



ASIAN UNIVERSITY FOR WOMEN

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**Academic Bulletin
2017-2018**

August 1, 2017

ACADEMIC QUESTIONS AND CONCERNS

If a student has a question, concern, or complaint about her experience in class or about a faculty member, the student should first contact the faculty member directly. If a student wishes to address the issue further, she should meet with the respective Head of Program.

If a student has questions or concerns about her progress toward graduation, general graduation requirements, or needs assistance with academic advising, academic skills, and/or writing skills, the student should contact her Academic Advisor.

If a student has a question or concern about academic records, registration, drop and add forms, and/or transfer of credits, the student should contact the Academic Registrar in the Office of the Academic Registrar.

If a student has followed this process but has not been able to resolve her questions, she may contact the Dean of Faculty & Academic Affairs.

FINANCIAL AID QUESTIONS AND CONCERNS

Students with financial aid questions or concerns should write to the Financial Aid Committee:
financial.aid@auw.edu.bd

VALIDITY OF THE ACADEMIC BULLETIN

The Academic Bulletin is valid at the time of publication for the duration of the Academic Year. Updates may be published in the course of the year, and will be circulated to all faculty, students and staff. An electronic copy of this publication is available at <http://www.auw.edu.bd/academics/course-bulletin/>

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General University Information

AUW is an independent, international organization governed by a special Charter enacted by the Parliament of Bangladesh in 2006.

Mission

AUW seeks to graduate women who will be skilled and innovative professionals, service-oriented leaders in the businesses and communities in which they will work and live, and promoters of intercultural understanding and sustainable human and economic development in Asia and throughout the world. More specifically, AUW seeks:

- To educate women to become highly motivated and effective professionals, leaders, and service-oriented citizens;
- To provide a vibrant and diverse residential learning community where highly talented women and those with uncommon potential from many cultural and religious backgrounds can grow both intellectually and personally;
- To create a student-focused learning environment where the arts, humanities, and natural and social sciences establish a broad base of inquiry, where disciplinary and independent studies provide learning depth, and where applied studies in both the general studies and majors' curricula require students to link theoretical understanding with contemporary issues and challenges facing Asia and the world; and
- To focus student learning on the acquisition of intellectual abilities, reflective personal growth, leadership abilities, and a service-oriented outlook.

A Brief History of AUW

The story of AUW began well before its inaugural Access Academy class entered in 2008. The idea for the University grew out of the World Bank/UN Task Force on Higher Education and Society. In 2000, the Task Force published its findings in a report entitled "Higher Education in Developing Countries: Peril and Promise" (see <http://www.tfhe.net/>), which concluded that developing countries must improve the quality of their institutions of higher learning, in both governance and pedagogy, in order to compete in today's increasingly globalized, knowledge-based economy. AUW was partly a response to such need.

In January 2004, the Government of Bangladesh granted more than 100 acres of land for the construction of AUW's permanent campus in Chittagong. Fundraising and planning efforts for AUW officially began in November 2001, when the AUW Support Foundation was incorporated as a non-profit institution under section 501(c)3 of the United States Internal Revenue Code. AUW's Support Foundation is governed by a Board of Directors, which was established upon the group's incorporation as a non-profit organization. The AUWSF Board of Directors published a Plan of Operations in May 2005, laying out the basic plans for AUW's curriculum, target student population, and sustainability efforts.

AUW began operations in March 2008. Its first cohort of students consisted of 130 young women from six countries: Bangladesh, Cambodia, India, Nepal, Pakistan and Sri Lanka. This inaugural class attended the Access Academy, AUW's year-long bridge program designed to prepare underserved students for the rigors of university education. After completing the Access program, 128 of them continued into the first year of their undergraduate studies, and were joined by a number of direct-entry students who began the

undergraduate program in 2009. Also in 2009, AUW's initial Board of Trustees was elected by the International Support Committee of the Asian University for Women in accordance with the provisions of the Charter of the Asian University for Women.

You may find further details about the history of AUW at <http://www.auw.edu.bd/about/history/>

AUW Charter

The AUW Charter is a law adopted by the Parliament of Bangladesh, which gives official status to the University, and the right to award its own degrees. It sets out the general regulations, rights and obligations of the institution, its governance structure and the duties of the Board of Trustees, Chancellor and Vice Chancellor. The AUW Charter is a public document, available at <http://www.auw.edu.bd/about/auw-charter/>

University Handbook

The University Handbook is adopted by the Board of Trustees as a general guideline of the organization and operations of the University and is valid from the time of publication. It is subject to periodic review and updates, as approved by the Board of Trustees. Such updates will be circulated to all faculty, students and staff, and incorporated in the Handbook at the beginning of each Academic Year. The University Handbook is a public document, available at <http://www.auw.edu.bd/about/auw-university-handbook/>

All members of the AUW community are required to familiarize themselves with the AUW Charter and the University Handbook.

