

## Scheme of Studies

### Associate Degree in History

Duration	Minimum 2-Years (4- Semesters), Maximum 3-Years (6-Semesters)	
Admission Requirement	At least 45% marks in intermediate (Part I/Part II) or equivalent.	
Degree Completion Requirement	Minimum 61 Credit Hours	
	General Education Courses	31 Credit Hours
	Major	30 Credit Hours

#### General Courses / General Education Requirements

Sr. No	Semester	Course Code	Course Title	Cr. Hrs.	Prerequisite
1	2	URCG-5112	Fables, Wisdom and Epics	2 (2+0)	Nil
2	4	URCG-5114	Basic Science	3 (2+1)	Nil
3	2	URCG-5116	Science of Society-I	2 (2+0)	Nil
4	1	URCG-5118	Functional English	3 (3+0)	Nil
5	3	URCG-5119	Expository Writings	3 (3+0)	Nil
6	2	URCG-5120	Exploring Quantitative Skills	3 (3+0)	Nil
7	3	URCG-5121	Tools for Quantitative Reasoning	3 (3+0)	Nil
8	1	URCG-5105 URCG-5126	Islamic Studies OR Religious Education/Ethics	2 (2+0)	Nil
9	3	URCG-5122	Ideology and Constitution of Pakistan	2 (2+0)	Nil
10	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3 (2+1)	Nil
11	4	URCG-5124	Entrepreneurship	2 (2+0)	Nil
12	4	URCG-5125	Civics and Community Engagement	2 (2+0)	Nil
13	1-8	URCG-5111	Translation of Holy Quran	NC	Nil
14	2	URCG-5127	Seerat of the Holy Prophet (SAW) (For Muslim Students)	1 (1+0)	Nil
<b>GE Total Credit Hours</b>				<b>31</b>	

#### Major Courses Requirements

Sr. No.	Course Code	Course Title	Cr. Hrs.	Prerequisite
1	HIST-5111	Historiography	3(3+0)	Nil
2	HIST-5112	Ancient Indian History	3(3+0)	Nil
3	HIST-5113	Muslim History I(Pre-Prophet[PBUH] to the Pious Caliphate)	3(3+0)	Nil
4	HIST-5114	History of Europe I (1453-1789)	3(3+0)	Nil
5	HIST-5115	Research Methodology	3(3+0)	Nil
6	HIST-5116	Muslim History II (Ummayyads and Abbasides)	3(3+0)	Nil
7	HIST-5117	Philosophy of History	3(3+0)	Nil
8	HIST-5118	History of Europe II (1789-1919)	3(3+0)	Nil
9	HIST-5119	History of Muslim Rule in Spain (751-1491 AD)	3(3+0)	Nil
10	HIST-5120	History of Knowledge	3(3+0)	Nil
11	HIST-5121	Muslim Rule in South Asia (711-1526)	3(3+0)	Nil
12	HIST-5122	Public Policy and Governance in Pakistan	3(3+0)	Nil
<b>Total Credit Hours</b>			<b>36</b>	

## Semester-1

Category	Course Code	Course Title	Credit Hours
GE-1	URCG-5118	Functional English	3(3+0)
GE-2	URCG-5105 URCG-5126	Islamic Studies Religious Education/Ethics	2(2+0)
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2+1)
Major-1	HIST-5111	Historiography	3(3+0)
Major-2	HIST-5112	Ancient Indian History	3(3+0)
Major-3	HIST-5113	Muslim History I (Pre-Prophet[PBUH] to the Pious Caliphate)	3(3+0)

Total: 17 (17+0)

## Semester-2

GE-4	URCG-5112	Fables, Wisdom and EPICS	2(2+0)
GE-5	URCG-5116	Science of Society-I	2(2+0)
GE-6	URCG-5120	Exploring Quantitative Skills	3(3+0)
GE-7	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1+0)
Major-4	HIST-5114	History of Europe I (1453-1789)	3(3+0)
Major-5	HIST-5115	Research Methodology	3(3+0)
Major-6	HIST-5116	Muslim History II (Ummayyads and Abbasides)	3(3+0)
GE	URCG-5111	Translation of Holy Quran I	NC

Total 17 (17+0)

## Semester-3

GE-8	URCG-5119	Expository Writing	3(3+0)
GE-9	URCG-5121	Tools for Quantitative Reasoning	3(3+0)
GE-10	URCG-5122	Ideology and Constitution of Pakistan	2(2+0)
Major-7	HIST-5117	Philosophy of History	3(3+0)
Major-8	HIST-5118	History of Europe II (1789-1919)	3(3+0)
Major-9	HIST-5119	History of Muslim Rule in Spain (751-1491 AD)	3(3+0)

Total 17 (17+0)

## Semester-4

GE-11	URCG-5114	Basic Science	3(2+1)
GE-12	URCG-5124	Entrepreneurship	2(2+0)
GE-13	URCG-5125	Civics and Community Engagement	2(2+0)
Major-10	HIST-5120	History of Knowledge	3(3+0)
Major-11	HIST-5121	Muslim Rule in South Asia (711-1526)	3(3+0)
Major-12	HIST-5122	Public Policy and Governance in Pakistan	3(3+0)
GE	URCG-5111	Translation of Holy Quran II	NC

Total 16 (16+0)

**URCG-5118****Functional English****3(3-0)**

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

**Contents**

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

**Recommended Texts**

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

**Suggested Readings**

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

### Contents

#### Introduction to Qur'anic Studies

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجر آیات 1-18؛ سورۃ الفجر آیات 23-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الحز آیات 2، 41، 3433؛ 24، 5255؛ سورۃ النعام آیات 153-151؛ سورۃ الصافات آیات 112-؛ الحشر آیات 1844-؛ العمران آیات 154-154؛ النحل آیات 14-12؛ لقمن

آیات  
آیت 44، حم السجدة آیات 53)

#### Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith
- 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام

متن، حدیث 1: درج ذیل موضوعات پر احادیث کا مطالعہ

1. اعمال کا اجر نیت پر منحصر ہے۔ 4. بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 3. کتا ب و سنت گمراہی سے بچنے

