetry

This course explores key concepts and concerns of Visual Culture studies through the lens of feminist thought, critique and cultural production. With a focus on modern and contemporary art, we explore how feminist theory has engaged questions of gender and representation and how feminist art and visual practices have complicated and challenged constructions of gender, sexuality, space, bodies and technology. This course attempts to center the narratives, writings and work of women to internalize feminist revisions of interventions upon the fields of Art

LIT 2XX Narratives of Migration

As a result of global and transnational activities shaped by colonial and neocolonial forces, there has always been a movement of people and cultures across the globe, creating non-homogenizing and hybrid groups scattered around the world and co-existing and influencing each other in various complex ways. Migration and the movement of people, whether it be for economic, political or social reasons, has been always been a phenomenon, although the specificities of such movements have always been historically inflected at different stages of time. In this course, we will explore different kinds of narratives of migration and understand the geopolitics that undergird such migrations. We will situate these texts historically and socio-politically by reading them along with critical texts exploring colonialism, globalization, race, and national and regional identities. We will be studying literary texts by Chimamanda Ngozi Adichie, Mohsin Hamid, Tayeb Salih and Amitav Ghosh, among others, and critical writings by Edward Said, Gyatari Spivak, Robert Young and more. Through this course, we will understand how narratives of migration are complicated by war, economics and culture.

CND/LIT 241 Borders and Boundaries: Introduction to Feminist Fiction of South Asia and Middle East (200)

This course is an introduction to feminist fiction in the colonial and postcolonial periods, focusing on how South Asian and Middle Eastern writers explore issues of gender, identity and violence through fiction. The course is designed to develop essential aspects of critical thinking and the understanding of creative works through a selection of connected readings in a range of approaches, styles and techniques. Through writing practice, readers' responses and critical reflection, the course explores cultural developments and political narratives in a range of genres, introducing students to issues, techniques and contexts of feminist fiction in the predominantly Muslim world.

LIT 201 Indo – Persian Poetics and Ghalib

This course is an introduction to the Urdu poetry of Mirza Asadullah Khan Ghalib (1797-1869) to the students and explores it both as an individual entity as well within the context of Sabk-e-Hindi, Indo-Persian poetics. It will focus on intensive reading and analysis of Ghalib's Urdu ghazals highlighting various themes, for example love, mysticism, cosmology, human promises and predicaments. It will also introduce some other major poets of the Indo-Persian literary canons to enhance the students understanding of the meanings and cultural legacies of poetic thought and tradition in South Asia.

LIT 301 The Unwritten Epic: Reading the Partition in Fiction and Film

The single-most important event in the history of twentieth-century South Asia can be said to have occurred in 1947 when the all-powerful British colonial rule was revoked, giving birth to two sovereign states, India and Pakistan, carved out from the same parent body. More than a political act, this has been visualized as part of our collective destiny, as implied in Jawaharlal Nehru's oft-repeated phrase, "tryst with destiny." Not a single or simple event, this was followed by what is described as the largest mass migration in human history. This was accompanied with acts of brutality on an unprecedented level, including killing, rape and abduction. It was one of the darkest moments for the twentieth century in the words of scholar Yasmin Khan, while for critic Tarun Saint, the traumatic and disruptive events "ushered in an era of uncertainty and dislocation following widespread collective violence, rape, arson and the displacement of millions of refugees across South Asia. It turned out to be "a speckled morning", in the finely chiseled words of the poet Faiz, "a night-bitten dawn," and these phrases are often echoed whenever these events are mentioned. Similarly, Manto's disconsolate lunatic and defiled women have become iconic figures, implying the centrality of literary representation for historical events on a large scale.

The subject of intense speculation and debate from the time of its inception, Partition Studies have become a discipline now. Recent work has presented new interpretations, linking the past with contemporary discourse. The Partition is a watershed for scholar Yasmin Khan which divides the past from the future and in her opinion it deserves renewed consideration and closer attention. Citing the seminal work of Zamindar, Saint similarly argues for questioning prior assumptions based on revisiting the literature of 1947. This is also the basic premise for this course.

Taking its name from the fiction of Intizar Husain, this course explores the historical events of 1947 and thereafter through novels and films focusing on various aspects of the continuing saga of rupture and disarray in South Asia. The events of 1947 and the emergence of separate states is discussed as a part of a longer process leading on to 1971 and other events across South Asia. Focusing on selected fictions and films, this course would "read" historical events through literary and film narratives with a view to better understand one through the other.

LIT 3XX Urdu Criticism and the Question of Modernity

In terms of sheer volume, literary criticism enjoys unusual stature in contemporary Urdu discursive production, as is readily verifiable through a cursory review of the catalogues of major Urdu publishers. What explains this remarkable space of criticism in the culture of Urdu? This course posits that literary criticism has been the primary site for the interrogation of the question of modernity in Urdu letters. The major texts and figures discussed in the course include Altaf Hussain Hali and Muhammad Hussain Azad, Firaq Gorakhpuri, Kaleemuddin, Muhammad Hasan Askari and Saleem Ahmad, Sibte Hasan, and Nasir Abbas Nayyar.