University Governance

The Asian University for Women is governed by a Board of Trustees, which is currently chaired by Dr. Dipu Moni, Chairperson, Parliamentary Committee on Foreign Affairs, Parliament of Bangladesh. The initial Board of Trustees was elected by the International Support Committee of the Asian University for Women in 2009 in accordance with the provisions of the Charter of the Asian University for Women. The University also enjoys the support of a number of the most important leaders in government, business, and academia, leaders who are collectively known as the AUW Council of Patrons.

Further information is available at <http://www.auw.edu.bd/about/governance/>

Academic Governance

The Academic Board is responsible for academic governance, academic standards and quality and the student experience. It provides the Board of Trustees with the assurance that the AUW academic strategy is fit for purpose and approves new additions and revisions to academic policies. It has oversight of all academic provision through the quality management and enhancement mechanisms. The Academic Board is chaired by the Vice Chancellor.

Further information about the Academic Board and its Committees is available in the University Handbook at <http://www.auw.edu.bd/about/auw-university-handbook/>

University Officers

Vice Chancellor:	Professor Nirmala Rao, OBE, FAcSS
Dean of Faculty & Academic Affairs:	Dr. Rosie Bateson
University Registrar:	Lt.Col. (Ret'd) Foyzul Islam
Chief Financial Officer:	Bhupinder Gupta

Academic Calendar 2017-2018

Summer – I 2017

Date	Day	Event
May 21	Sunday	Summer I Semester Begins
May 21-24	Sunday-Wednesday	Add / Drop Period
June 20-22	Tuesday-Thursday	Assessment Week
June 22	Thursday	Summer I Semester Ends
June 23	Friday	Shab-e-Qadr* (National Holiday)
June 25	Sunday	Submission of Grades for Summer I
June 25-27	Sunday-Tuesday	Eid-UI-Fitr* (National Holiday)

Summer – II 2017

Date	Day	Event
July 2	Sunday	Summer II Semester Begins
July 2-5	Sunday -Wednesday	Add / Drop Period
Aug. 1- 2	Tuesday-Wednesday	Assessment for Summer II
Aug. 2	Wednesday	Summer II Semester Ends
Aug. 6	Sunday	Submission of Grades for Summer II

Fall 2017

Date	Day	Event
Aug. 14	Monday	Janmastami* (National Holiday)
Aug. 15	Tuesday	National Mourning Day (National Holiday)
Aug 16–18	Wednesday-Friday	All Faculty Return to Campus
Aug 20-24	Sunday-Thursday	All Faculty Mandatory Orientation Week
Aug. 23-26	Wednesday-Thursday	New Pre-AA, AA/ UG Student Orientation
Aug. 23	Wednesday	Parent Orientation Session
Aug. 27	Sunday	Fall Semester Begins
Aug. 27-Sept 5	Sunday-Tuesday <i>Every Tuesday</i>	Add/ Drop Period <i>CDIP Sessions (as advertised)</i>
Sept. 1-3	Friday-Sunday	Eid-UI-Azha* (National Holiday)
Sept. 30	Saturday	Durga Puja Dashami* (National Holiday)
Oct. 1	Sunday	Muharram* Ashura(National Holiday)
Oct. 5	Thursday	Academic Board Meeting
Oct. 12	Thursday	Last Day for Withdrawal of a Course with 'W' grade
Oct. 15-19	Sunday-Thursday	Fall Break
Oct. 22	Sunday	Classes Resume after Fall Break
Oct. 22-26	Sunday-Thursday	Assessment & Submission of Mid-Semester Grades
Nov. 9	Thursday	Submission of Spring 2018 Semester Course List
Nov. 19-23	Sunday-Thursday	Pre-Registration Advising
Nov. 26-30	Sunday-Thursday	Spring Semester Registration
Dec. 1 (National Holiday)	Friday	Eid-e-Milad-un-Nabi/Birth of the Prophet*
Dec. 10-14	Sunday-Thursday	Assessment Week
Dec. 14	Thursday	Fall Semester Ends
Dec. 16	Saturday	Victory Day (National Holiday)
Dec 17	Sunday	Winter Break (through Jan. 6, 2018)
Dec. 21	Thursday	Submission of Fall Semester Grades
Dec. 25-26	Sunday-Monday	Christmas & Boxing Day (Holiday)