کا ذریعہ ہیں 2. ارکان اسلام 5. اسلام، ایمان، احسان اور قیامت کی نشانیوں، 2. بچو نیک نماز کی تلقین 7. دین کا گہرا فہم پہلا

کی خاص عنایت ہے 8. حصول علم، تالو یتزر آن اور عمل کی اہمیت و فضیلت، 5. روز محشر کا محاسبہ، 14. حقوق قبلہ کے

ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی الزم ہے 11. حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14. دنیا و آخرت

کی بہالنہی کیضام نچا چیزیں، 13. بالککر دینے والیسات چیزیں، 12. بے عمل بلوغ کا عبرتناکانجام 15. ہر شخص

نگران ہے اور ہر شخص مسئول

- 1) Sirah of the Prohet
- 2) Importance of the Study of Sirah
- 3) Character building method of the Prophet

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت، تعمیر، سیرت تو شخصیت کا بنیویہ منہاج اور عملی نمونے، اقامتین

کا بنیویہ مفکار، اقمہ دینی بنیہ مخالفتر اشدہ، مینا قمدینہ، خطبہ حجۃ الوداع، اخلاقی تعلیمات، تشکیلاتی اجتماع اور

اسو محسنہ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

## Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

2. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب، علمی، معاشرتی اور سماجی اثرات، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی، حیاتیاتی اور معاشرتی عوامل میں مسلمانوں کا کردار، نامور مسلمان سائنسدان)

*Pre-Requisite: Nil*

### *Recommended Books*

- 1) Hameedullah Muhammad,— Emergence of Islam, IRI, Islamabad
- 2) Hameedullah Muhammad,—Muslim Conduct of State
- 3) Hameedullah Muhammad,—Introduction to Islam
- 4) Ahmad Hasan,—Principles of Islamic Jurisprudence, Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq,—Introduction to Al-Sharia Al-Islamia, Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. Muhammad Shahbaz Manj, Teleemat-e-Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
  - (a) Religion
  - (b) Science
  - (c) Law
3. Historical Development of Morality:
  - (a). Instinctive Moral Life.
  - (b). Customary Morality.
  - (c). Reflective Morality.
4. Moral Theories:
  - (a). Hedonism(Mill)
  - (b). Intuitionism(Butler)
  - (c). Kant's Moral Theory.
5. Moral Ethics and Society.
  - (a). Freedom and Responsibility.
  - (b). Tolerance
  - (c). Justice
  - (d). Punishment(Theories of Punishment)
6. Moral Teachings of Major Religions:
  - a). Judaism
  - b). Christianity
  - c). Islam
7. Professional Ethics:
  - a). Medical Ethics
  - b). Ethics of Students
  - c). Ethics of Teachers
  - d). Business Ethics

**REFERENCEBOOKS:**

1. William Lille. An Introduction to Ethics, London Methuen &Co. latest edition.
2. Titus,H.H. Ethics for Today. NewYork: American Book, latest edition.
3. Hill,Thomas.EthicsinTheoryandPractice.N.Y.ThomasY.Crowel,latestedition
4. AmeerAli,S.TheEthicsofIslam.Culcutta:NoorLibraryPublishers,latestedition
5. Donaldson,D.M.StudiesinMuslimEthics.London:latestedition.6.Sayeed,S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

#### *Contents*

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, PowerPoint, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

#### ***Recommended Book***

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. Sebok; 17<sup>th</sup> edition.

#### ***Suggested Books***

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26<sup>th</sup> edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

Historiography or the writing of history is an essential and integral part of the discipline of history. Historiography is the history of history writings. The course explores when and where historical thought first developed in the ancient world; when history-writing began *per se*; how was historical thought influenced by the advent of Christianity and Islam, and later by various movements in Europe including the Renaissance, Enlightenment, Scientific Revolution and Positivism; and what have been the major trends in historical thought in the twentieth century. It also investigates how human past has been perceived and constructed by the historians belonging to different schools of thought, and how various schools of historiography have emerged in contemporary times. The course also evaluates the works of the important individual historians and the changing interpretations of the historical events in the works of these individual historians. In contemporary times, the historical canvas has been vastly stretched, and the modern day historians are focusing on unconventional themes and unusual subjects which are also analysed in the course.

#### *Contents*

1. Objectives of Historiography or History-writing
2. Subject-matter and Scope of Historiography
3. From Myth to Historicity: Historiography in the Ancient World
4. Historiographical Tradition in Ancient Mesopotamia, Persia, Egypt and Ancient China
5. Emergence of History-writing Tradition in Ancient Greece: Herodotus and Thucydides
6. Sacred History: Influence of Christianity on Historiography
7. Important Features of Christian Historiography
8. Contribution of the Muslims to Historiography
9. Historiography during Renaissance in Europe
10. Enlightenment and Romanticist Historiography in Europe Impact of Positivism, Industrial Revolution & Capitalism on European Historiography
11. Historiography in the Twentieth Century: A Brief Overview

#### *Recommended Texts*

1. Anjum, Tanvir. (2012). *Historiography*. Islamabad: Allama Iqbal Open University Press.
2. Gilderhus, Mark T. (2003). *History and historians: a historiographical introduction*. New Jersey: Prentice Hall.

#### *Suggested Readings*

1. Collingwood, R. G. (1978). *The idea of history*. Oxford: Oxford University Press.
2. Sreedharan, E. (2004). *A textbook of historiography: 500 BC to AD 2000*. New Delhi: Orient Longman.
3. Robinson, Chase F. (2003). *Islamic historiography*. Cambridge: Cambridge University Press.



The known History of India begins with the Indus Valley Civilization and the coming of the Aryans. These two phases are generally described as the pre-Vedic and Vedic periods. This course is designed to introduce the students to the major themes of this period, which is known as period of Ancient Indian History. This course will make the students familiar with the ancient history of Indo-Pakistan subcontinent. An orientation will be given about the scholarly debate in regard to the Indian history and the ancient political, social, cultural and religious conditions of this area. Histories of different dynasties in addition to the social structure of the Ancient India will be discussed in detail. Religious movements and developments will also be analysed in detail. The course will try to educate the students that how distinctly the Ancient Indian History took shape during this period. The social, cultural, religious and political upheavals, and wars which took place during this time period and shaped the Indian history are also the focus of the course.