LIT 3XX Aspects of Modernism (300)

The course will not only attempt to situate modernism in its original historical context but will query the ways in which modernism survived the historical moment in which it emerged and became a contemporary artistic and intellectual idiom in its own right. This idiom continues to offer possibilities of further development and reinterpretation for us today; it also offers a rubric under which ideas of exclusionary “high” culture, of crisis, novelty, anti-traditionalism, nationalism, urbanism, progress and revolution continue to be thought and resisted.

We will read selections from modernist poetry, prose, and critical and cultural writings that try to articulate what the 'modern' condition is, and what it demands from artists/practitioners, intellectuals and audiences. The course will look at both early-twentieth-century modernist writings, and at recent discussions of modernism. We will begin with close examination of key modernist texts and manifestoes, and consider some writers who have held ambiguous or contentious positions in the modernist canon. We will conclude with a module addressing the continuing impact of transnational modernism in art and culture, and devote some attention to modernism in the subcontinent.

COMPARATIVE LIBERAL STUDIES

FACULTY MEMBERS

Muhammad Haris, Assistant Professor

Hasan Ali Khan, Assistant Professor

Franciscojose Luis, Assistant Professor

Nauman Naqvi, Assistant Professor (Program Director)

Craig Phelan, Professor and Interim Dean (AHSS)

Waleed Ziad, Assistant Professor

MISSION

A global first, Habib University's program in Comparative Liberal Studies (CLS) in the School of Arts, Humanities and Social Sciences, seeks to institutionalize at the undergraduate level, key transformations in the humanities over the past half century in a postcolonial context. Through a comparative approach broadly defined, and across humanistic forms of knowledge, the program aims to cultivate a strenuous transdisciplinary and global universality that is essential to critical inquiry today. The creation of CLS thus furthers Habib's core pedagogical mission. CLS faculty will substantially teach in Habib's dynamic Liberal Core, as well as offering state-of-the-art elective courses in designated minors.

The program will eventually offer a distinctive major in Comparative Liberal Studies: it will begin by offering minors in History, Philosophy, and Religious Studies (details to be announced). The electives being offered in the Fall semester are:

ELECTIVES OFFERED IN FALL 2017*

PHIL 200 What is Philosophy?

This course is an introduction to some (among the many multiple) forms and articulations of the process and work of philosophy. Philosophy is a radically open, dialectical process that resists all forms of closure, thereby unsettling established definitions and creating ruptures in hierarchies, classifications, and historical continuities. The philosophical process charts the movement of thought from an experience of negativity/nothingness to the affirmation/production of concepts and systems that transform subjectivity, creating the desire for new possibilities, singularities, worlds, and futures. In reading philosophical texts this semester, our focus will be on interpretations that make philosophy come alive and resonate with concrete historical contexts, both personal and collective. We will also be thinking about how philosophy is rooted in and yet distinct from other sites of novel ideas and truths, namely, politics, art, music, literature, science, and mathematics. Philosophical problems and concepts under consideration include

configurations of tension among the following pairs: Being and Existence; Identity and Difference; Structure and Subject; Transcendence and History; and, Universality and Cultural Particularity. Philosophers under consideration include major historical figures and prominent names in contemporary continental philosophy: Plato, René Descartes, Friedrich Nietzsche, Karl Marx, Michel Foucault, Jacques Derrida, Gilles Deleuze, Avital Ronell, Judith Butler, Achille Mbembe, and Alain Badiou.

REL 101 Islamic Aesthetic Traditions

The aim of this course is to provide students with an introduction to the aesthetics behind the various artistic traditions of the Islamic world as well as its arts of living. The objective of this course is to introduce students to aesthetic criticism and the ability to engage critically with various forms of art within their context. Essay writing and analytic skills be among the skills acquired by the students during this course. The various artistic traditions that will be presented will include calligraphy, architecture, painting, music, theatre, literature, the arts of the table, fashion, martial arts and the beautification of the body.

HIST 101 Twentieth Century History: Age of Extremes

In this course we focus on the historical roots of contemporary issues. We look at the contemporary scene in a wide variety of geographical areas, and then we explore key moments in those areas' history. In this way we can better understand present-day phenomena by showing their interconnectedness to past events. The course takes a regional approach.

HIST 201 The Modern Middle-East 1750-Present

This course provides an introduction to the complex political, economic, and social changes that have created and shaped the Middle East from the mid-18th century to present, covering the region from Iran to North Africa. In addition to contextualizing current events, the course also introduces students to historiographic debates and methodology, interpretive frameworks, and critical analysis of primary and secondary sources. Lectures and readings also bring the history of the Middle East in dialogue with surrounding regions.

This course treats both the 'Middle East' and 'modernity' as problematic and contested terms, and problematizes civilizational rise and decline paradigms. Instead, students are encouraged to explore the possibility of multiple indigenous modernities within the Middle East, and to consider the vast array of internal responses to colonialism and western notions of modernity emerging from this region.

* The CLS faculty will substantially be teaching Habib Liberal Core courses in 2017/18. Please see the catalog's Habib Liberal Core section for further details.



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