Spring 2018

Date	Day	Event
Jan. 7	Sunday	Spring Semester Begins
Jan. 7-14	Sunday-Sunday	Add/ Drop Period
	<i>Every Tuesday</i>	<i>CDIP Sessions (as advertised)</i>
Feb. 2, 3, 9, 10	Friday-Saturday	AUW Annual Inter-House Sports Events 2018
Feb. 8	Thursday	Academic Board Meeting
Feb. 21	Wednesday	Mother Language Day (National Holiday)
Mar. 1	Thursday	Last Day for Withdrawal of a Course with 'W' grade
Mar. 1	Thursday	Submission of Summer 2018 Semester Course List
Mar. 4-8	Sunday-Thursday	Spring Break
Mar. 11	Sunday	Classes Resume After Spring Break
Mar. 11-15	Sunday-Thursday	Assessment & Submission of Mid-Semester Grades
Mar. 17	Saturday	Bangabandu's Birthday (National Holiday)
Mar. 18-22	Sunday-Thursday	Pre-Registration Advising
Mar. 23-24	Friday-Saturday	National Conference on Natural Sciences and Technology
Mar. 25-29	Sunday-Thursday	Summer Semester Registration
Mar. 26	Monday	Independence Day (National Holiday)
Mar. 29	Thursday	Submission of Summer Research Projects Applications
Apr. 1	Sunday	Easter Sunday (no classes)
Apr. 5	Thursday	Submission of Fall 2018 Semester Course List
Apr. 8-12	Sunday-Thursday	Pre-Registration Advising
Apr. 14	Saturday	Bengali New Year (National Holiday)
Apr. 15	Sunday	Shab-e-Meraz*
Apr. 16-19	Monday-Thursday	Fall Semester Registration
Apr. 22-26	Sunday-Thursday	Assessment Week
Apr. 26	Thursday	Spring Semester Ends
April 30	Monday	Buddha Purnima* (National Holiday)
May 1	Tuesday	Labor Day (National Holiday)
May 2	Wednesday	Shab-e-Barat* (National Holiday)
May 3	Thursday	Submission of Grades
May 6	Sunday	Academic Board Meeting
May 12	Saturday	Commencement Ceremony

Summer-I 2018

Date	Day	Event
May 13	Sunday	Summer I Semester Begins
May 13-15	Sunday -Tuesday	Add/ Drop period
June 10-14	Sunday-Thursday	Assessment Week
June 13	Wednesday	Shab-e-Qadr* (National Holiday)
June 14	Thursday	Summer I Semester Ends
June 16-18	Saturday-Monday	Eid-UI-Fitr* (National Holiday)
June 28	Thursday	Submission of Grades

Summer-II 2018

Date	Day	Event
July 1	Sunday	Summer II Semester Begins
July 1-3	Sunday -Tuesday	Add/ Drop period
July 29-Aug.2	Sunday-Thursday	Assessment Week
Aug 2	Thursday	Summer II Semester Ends
Aug. 5	Sunday	Submission of Grades

Note: (i) Holidays marked with an asterisk (*) may change depending on the appearance of the moon or some other reasons. (ii) No classes will be held on national holidays.

Academic Programs

The current academic structure of AUW comprises two non-degree preparatory programs, an Undergraduate Core Program (General Education Requirement), five Majors (primary fields of study) and a number of Minors (secondary fields of study). Students who complete the full requirements of the Core Program and their chosen Major qualify for a Bachelor of Arts or a Bachelor of Science. Full details of the academic programs are available further in the Academic Bulletin.

Non-Degree Programs

Pathways for Promise (Pre-Access) is an intensive English language training program launched in 2016, which prepares young women from socio-economically challenged backgrounds to enter the AUW Access Academy and thereafter the full undergraduate program.

Access Academy prepares students from diverse cultural and educational backgrounds for the rigorous, American-style undergraduate liberal arts curriculum at the Asian University for Women.

The majority of AUW students enter the University through the Pathways for Promise or through the Access Academy programs, both of which last for a full academic year.

Special Workshops and Training Programs are offered throughout the year for students, faculty and staff, to enhance their knowledge in a specific field or provide practical experience. AUW hosts multiple such events, including many visiting faculty from partner institutions across the world. AUW welcomes initiatives from its own faculty to organize co-curricular activities that enhance student learning, feature research projects and outcomes, and connect AUW with the wider academic community.