### *Contents*

1. Sources of Early Indian History
2. Indus Valley Civilization, Special Study of Mohenjo-Daro and Harappa
3. Aryan occupation of India their origin and Migration , their society religion and Culture
4. Early Vedic Civilization and Culture
5. The Epic age, Historical value of Ramayana and Mahabharata
6. The Caste System origin and Growth Merits and Demerits
7. Jainism .Life and Teaching of Mahavira
8. Buddhism. Life and Teaching of Gautama Buddhism and causes of its spread and Decline
9. Greek Invasion and its impact upon the sub continent, Greek Art and Culture special study of Gandhara Art
10. The Muriyan Empire and its Administrative System
11. The Kushan Power, Kanishka ; Economic condition causes of its downfall
12. The Gupta Empire ,Golden Age, Art, Literature and Science .Hindu Renaissance
13. Harsh Vardhana its character and Administration
14. The Huns their origin and Invasion of India
15. Rise of Hindu Shahia Power

### *Recommended Texts*

1. Keay, John. (2000). *India: a history*. New York: Harper Collins.
2. Thapar, Romila. (2004). *Ancient Indian social history: some interpretation*. New Delhi, Oriental Longman.

### *Suggested Readings*

1. Keay, John. (2001). *India discovered: the recovery of a lost civilization*. London, Harper Collins.
2. Smith, V.A. (1999). *The early history of India*. Atlantic Publisher, New Delhi.
3. Thapar, Romila. (2002). *Early India: from the origin to AD 1300*. Los Angeles: University of California Press.

This course is designed to impart knowledge to the students about peaceful socio-political and religious revolution brought by Islam under the leadership of Prophet Muhammad (PBUH). For the settings of the historical context to study the rise of Islam in Arabian Peninsula, it will discuss the political, social and religious conditions of pre-Islamic Arabia. The life and teachings of the Prophet (PBUH) and the gradual dominance of Islam on the political and religious map of Arabian Peninsula will be discussed. After the demise of the Prophet (PBUH), the challenges faced by the Muslim community on the issues of political leadership, sustainability of the religious ideology, and the solutions offered by pious caliphs during their thirty years of rule, will be analysed. The course will help to develop an understanding of the foundation of Islamic thought and ideology which further unfolded in different regions of the world as Muslim Empires developed over time. The students will be acquainted with overall political, religious and social conditions during the early phase of Islam.

### *Contents*

1. Arabia before the Birth of Prophet Muhammad (PBUH)
2. Political, Social, Economic and Religious Life of Pre-Islamic Arabia
3. Life and Achievements of the Holy Prophet (PBUH)
4. Life and Services of Abu Bakar (RA)
5. Life and Achievements of Umar Bin Khattab (RA)
6. Life and Services of Usman Bin Affan (RA)
7. Life and Achievements of Ali Bin Abi Talib (RA) and his Relations with Amir Muawiyah
8. Emergence of the Kharajites
9. Administration and Structure of Government under the Pious Caliphate
10. Early Phase of Expansion of Empire of the Arabs

### *Recommended Texts*

1. Amir Ali, Syed. (2010). *The spirit of Islam: a history of the evolution and ideals of Islam*. New York: Cosimo Classics.
2. Armstrong, Karen. (2010). *Islam: a short history*. New Delhi: Oneword Press.

### *Suggested Readings*

1. Esposito, John L. (1999). *The Oxford history of Islam*. Oxford: Oxford University Press.
2. Fred M. Donner. (2012). *Muhammad and the believers: at the origins of Islam*. Massachusetts: Harvard University Press.
3. Lewis, Bernard. (1994). *Islam and the West*. Oxford: Oxford University Press.

**URCG-5116****Science of Society-I****2 (2-0)**

This course will introduce students with the subject matter of social science, its scope, and nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

**Learning Outcomes:**

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies exist in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

**Course Outlines:****Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

**Society and Community, Historical evolution of Society**

- Types of Societies
- For aging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Post industrial society

**Philosophy of Knowledge in social Science and social inquiry**

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs. Interpretivism
- Qualitative vs Quantitative

**Culture and Society**

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

### **Social Stratification and Social inequality**

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

### **Personality and Socialization**

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

### **Gender and Power**

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistan society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

### **Pakistan: State, Society, Economy and Polity**

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

### **Recommended Textbooks and Reading Materials:**

1. Giddens, A. (2018). *Sociology* (11<sup>th</sup> ed.). UK: Polity Press.
2. Henslin, J. M. (2018). *Essentials of Sociology: A Down-to-Earth Approach*. (18<sup>th</sup> Edition) Pearson Publisher.
3. Macionis, J. J. (2016). *Sociology* (16<sup>th</sup> ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) *Pakistan-Social and Cultural Transformation in a Muslim Nation*.
5. Smelser, N. J. and Swedberg, R., *The Handbook of Economic Sociology*, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) *Issues in Pakistan's Economy: A Political Economy Perspective*. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) *The Politics of Common Sense: State, Society and Culture in Pakistan*. Cambridge: Cambridge University Press.

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

### **Contents**

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

### **Recommended Texts**

1. Akar, G.K., Zembat, İ.Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5<sup>th</sup> Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

### **Suggested Readings**

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

## مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلباء کو مطالعہ سیرت طیبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ فقیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی کمی اور مدنی زندگی کا اس طرح مطالعہ کرانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں</p> <p>۵۔ طلباء کو محمد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

## Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالات زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا شمارانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لاکھین اور جوانی کے حالات زندگی
2	بیعت نبوی کے وقت و جگہ کے حالات (۱)	۱۔ بیعت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، یونان، ساسانی
3	بیعت نبوی	۱۔ کی حد میں دعوت اسلام
4	بیعت نبوی	۱۔ مدنی حد میں دعوت اسلام
5	مخصائص النبی	آپ بطور پیغمبر امن
6	مخصائص النبی	بہشیت استاد و معلم
7	مخصائص النبی	بہشیت تاجر
8	مخصائص النبی	بہشیت سربراہ ریاست
9	مخصائص النبی	ذاتی محاسن اور عالمگیر اثرات