Degree Programs

AUW follows a US-style liberal arts education curriculum, including an Undergraduate Core Program (General Education Requirement) common to all students, selection of Majors, Minors and/or Free Elective Courses. The graduation requirement for a Bachelor's Degree is based on successful completion of 120 credits (generally based on 30 4-credit courses) taken over a period of three years.

Majors & Minors

The following Majors and Minors will be offered by AUW in AY 2017-2018:

Majors	Minors
B.S. in Bioinformatics [new]	Asian Studies
B.A. in Economics*	Biological Sciences
B.S. in Environmental Science*	Computer Science
B.A. in Politics, Philosophy and Economics	Development Studies
B.S. in Public Health*	Finance [new]
	Gender Studies
	Mathematics
	Psychology
* Also offered as Minors	

Academic Structure and Curriculum

Emulating a US-style liberal arts education model, AUW generally admits students into one of the two preparatory non-degree programs, depending on their background and academic attainment. Some students are admitted into Pathways for Promise (Pre-Access) Program for a year of intensive English language training, and progress to Access Academy upon successful completion. Other students, who pass the AUW admissions examination, are invited to Access Academy or for direct entry into the Undergraduate (UG) program. The majority of AUW students enter the University either through Pathways or through Access Academy, in a carefully designed progression path to prepare them for the rigors of undergraduate studies.

Year	Type	Program	Qualification
3	UG (40 credits)	Major / Minor / Free Electives (incl. Senior Thesis)	Bachelor's Degree (120 credits)
2	UG (40 credits)	Major / Minor / Free Electives (incl. Research Project)	-
1	UG (40 credits)	Core Program (General Education Requirement)	-
Entry	Non-degree	Access Academy	Certificate
Entry	Non-degree	Pathways for Promise (Pre-Access)	Certificate

The Asian University for Women aspires to deliver an integrated mission-driven curriculum that:

1. is enduring,
2. blends the best of western and Asian educational traditions,
3. speaks to and reflects the region,
4. provides students with an understanding of Asia and its challenges as well as an awareness of and experience with other regions/traditions through study and international experience,
5. develops critical thinking and reasoning skills,
6. develops exceptional writing and speaking skills,
7. encourages tolerance and an understanding of difference,
8. instills a strong commitment to public service,
9. prepares students to be confident and ethical leaders, and
10. prepares students for graduate study.

Upon entry in the Undergraduate Program, students are invited to select courses from among the main rubrics of the Core Program (General Education Requirement) which are common to all students and are designed to instil the characteristics above: Social Analysis (SOCA); Ethical Reasoning (ETHR); Literature, Civilization Studies and the Arts (LCSA); Natural Sciences (NSCI); Computer Science (CSCI); Mathematics (MATH); and the Writing Seminars (WSEM). Additional courses which students take may incorporate a Writing Intensive component, a Regional Challenges component, as well as topics specifically focused on Women Shaping Society and on Asia.

By the end of their first undergraduate year, students are invited to declare a Major field of study, which will equip them with the cognitive knowledge and competencies arising from the specific degree program. The option to select a Minor as a secondary field of study, or Free Elective courses, enables students to cross disciplinary boundaries to enhance their understanding of specific or global problems, in a regional context,

engage in interdisciplinary research projects and deepen their understanding of the challenges faced by the countries and communities they come from.

Benchmarked against the curriculum framework of some of the most prestigious liberal arts colleges in the world, this curriculum is designed and delivered by an international faculty who embrace the mission of AUW and contribute a significant effort to individual student advising and mentorship.

While many students choose to pursue graduate programs at home and abroad in a variety of fields, the curriculum also offers the graduates readiness for immediate employment, through integrated internships and practicum courses.

Pathways for Promise (Pre-Access)

Pathways for Promise is a non-degree program.

Mission

Pathways for Promise is a new initiative at the Asian University of Women, launched in 2016, which prepares young women from socio-economically challenged backgrounds to enter the AUW Access Academy and thereafter the full undergraduate program.

Program and Curriculum Overview

Pathways for Promise is an intensive one-year residential program tailored to the needs of a sector of students who, were it not for Pathways, would not have the opportunity to study a Liberal Arts undergraduate course and reap the numerous consequent benefits for both themselves and the communities they come from. A rigorous selection process ensures that the women entering Pathways show the potential for both academic excellence and future leadership. However, a low level of English language skills is an obstacle to both academic development and the global citizenship skills that AUW cultivates in our students.

Accordingly, a substantial focus of the Pathways Program is on developing the student's English language skills in an approach which equips the students with the linguistic and communicative competencies that allows them to become effective communicators in both the academic and social AUW communities.

The Pathways competency-based curriculum uses an approach in which language is seen as a medium of interaction and communication between people who want to achieve specific goals and purposes. Therefore, the ability to use language as a speaker, listener, reader and writer is critical in the goals of the Pathways curriculum. Interactive and receptive competencies feed into productive competency in which the student is able to produce coherent, appropriate and relevant messages in writing and speaking.

The English language skills developed within Pathways also embed critical thinking and reflective skills, meaning that students not only improve their English competencies, but are empowered to communicate in a manner which underscores the academic values of AUW. Another important sub aim of the curriculum goals are to develop team working and leadership skills. These behavioral competencies are achieved not only by core curriculum activities but also through extracurricular activities, such as project work and community service.

Enabling students to take responsibility for their own learning is also an integral aspect of the curriculum and students are given guidance in autonomous learning approaches through an introduction to study skills. The program also includes a quantitative reasoning component and awareness and practice of good physical health is achieved through Karate and Classical Dance courses.

These different strands of the program unite to provide a pathway of holistic development and preparation for the Access Academy.

Required Courses

Students enter the Pathways program at varying levels of English competency and are therefore provided

with three entry points.

English Reading and Writing Level 1, 2, 3

The English reading and writing courses provide an integrated and structured approach with increasing levels of difficulty through the three levels. The three levels are calibrated to the international descriptors of IELTS and Common European Framework. In reading and writing course 3, there is a more concentrated focus on English for Academic Purposes and students are able to use English for Academic purposes reading skills, such as inferring meaning from context and writing skills such as logically sequencing and organizing complex ideas into a discursive essay.

English Listening and Speaking Levels 1, 2, 3

The listening and speaking courses follow a similar format to the reading and writing courses using an approach in which the 3 levels all interlink in structured progression. General English foundation skills are acquired in levels 1 and 2 leading into a more focused English for Academic purposes at level 3 in which students acquire skills such as inferring speaker attitude in listening and using reflective and critical thinking skills in their spoken discourse.

IT

This course provides an opportunity for students to simultaneously improve their English skills whilst equipping them with the IT skills which will ensure they are able to utilize technologies for both Pathways self-study purposes and the demands of the Access Academy and AUW Undergraduate courses.

Mathematics

Pathways provides a course for upper level Pathways students in which there is a focus on large concepts and problem-solving skills and a foundation is built for further development in the Access Program quantitative reasoning program.

Karate / Classical Dance

These courses provide a program of physical development for students which enhances awareness of the benefits of exercise and provides an opportunity for undertaking exercise in a guided and disciplined environment.

Extensive Reading

This course utilizes the resources of the library, particularly graded readers, in which students read for pleasure outside of the classroom. In addition, students are guided to keep study journals, reflecting on and assessing their reading skills and recording vocabulary.

Assessment

Pathways assessment system consists of two integrated and standardized approaches:

Semester Assessment

Each semester students are evaluated are using the following criteria:

Mid Term and Final Achievement Tests (40%)

Two combined class and extra-curricular assessments per semester (60%)

Entrance into Access Academy - Overall Pathways Assessment

In order to enter the Access Academy, students need to pass an Admissions Test. An important aspect of the Pathways program is to measure student progress relative to the benchmark standard of a pass grade in the Admissions Test. We use internationally accredited language proficiency descriptors of the Common European Framework (CEF) and International English Language Testing System (IELTS) to measure and monitor Pathways student progress and ensure that our measures of language competency are internationally valid and reliable and aligning with the best international practice.

At milestone points in the Pathways learning cycle we administer tests which measure the student's proficiency relative to the Admissions Test. We do this by employing the same rubric and similar questions to those used in the Admissions Test.

The rubric of the Admissions Test is aligned with International English language Testing system rubric to ensure that our testing systems are robust, fair and accountable. We provide training to our teachers in using the rubric to ensure we are objective and using a standardized approach.

Access Academy

Access Academy is a non-degree program.

Mission

The Access Academy prepares students from diverse cultural and educational backgrounds for the rigorous, American-style undergraduate liberal arts curriculum at the Asian University for Women.