10	خصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عمر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عمر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عمر حاضر	مشترقیین اور مطالعہ ہیرت
15	اسوہ حسنہ اور عمر حاضر	وطن سے محبت اور ہیرت
16	اسوہ حسنہ اور عمر حاضر	مشترقیین کے اعتراضات اور ان کے جوابات

#### نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن ہشام	السیرۃ النبویۃ
2	مولانا شبلی نعمانی سید سلمان ندوی	سیرۃ النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ اللعالمین
4	مولانا سید ابوالحسن علی ندوی	نہج رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر یسین مظہر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد ملوی	السالن کامل

#### حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	ہیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	ارتیق الختم
3	پیر محمد کرم شاہ الازہری	ضیاء النبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الضیاء المعری	السیرۃ النبویۃ الصحیحۃ
5	مولانا عبد الرؤف دانا پوری	اصح السیر

محمد علی

European history has always been found very interesting by the students because of its diversity and relevance with the present day world. Usually the histories of different regions and dynasties are taken as wholly different time and space to study but the history of Europe enables the student to start its journey right from the old classical times to the development and progress of science, politics and religion and understand the relation between different developments. The continent of Europe experienced a long series of movements, revolutions and wars which started with the renaissance, a starting point for the progress of Europe in the in social, political and scientific fields. Renaissance, an intellectual movement, is considered a foundation of rebirth of European civilization. This course stretching from mid fifteenth century to 1789, the year of French revolution provides a historical journey of Europe which enables to understand modern Europe. This course provides an insight not only into the scientific and political development of Europe but as a society too.

#### *Contents*

1. The revolution in the Christian Church, Rise and Spread of Protestantism.
2. The Wars based on religion (1560-1648), the Crusade of Catholic Spain, The Thirty Years war (1618-1648)
3. The establishment of West European leadership, the Dutch republic, Parliamentary supremacy in Britain, the French wars of Louis XIV, Treaty of Utrecht 1713.
4. The transformation of Eastern Europe 1648-1740, Austria, Prussia and Poland.
5. The global economy of Eighteenth century, western Europe after treaty of Utrecht 1713-40,
6. The great war of the mid eighteenth century, the Peace of Paris 1763.
7. The Scientific Prophets: Newton, Galileo
8. Political Philosophers: Bacon, Descartes, Hobbes and Locks
9. The age of Enlightenment, Montesque, Voltair, Rousseu
10. Enlightened despotism: France, Austria, Prussia, Russia
11. The American Revolution

#### *Recommended Texts*

1. Blanning, Timothy C. W. (2007). *The pursuit of glory: Europe 1648-1815*. London: Penguin Books.
2. Wilson, Peter H. (2009) *The thirty years war: Europe's tragedy*. Harvard: Harvard University Press.

#### *Suggested Readings*

1. Davies, Norman. (1996). *Europe: a history*. New York: Harper Perennials.
2. MacCulloch, Diarmaid. (2003). *The reformation: a history*. London: Penguin Books.
3. Weisner-Hanks, Merry E. (2013). *Early modern Europe, 1450-1789*. Cambridge: Cambridge University Press.



This course is prepared for developing the interest of students in research pursuits and making them excel in research tasks. Along with the basic questions that what is research and how it is conducted through various methods, in this course the students will be acquainted with the various techniques of conducting research in social sciences, particularly in the discipline of history. The course focuses on the ethics of research, major steps in carrying out the task of research, qualitative and quantitative research as well as the notion of objectivity and subjectivity in research. The contents discussed below would develop their theoretical understanding as well as the practical and field related issues as to the research activities. On completion of these contents, the students would be able to apprehend major paradigms, ontologies and epistemologies, and accordingly will be able to develop their analytical skills and produce authentic, credible and standard research.

#### *Contents*

1. Introduction to Research and Research Methods
2. Major paradigms in Research: Positivism/materialism/Marxism, Idealism, existentialism, post-modernism, feminism.
3. Ontologies and Epistemologies
4. Ethics and standards of Research
5. Major steps in carrying out the task of research
6. Preparing a Research Proposal
7. Writing a book review
8. Internal and External Criticism
9. Qualitative and Quantitative Research
10. Objectivity and Subjectivity in Research
11. Conducting Interviews, sampling and Survey
12. Front Matter, Body Text and Back Matter of a thesis, dissertation, or a book.

#### *Recommended Texts*

1. Babie, Earl R. (2016) *The practice of social research*. Belmont: CA: Wadsworth Publishing Company.
2. Kumar, Ranjit. (2014). *Research methodology: a step-by-step guide for students*. London: Sage Publications.

#### *Suggested Readings*

1. E. Sreedharan (2007). *A Manual of Historical Research Methodology*. Kerala: The Centre for South Indian Studies.
2. Bakern, Therese L. *Doing social research*. New York: McGraw-Hill. 1994.
3. Strokes, Patrick and Tony Wall. (2016). *Research methods*. New York: Palgrave.

This course is prepared to familiarize the students with highly significant dynasties in Muslim history Umayyads (r. 661-744) and Abbasides (r. 750-1258). After the pious caliphate period a monarchical structure of the polity and state developed and for almost six centuries Muslim world was ruled by these two dynasties of Arab origin. The course looks in a detail, the historical process of the establishment of these dynasties, important rulers, their policies, impacts on the state and society and the development of administrative structure of the Muslim empire. The course will explain the myriad development carried out during these period including political intrigues, expansions and imperialism, cultural and civilizational achievements and administrative structure and economy. Further, it will study the developments in the field of art, architecture, literature and the translation movement of Abbasid period which resulted into the development of science in Islamic society. Thus the students while discussing the rise and fall of these dynasties and covering the political history of these two dynasties will also be acquainted with diverse developments in fields of art and science.