Program and Curriculum Overview

The Access Academy is an intensive one-year residential program that develops students academically, socially, and culturally. The main focus of the academic curriculum is to foster English communication skills, critical thinking, problem-solving, and strategies for life-long learning. The courses build students' skills in academic English reading, writing, listening, speaking, and cover content in world history and geography, mathematics, and computers, as well as physical education. Additionally, students are participate in community service and encouraged to enhance their education through extra-curricular clubs, events, and use of on campus resources such as the Library and the Writing Center. Through these comprehensive efforts, the Access Academy trains young women to be assertive, confident, and culturally sensitive critical thinkers, communicators, high-achieving undergraduate students, and citizens of a global community.

Successful completion of the Access Academy program leads to admission to the Asian University for Women undergraduate program.

Required Courses

[ENG0100] Writing Seminar: Language and Composition

This course builds skills in rhetoric and composition so students are able to express themselves in clear, confident academic writing. The first term emphasizes writing as a process, including invention, composition, revision, and editing/proofreading. Typically, the essays in this term include a personal narrative and an expository essay, which often serves as students' first exposure to theses-driven essays. The second term focuses on composing sound academic arguments and typically includes rhetorical analysis as well as an argumentative formal academic essay. While the course is primarily focused on developing critical thinking and composition skills (and not strictly on language acquisition), pedagogy and content are informed in part by ESL/EFL methodologies.

[ENG0200] Reading Across the Disciplines

This one-year course emphasizes reading and analysis of various genres of fiction, non-fiction, and academic texts. The over-arching goals focus on reading comprehension skills and strategies, expansion of academic vocabulary, exposure to a wide range of academic texts, and responding analytically to texts through writing and discussion. The first term emphasizes foundational skills in comprehension, vocabulary-building, analysis, and builds in-depth awareness of intellectual property and plagiarism. The second term focuses on the development of persuasive and independent argument in texts. Students are taught to analyze and evaluate the thesis and supporting claims of a text and to recognize fallacies in arguments.

[CIV0100] World Civilizations and Geography

This course is an introduction to the study of World History, including language, religion, politics, the arts, current events, sociology, and gender. Students learn skills to interpret the ways major turning points of human history have shaped our modern world and have created group and individual identities. The skills emphasized include ability to comprehend academic lectures and to deliver polished oral presentations. Themes include: 1) introducing a survey of human societies from pre-history to modern day, 2) raising student awareness of our increasingly globalized world, while maintaining a regionally specific focus, 3) analyzing the implications of current events and their historical backgrounds, 4) comparing similarities and respecting differences across world cultures, and 5) learning to identify broad historical themes and patterns.

[COMP0100] Introduction to Computer Literacy

This one-semester course is designed to teach students the necessary skills needed to operate a Windows-based computer in an academic and professional setting. The course develops students' abilities in typing, using applications such as Microsoft Word, Excel, and PowerPoint, navigating the web and e-mail systems, managing data, and understanding issues of online privacy and security. An important component of this course within this context of university preparation is building students' skills in computer-based academic research.

[MATH0100] Pre-calculus, or [MATH1000] Calculus I

Pre-calculus: remedial mathematics instruction included in the course when necessary
Calculus I: for undergraduate-level credit

Access Academy students with diverse math backgrounds are enrolled in the Pre-Calculus class in order to gain broad familiarity with mathematical thinking and, in some cases, prepare for the undergraduate-level Calculus course. The Pre-Calculus course focuses on large concepts and problem-solving skills, encouraging students to explore real-life applications of mathematical formulas. Students who achieve exceptional scores on their mathematics entrance exam may enroll in Calculus I for undergraduate credit.

[SCI0100]

Integrated Quantitative Science (introduced in AY2017-2018)

The goal of this course is to encourage and motivate students to think and approach problems in a systematic, quantitative, and integrated manner. An interdisciplinary course involving materials from Biology, Chemistry, Physics, Computer Science, Environmental Science, Public Health, and Mathematics, the course will be taught in an integrated fashion so that links between concepts are readily apparent. Students will be stimulated to think beyond traditional science methodology: various questions in science will be approached by understanding the basic concepts in the usage of tools and techniques from multiple fields. A good example of such approach is the human genome project, which is a 20 year effort to determine the whole sequence of roughly three billion DNA bases, identify all human genes, and make them accessible to the public for further biological study. While this project is basically a biological question, the tools and techniques used were developed by chemists, physicists, computer scientists, mathematicians, and engineers as well as biologists. Quantitative analysis of scientific data will be emphasized, with a focus on

innovative and inter-disciplinary ways to direct creative, analytical, and active thinking which is essential in the modern science and technology era.