#### *Contents*

1. Foundation of Umayyad's dynasty
2. Muawiyah and Yazid's ascendancy to power
3. The tragedy of Karbala
4. The age of reforms during the reign of Abdul Malik Bin Marwan.
5. Golden age during the reign of Waleed Bin Abdul Mailk.
6. Administration and Culture of Umayyad's dynasty.
7. Establishment of the Abbasides Caliphates.
8. Al-Saffah, Abu Ja'afar al-Mansur and Harun-ul-Rashid
9. Rise and Fall of Bramka Family
10. Emergence of Religious Movements and Sects
11. Intellectual Development, Character and Achievement of Abbasids
12. Fall of Baghdad 1258

#### *Recommended Texts*

1. Borrut, Antoine and Paul M. Cobb (eds.). (2010). *Medieval memories from Syria to Spain*. Leiden: Brill.
2. Hawting, G. R. (2000). *The first dynasty of Islam: the Umayyad caliphate AD 661-750*. New York: Routledge.

#### *Suggested Readings*

1. Hitti, P. K. (1996). *The Arabs: a short history*. London: Macmillan and Company.
2. Judd, Steven C. (2014). *Religious scholars and the Umayyads*. London: Routledge.
3. Retso, Jan. (2003) *The Arabs in antiquity: their history from the Assyrians to the Umayyads*. London: Routledge.

**Translation of the Holy Quran –I****URCG-5111****Non-Credit**

Topic	Details
Semester/Level	In some discipline 1 <sup>st</sup> semester and in some discipline 2 <sup>nd</sup> Semester/ADP Program 1 <sup>st</sup> Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran –I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"><li>• To familiarize the students to keys and fundamentals of recitation of the holy Quran.</li><li>• To develop the skill of the students of recitation of the last revelation.</li><li>• Students will learn the basic Arabic grammar in a practical way.</li><li>• To develop an eagerness among the students to explore the last divine Book.</li></ul>
Course Contents:	<ul style="list-style-type: none"><li>• تیسوا نپارہ-ناظر بمعنوجوید</li><li>• بنیادی عربی گرامر</li><li>اسم اور اسکے متعلقات: اسم فاعل، مفعول، تفضیل، مبالغہ</li><li>فعل اور اسکے اقسام: ماضی، مضارع، امر، نہی</li><li>حرف اور اسکے اقسام: حروف فعلت، حروف جازہ، مشبہ بالفعال</li></ul>
Memorization:	تیسوا نپارے کی آخری بیسی سورتیں (حفظ معترجمہ)

**URCG-5119****Expository Writing****3 (3-0)**

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21<sup>st</sup> century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

**Contents**

1. Self-Reflection
  - Introduction to the basics of the writing process
  - Introduction to the steps of essay writing
  - Prewriting activities: Brainstorming, listing, clustering and freewriting
  - Practicing Outlining of the essay
2. Personalized Learning
  - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
  - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
  - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
  - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
  - Student-led brainstorming on local versus global issues, Identifying research problems
  - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
  - Engaging students in Critical reading, Presenting interview/ survey information, Field work
  - Writing Community Engagement Project
6. Letter to the Editor
  - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

**Recommended Texts**

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

**Suggested Readings**

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

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

### **Contents**

1. Types of data and its graphical representation ( Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

### **Recommended Texts**

1. Akar,G.K.,Zembat,İ.Ö.,Arslan,S.,&Thompson,P.W.(2023). *Quantitative Reasoning in Mathematics and Science Education*. 1<sup>st</sup> Ed., Springer, USA.
2. Sharma,A.K.(2005).*Textbook of elementary statistics*.DiscoveryPublishing House.
3. Blitzer,R.(2014).*Precalculus*,5<sup>th</sup>Ed..PearsonEducation,Limited.New York

### **Suggested Readings**

1. Gupta,S.C.,&Kapoor,V.K.(2020).*Fundamentals of mathematical statistics*.12<sup>th</sup>Ed,Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer,R.,&White,J.(2005).*Thinking mathematically*.PearsonPrentice Hall.

The course is designed to acquaint the students of BS Programs with the rationale of the creation of Pakistan. The students would be apprised of the emergence, growth and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. The post-WWII withdrawal of Empires led to the emergence of nation states on the world map and Pakistan was created by Jinnah's successfully establishing Two Nations theory i.e. India was inhabited by two nations, the Hindus and the Muslims. This curriculum has been developed to help students analyze the socio-political and constitutional problems of Pakistan while highlighting various phases of its constitutional history before and after the partition and to develop a vision in them to become knowledgeable citizens of their homeland.

#### *Contents*

1. Evolution of Muslim Nationalism in South Asia
2. Two Nations Theory and Pakistan Movement (1940-47)
3. Muhammad Ali Jinnah and Two Nations Theory
4. Objectives Resolution and Ideology of Pakistan
5. Hurdles and Issues in Constitution making Process in Pakistan
6. Political and Constitutional Developments in Pakistan (1947- to the present)
7. Principles of Jurisprudence
8. Prominent Features of Constitution of Pakistan 1973
9. Constitution of Pakistan and the State Structure
10. Fundamental Rights and Principles of Policy
11. Constitutional Amendments in Constitution of 1973
12. Universal Declaration of Human Rights and Constitution of Pakistan 1973

#### *Recommended Texts*

1. *The Constitution of Islamic Republic of Pakistan 1973*
2. Hayat, Sikandar (ed.) (2023). *Pakistan Studies: A Book of Readings*. Lahore: Sang-e-Meel Publications.

#### *Suggested Readings*

1. Hayat, Sikanadar (2016). *Aspects of Pakistan movement*. Islamabad: National Institute of Historical and Cultural Research.
2. Kazimi, M. R (2009). *A concise history of Pakistan*. Karachi: Oxford University Press.
3. Khan, Hamid (2005). *Constitutional and Political History of Pakistan*. Karachi: Oxford University Press.

Philosophy of History, which is also called Macro or Meta-history, is a distinct and an important branch of the discipline of history, which attempts at philosophizing the human past in its entirety. It involves a philosophical reflection on the whole human past and sometimes future, and tries to give a philosophical explanation and interpretation of the past. Philosophy of history has two branches: (i) Speculative philosophy of history, which attempts at philosophizing the human past (ii) Critical or analytical philosophy of history, which explores the specific nature of historical knowledge, and critically examines the methods of historians and their writings. The course is intended to apprise the learners of the regularities, continuities, or regular and recurrent patterns in history, which could help them search for some principles, which could explain all human history. Unlike most of the other courses in the discipline of history, the primary focus of this course is ideas, and not events.

### *Contents*

1. Speculative Philosophy of History: An Introduction
2. Major Themes in Speculative Philosophy of History
3. Time and its Movement: Linear, uni-linear and Multi-linear; Cyclical and Spiral Movement of Time
4. Major Philosophers of History and their Philosophies: An Overview
5. St. Augustine
6. Ibn Khaldun
7. Rene Descartes
8. Giambattista Vico
9. Montesquieu
10. Voltaire
11. Hegel
12. Auguste Comte
13. Karl Marx
14. Weber
15. Arnold J. Toynbee
16. Edward Said
17. Francis Fukuyama
18. Samuel P. Huntington
19. Analytical Philosophy of History and Major Themes (Periodization of History, Objectivity and Subjectivity)
20. Some Contemporary Approaches in Historical Studies: An Overview
21. Nationalist Approach, Marxist Approach, Modernist Approach, Post-modernist Approach, Post-Colonial Approach, Elite Approach, Subaltern/popular Approach, Feminist Approach, Holistic Approach and Structuralist Approach

### *Recommended Texts*

1. Lemon, M. C. (2003). *Philosophy of history: a guide for students*. London: Routledge.
2. Sreedharan, E. (2000). *Historiography*. New Delhi: Orient Longman.

### *Suggested Readings*

1. Anjum, Tanvir (2012). *Historiography*. Islamabad: Allama Iqbal Open University Press.
2. Hegel, G. W. F. (2004). *The philosophy of history*. New York: Dover Publications.
3. Tucker, Aviezer (ed.) (2009). *A companion to the philosophy of history and historiography*. Oxford: Blackwell Publishing Ltd.

The course is designed to introduce the students to the major themes of European History during the period from French Revolution to 1919. The students are expected to have learned European historical developments from Renaissance to the French Revolution in their preliminary course i.e., History of Europe I. French revolution is the major milestone which defines the starting of the era of political rights and emancipations in Europe and abroad. The enlightenment provided requisite framework of intellectual base that triggered this revolution. The course will emphasize on how distinctly the European society took shape during this period. Moreover, the course will focus on the social, cultural and political upheavals, which took place during this time period in Europe. The students will be able to analyze intellectual, social, scientific-cum-technological, economic and political aspects of the history of a region that has exerted its supremacy in world affairs since last few centuries.

#### *Contents*

1. Background to the French Revolution: The Old Regime and the Enlightenment
2. The Enlightenment
2. The Impact of the Enlightenment
3. The French Revolution and Napoleon
4. The Industrial Revolution and the birth of Capitalism
5. Revolutions of 1830 and 1848 in Europe
6. Karl Marx, Marxism and Socialism in Europe
7. Darwinism and Social Darwinism
8. The Italian and German Unification
9. Implications of Nationalism and Unification for Europe and Abroad
10. The Age of Imperialism
11. The Scramble for Africa
12. The Impact and Legacy of European Imperialism
13. The Long-term and Immediate Causes of World War I
14. The Russian Revolution and Communism
15. The Tsarist Russia: Change and Reform
16. The Long-term and Immediate Causes of WWII
17. The Cold War and the De-colonization
18. The Collapse of Communism and Brave New Beginnings

#### *Recommended Texts*

1. Mason, David S. (2011). *A Concise History of Modern Europe*. New York: Rowman and Littlefield.
2. Blanning, T. C. W. (2000), *Oxford History of Modern Europe*. New York: Oxford University Press.

#### *Suggested Readings*

1. Lindmann, Albert S. (2015), *A History of Modern Europe*. New York: Willey-Blackwell, 2015.
2. Davies, Norman (1996). *Europe: A History*. New York: Oxford University Press.
3. Merriman, John (1996). *A History of Modern Europe*. New York: Norton.



Muslim rule in Spain is the height of the African-European expansion of the Muslims. Spain remained one of the most important parts of Muslim empires because of its geographical location. Between the middle of the eighth and the beginning of the thirteenth centuries, the Arabic-speaking peoples were the main bearers of the torch of culture and civilization throughout the world. Umayyad Empire in Spain introduced Muslim culture and civilization in Europe. So the study of this course will not only help the students in analyzing the history of Islam and its interaction with European soil but will also provide a deep insight about the history, art, architecture and culture of Spain during Muslim Rule. The course will discuss the major rulers of Umayyad Empire in Spain, their life and achievements. The study of the course will enable students to make a comparative analysis among the different Muslim empires and the causes of their rise and fall.

#### *Contents*

1. Spain at the advent of Muslim conquest and expansion.
2. Highlights and achievements of the major Umayyad Rulers
3. Abdur Rahman I
4. Hisham I
5. Hakam I
6. Abdur Rahman II
7. Muhammad I
8. Abdur Rahman III
9. Hakam III
10. Lat or Umayyads, the rise of Hajib al-Mansur, relations with courtiers and the theologians, military organization and wars, achievements.
11. Decline and fall of the Umayyads of Spain.
12. Administration of Spain under the Umayyads.
13. Petty dynasties, Banu Hamud and Banu Ziri of Granada, Mamluks of Southeast Spain, Banu Hud of Saragossa, Banu Dhu'al-Num of Toledo, Banu Abbad of Saville.
14. North African Rule, Murabitin, Al-Muwahiddin.
15. The Nasirid dynasty, the career of Muhammad I, his buildings, Alhamra, character and achievements, his successors, their struggle against the Christians, art, architecture and learning, their decline and fall. Expulsion of Muslims from Spain and its effects, the causes of the downfall of Muslims in Spain.
16. Muslim rule in Spain and its contribution to various fields of arts, architecture and science, eminent scholars including historians.
17. Structure of Government and Administration.

#### *Recommended Texts*

1. Harvey, L. P. (2005). *Muslims in Spain 1500-1614*, Chicago: University of Chicago Press.
2. Watt, W. Montgomery and Pierre Cachia. (1965). *History of Islamic Spain*, Edinburgh: Edinburgh University Press.

#### *Suggested Readings*

1. Esposito, John L. (1999). *The Oxford History of Islam*, Oxford: Oxford University Press.
2. Callaghan, Joseph F. O' (2004). *Re-conquest and Crusade in Spain*, Pennsylvania: University of Pennsylvania Press.
3. Hamidullah, Muhammad (2004). *The emergence of Islam*. Islamabad: Islamic Research Institute.