[SEM0200-1] Leadership Seminar

This one-semester course is designed to introduce Access Academy students to qualities of effective leadership and to promote active citizenship at AUW and in the community at-large. Students will explore themes of social justice, including race and gender, cross-cultural communication, and activism while gaining practical professional skills such as public speaking and working in teams. The course aims to foster an entrepreneurial mindset that trains students to critically analyze issues in their communities and to seek creative solutions.

[GYM0100] Karate

This full year course in physical education equips students with an understanding of the crucial benefits of regular exercise, as well as the confidence in the ability to defend themselves through Karate techniques. Students have the opportunity to progress from white belt level to higher skill levels through regular testing.

Promotion Requirements to UG Program

Each student who enters the Asian University for Women has undergone a rigorous admission process to be selected for either the undergraduate program, or for the Access Academy, with the expectation that she will be prepared after one year to matriculate in the university.

Ideally, all students of Access Academy will be promoted to the first year undergraduate level after completing the preparatory program. However, to ensure that a student is adequately prepared for success in the undergraduate program, we set forth standard minimum criteria for promotion. If, according to these standards, a student successfully completes Access Academy, she will be promoted to the undergraduate program. If a student achieves a cumulative grade point average of 2.0, she is determined to have successfully completed Access Academy and may move on to the undergraduate program. Students who achieve a CGPA of between 1.8 and 2.0 may be provisionally promoted to the undergraduate program at the discretion of the Access Academy faculty and Director.

Promotion Ceremony

At the end of the academic year, each student receives a Certificate of Completion. The certificates are distributed during a promotion ceremony at the end of May, and students have access to their Access Academy academic records from the Academic Registrar's office upon returning to campus for fall semester.

The Undergraduate Program

Graduation Requirements

Graduation Requirements for students entering the undergraduate program in 2015 or later

Core Curriculum	12 courses	48 credit hours
Major Concentration	10-16 courses	40-64 credit hours
Free Electives and/or Minor	2-8 courses (minors 5 or 6 courses)	12-32 credit hours
Total	30 courses	120 credit hours

Graduation Requirements for students entering the undergraduate program from 2012 to 2014

Core Curriculum	12 courses	48 credit hours
Major Concentration	10-16 courses	40-64 credit hours
Free Electives and/or Minor	4-10 courses (minors 5 or 6 courses)	16-40 credit hours
Total	32 courses	128 credit hours

All undergraduate students are required to successfully complete three semesters of physical education in order to graduate.

Each student may only take four courses each term during the first year. Students with a cumulative GPA of 3.00 or higher may take five courses in the subsequent semester.

The Core Program (General Education Requirement)

12 courses; 48 credit hours

The core program aims to introduce students to the important modes of thought and reasoning, and includes courses in social analysis, ethical reasoning, literature, civilization studies, the arts, science, and mathematics.

Core Area	# of Courses	Year
Social Analysis	1	UG1
Ethical Reasoning	1	UG1
Social Analysis or Ethical Reasoning	1	UG1 or 2
Literature, Civilization Studies, & the Arts	3	UG1 and 2
Natural Science	1	UG1
Computer Science	1	UG 1 or 2
Mathematics	1	UG1
Natural Science or Mathematics	1	UG1 or 2
Writing Seminars	2	UG1

Students are encouraged to take the majority of the core courses during the first UG year, including the summer semesters. While Mathematics and the Writing Seminars are offered only during the 16-week Fall and Spring Semesters, all other courses are offered across all semesters, including the summer. The names and descriptions of courses in each category are given in the course descriptions section of this Bulletin.

Selecting the most optimal course combination is essential for students to cover the required rubrics and progress to their Major and Minor (or Free Electives) field of study. Some core courses are a pre-requisite requirement, or can be combined with the requirement of the Major or Minor.

The University provides each student with a sample Degree Plan to enable them to visualize the course sequence, possible options and the most time-efficient manner of compiling their Individual Study Plan.

All students will be assigned an Academic Advisor from among the undergraduate faculty with whom they can develop their Individual Study Plan. This Plan is a mandatory requirement for all students entering the undergraduate program.

Science Majors

Bioinformatics (introduced in Fall 2017)

Mission Statement

The mission of the Bioinformatics Program is to train and empower students to gain fundamental knowledge in the interdisciplinary field of computer science, statistics, mathematics, chemistry, public health and environmental science, which is required to design and implement novel methods and tools to provide a better understanding of biological systems.