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletion etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

**Practical:**

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

**Recommended Texts.**

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (2019). *Ecological studies*. Springer.
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

**Suggested Books**

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H. .. Urmas, P., Pastur, G.M. & Iversion, L.R. (2018). *Ecosystem services from forest landscapes: broad scale consideration*. 1<sup>st</sup> Edition. Springer International Publishing AG.
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1 & 2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10<sup>th</sup> Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

### Course Learning Objectives

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

### Contents

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, the Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity—Essential to Survival, Creative Thinking, Barrier to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feedback & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into E-Commerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing Killer Website, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
13. **Idea Pitching:** Formal presentation, 5-minute pitch, funding negotiation and launching.

***Recommended Texts:***

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

***Suggested Readings:***

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press.

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundation of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

### **Learning outcomes**

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and Democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

### **Course Content:**

#### **Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law
- Rights and responsibilities of citizens

#### **Citizenship and Community Engagement**

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

#### **Identity, Culture, and Social Harmony**

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

#### **Multi-cultural society and inter-cultural dialogue**

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting inter group contact/Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

### **Active Citizen: Locally Active, Globally Connected**

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

### **Human rights, constitutionalism and citizens' responsibilities**

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

### **Social Institutions, Social Groups, Formal Organizations and Bureaucracy**

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

### **Civic Engagement Strategies**

- Grass roots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

### **Social issues/Problems of Pakistan**

- Overview of major social issues of Pakistani society

### **Social Action Project**

### **Recommended Books:**

1. Kennedy, J.K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13<sup>th</sup> ed.). New York: Pearson Education
3. MacLanahan, J.J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

### **Reference Books:**

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
2. Magleby, D.B., Light, P.C., & Nemacheck, C.L. (2020). *Government by the People* (16<sup>th</sup> ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
6. DeKieffer, D.E. (2010). *The Citizen's Guide to Lobbying Congress*. The Capitol Net.
7. Rybacki, K.C., & Rybacki, D.J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8<sup>th</sup> ed.). Routledge.
8. Kretzmann, J.P., & McKnight, J.L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
9. Patterson, T.E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
10. Love, N.S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press.

The course titled “History of Knowledge” is designed to familiarize the students about the evolution and developments of human societies and their knowledge about cosmos, terrestrial realities, abstract phenomenon, science and technology, language, art and literature. It would discuss the challenges that human being face over the course of time and how they responded to them. Different factors contributed in the development of knowledge over the course of human history and different actors tried to control the transmission of knowledge according to their whims and wishes. Different genres and the interaction of different disciplines created a multi-disciplinary approach to look into the phenomenon of universe. The course will look into the causes of uneven growth of knowledge in different parts of the world from ancient time and the emergence of world as a global village in modern times while creating a knowledge pool. The course will develop critical and rational understanding about the evolution and historical developments of knowledge.

### *Contents*

1. Definitions, forms and philosophical understanding of knowledge (Paradigms, Ontology and Epistemology), kinds of progress in knowledge
2. Knowledge, science (physical science and social science), art, literature, and language
3. Philosophy, science and theology
4. Wisdom of Ancients (Egypt, Mesopotamia, India, China, Greece, Rome, Aztec and Inca)
5. Middle Ages and developments pertaining to knowledge
6. Renaissance: a new spirit of knowledge of science, art, literature and social studies
7. Voyage, discoveries and imperialism of Europeans
8. Age of Revolutions (Age of Reason, Industrial Revolution, property, government, freedom, equality and rights)
9. Nineteenth Century: Prelude to modernity
10. Twentieth Century: Democracy, Science and Technology, art and media
11. 21<sup>st</sup> Century and forthcoming developments

### *Recommended Texts*

1. Harari, Yuval Noah. (2011). *Sapiens: a brief history of mankind*. London: Penguin Randomhouse.
2. Stein, Thomas Von. (2016). *A complete history of knowledge: the struggle against the priest*, New York: Vintage.

### *Suggested Readings*

1. Dorn, Charles Von. (1991). *History of knowledge: past, present and future*, New York: Ballantine Books.
2. Harari, Yuval Noah. (2016). *Homo dues: a brief history of tomorrow*, New York: Harper Collins Publisher.
3. Hetherington, Stephen, Nicholas D. Smith, Henrik Lagerlund, Stephen, Gaukroger, and Markos Valaris, (2018). *Philosophy of knowledge: a history*. New York: Bloomsbury.

The primary focus of this course is to provide the understanding of the history of Muslim rule in South Asia. This course covers more than 800 years of the medieval South Asian history starting from the advent of Islam in the Indian Subcontinent, looking into Ghaznavid and Ghaurid rule in the North-western peripheral regions of India and rise and fall of Delhi Sultanate. In this course, the students will be acquainted with the political, military, socio-cultural, economic, religious, and intellectual history of the Muslims of Medieval India/South Asia. The course will study in detail the establishment of Delhi Sultanate, five major dynasties of this period and the important Muslim rulers and their policies which further consolidated and expanded Muslim rule in South Asia. It will be an attempt to conceptualize and analyse the historical developments of the said era with the help of historiographical sources and employing varied frames of reference.

### *Contents*

1. Early Muslims and the Arab Rule in the Indian Subcontinent
2. Impact of the Arab Conquest on Sindh, Multan and Gujarat
3. Ghaznavid and Ghaurid Rule in the North-western Peripheral Regions of India
4. Impact of the Ghaznavid and Ghaurid Rule in North India
5. Establishment and Consolidation of Delhi Sultanate under the Ilbari Sultans of Delhi
6. Expansion and Reformation in Delhi Sultanate under the Khaljis and Tughluqs
7. Amir Taimur's Invasion of India (1398-99) and Impacts
8. Twilight of the Sultanate under the Saiyyids and Lodhis, and its Fall
9. State and State Conduct in the Sultanate of Delhi
10. Society, Culture and Economy in the Sultanate of Delhi
11. Religious Trends during the Sultanate Era
12. Historiography in the Sultanate Era

### *Recommended Texts*

1. Ahmed, Fouzia Farooq. (2016). *Muslim rule in medieval India: power and religion in the Delhi Sultanate*. London: I.B. Tauris.
2. Anjum, Tanvir. (2013). *Muslims in India (711-1526)*. Islamabad: Allama Iqbal Open University Press.

### *Suggested Readings*

1. Kumar, Sunil. (2007). *The emergence of the Delhi Sultanate, 1192-1286*. Ranikhet: Permanent Black.
2. Jackson, Peter. (1999). *The Delhi Sultanate: a political and military history*. Cambridge: University Press.
3. Nizami, K. A. (1983). *On history and historians of medieval India*. New Delhi: Munshiram Manoharlal Publishers.



**Translation of the Holy Quran-II****URCG-5111****Non-Credit**

Topic	Details
Semester/Level	In some discipline 3 <sup>rd</sup> semester and in some discipline 4 <sup>th</sup> Semester/ADP Program 2 <sup>nd</sup> Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – II
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"><li>▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran.</li><li>▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran.</li><li>▪ To familiarize the students with the concept of <i>Ibādah</i> (Its significance, scope and relevance) and its types in Islam.</li><li>▪ Students will learn literal and idiomatic way of translation of the Holy Book.</li><li>▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran.</li><li>▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text.</li><li>▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran.</li><li>▪ To introduce the students to Quranic Arabic grammar in practical manner.</li></ul>

<p>Course Contents:</p>	<p>○ ایمانیات اور عبادات          بلا پر ایمان، فرشتوں پر ایمان، رسولوں پر ایمان، آسمانی کتابوں پر ایمان          یوم آخرت پر ایمان، تقدیر پر ایمان          نماز، روزہ، زکوٰۃ، حج، جہاد          ○ معاشرے کے حقوق          ● خاندان کی تکوین          ● حق مہر          ● رضاعت و حمل          ● والد کو قتل کرنے کے ممانعت          ● شوہر کی نافرمانی          ● طالق          ● بیوی کی عدت کے احکام          ● نکاح کا پیغام بھیجنا          ● عورت کی پورا اٹت (اس کے شوہر کی طرف سے)          ● والدین کے حقوق          ● بیویوں اور والدین کے بیچ دعاوت          ○ خاندان کے حقوق          ● مہمان کی عزت          ● اجازت طلب کرنے کے اصول          ● مجلس کے آداب          ● تعاون اور بھائی چارہ          ● گروہ بندی          ● محبت          ● لوگوں کے درمیان صلح          ● عفو و درگزر، غصہ پر قابو اور معاف کرنا          ● شعوبہ قبائل          ● لوگوں کے بیچ اختلافات          ● حمایتوں کی بنیاد</p>
<p>Grammar:</p>	<p>● قرآن پیر بیگر امر کے اصول اور ان کے اطلاقات) متنقر ان پیر اطلال سے</p>

	توضيحات)
<p>Details of Chapters and verseNumbers:</p>	<p>■ منتخباًيات معترجمه بتجويد  ■ البقره)) ٧١١، ٨٣٢، ٥٤، ٨١١، ٨٧٢، ٧٧١، ٥٤، ٧٤٣، ٨٥١، ٨١٧، ٨٢٤، ٣٥، ٨٢٤،  ٧٢٣، ٧٢٥، ٨١١، ٧٢٢، ٧٣٢، ٧١١، ٨٤٢، ٨٢٤، ٧٨٢، ٢٨، ٢٢، ٨٤٣، ٧٨٢، ٧٤  ، ٨٣١، ٨٣٤، ٨٣١، ٨٣٧، ٨٨٢، ٨٨٢، ٨٣١، ٨٨٢، ٨٨١، ٧٢٢، ٨٥٧، ٧٤٢، ٨٧٢  ) ٢٣، ٧٢١، ٧٢٨، ٨٣٣، ٧٢٥، ٢٨  ■ النساء)) ٢٤، ٢٨، ٤٢، ٧٣٢، ٢٢، ٢٢، ٧٣، ٢١، ٢٢، ٧٣، ٢١، ٢٢، ٢١، ٢٢، ٣٢، ٣٤، ٧٨، ٧١٢،  ، ٧٨٢، ٧٤، ٧٧، ٣٥، ٧١٢، ٨٥، ٨٤، ٧٧، ٧٧، ٧٨٢، ٧٢٧، ٣٤، ٣٤، ٨١، ٣٤، ٧٢٧، ٧٨٢، ٧٧، ٧٧، ٨٤، ٨٥، ٧١٢، ٥، ٧٧، ٣٥  ) ٢٧، ٧٨٢، ٤٥، ٧٥٢، ٧٢  ■ النعام)) ٨٨، ٧٣١، ٧٥، ٢٨، ٧٥، ٧٤٧، ٥٢، ٤٥  ■ العمران)) ٢١، ٣٢، ٢٤، ٧٨٤، ٢٥، ٧٥٥، ٧٢، ٧  ■ المائده)) ٤٥، ٨، ٢٨، ٣٢، ٢٨، ٧٢، ٢٨، ٢٤، ٨  ■ العراف)) ٣٤، ٧٢٢، ٧٢٢  ■ التوبه)) ٨١، ١٧، ٧٢  ■ يود ) ٧٨  ■ الزمر)) ٢  ■ النور)) ٤٥، ٨٢، ٤٨، ٨١، ٢١، ٨٢  ■ محمد)) ٣٣  ■ انفال)) ٢٨، ٨١  ■ الرعد)) ٣  ■ الطالق)) ٥  ■ الحج)) ٤  ■ ابراهيم)) ٨٣، ٥٥  ■ السراء)) ٨٣، ٨٥  ■ الحقاف)) ٧٤  ■ المومنون)) ٨١  ■ العنكبوت)) ٨٤، ٥٢، ٢  ■ النحل)) ٨٨  ■ لقمان)) ٧٤، ٥، ٧٥  ■ الحزاب)) ٣٤، ٣٢، ٤١، ٥٢  ■ الشعراء)) ١  ■ الروم)) ٨٧  ■ مريم)) ٧٥، ٨٢  ■ المجادله)) ٧٨، ٧٧</p>