Program Objectives

Bioinformatics, a highly interdisciplinary field, has evolved as a powerful modern science. Bioinformatics will serve as a good substitute for all the natural science majors as it is very interdisciplinary (Biology, Chemistry, Computer Science, and Physics). Bioinformatics requirements will offer students the breadth of various AUW core courses and the depth in the area of specific Bioinformatics field enabling students to communicate across the disciplines, to think critically, analytically and creatively, and to solve relevant problems in the field. There is great demand for undergraduate and graduate-level trained bioinformaticists both in the industry and in the academia. Therefore, Bioinformatics major at AUW fits well within the AUW Curriculum and existing programs to fulfill the goal of a liberal arts and science institution as mentioned in AUW's Charter and mission statement.

Learning Outcomes

Upon completion of the major the students will be able to:

- Gain basic interdisciplinary knowledge in various fields of science in particular biological systems.
- Develop and implement computer programs that will enable efficient access to, use and management of, various types of life science data. Programming (python) knowledge will assist the students modeling real world biological data with the consideration of constraints which would significantly improve students' computational techniques.
- Solve formal and practical problems arising from management and analysis of biological data.
- Acquire a comprehensive picture of how normal cellular activities are altered in different disease states.
- Understand the organizational principles within nucleic acid and protein sequences.
- Use of existing bioinformatics tools and databases to carry out sequence alignment, gene finding, genome assembly, drug design, drug discovery, protein structure alignment, protein structure prediction, prediction of gene expression and protein-protein interactions, genome-wide association studies, modeling of evolution and cell division/mitosis.

Career Opportunities

There are various types of career opportunities for Bioinformatics graduates, such as Scientific Curator, Sequence Analyst, Gene Analyst, Protein Analyst, DNA Chips data Analyst, Phylogenitist, Research Scientist, Database Programmer, Bioinformatics Software Developer, Computational Biologist, System

Biologist, Network Administrator / Analyst, Structural Analyst, Molecular Modeler, Bio-statistician, Bio-mechanics, Database programmer, Cheminformatician, Pharmacogenetician, Pharmacogenomics etc.

In addition to gaining admission into graduate school in Bioinformatics, Computational Biology, Genomics, Metagenomics, Proteomics, students can get job opportunities in all sectors of biotechnology, pharmaceutical and biomedical sciences, in research institutions, hospitals and industry. Some of the specific career areas that fall within the scope of bioinformatics include Sequence assembly, Database design and maintenance, Sequence analysis, etc.

Major Requirements

The requirements for the Bioinformatics Major include 16 courses from all the science majors available at AUW, with 3 of these courses counting toward the Core Program, thus the final requirements for the major are 13 courses. The requirements include:

Major Courses: (13)

Science and Mathematics required (6 courses, 3 of which count as core courses)

Biology I

Calculus I

Chemistry I

Organic Chemistry

Introduction to Programming

Probability and Statistics

Bioinformatics Concentrated Courses (7 courses)

Introduction to Bioinformatics

Advanced Bioinformatics with Programming

Genetics and Genomics

Cell and Molecular Biology

Biochemistry

Database Management System

Senior Thesis in Bioinformatics

Science Electives (3 courses chosen with consent of adviser)

Forensic Science

Nutrition

Environmental Microbiology

Human Form and Function

Research Methodology

Epidemiology

Ecology

Physics I

Biostatistics

Environmental Health

GIS & Remote Sensing

Discrete Mathematics

Advanced Programming

Ethics in Research

Other courses must be approved by the Bioinformatics faculty adviser.

The minimum passing grade for courses to fulfill the Major requirement is C-. Courses for the major cannot be taken pass /fail.

Timeline for taking major courses:

UG1: Biology I, Chemistry I, Calculus I, Probability and Statistics

UG2: Organic Chemistry, Introduction to Bioinformatics, Introduction to Programming, Cell and Molecular Biology, Ethics in Science

UG3: Genetics and Genomics, Biochemistry, Data Management, Advanced Bioinformatics with Programming, Senior Thesis, and 3 Electives

To review course descriptions, please go to the Course Listings section further in this Bulletin.

Environmental Sciences (Major and Minor)

Mission Statement

The Environmental Sciences (ES) undergraduate degree at AUW provides a broad based curriculum with a strong emphasis on basic science to understand the physical, chemical and biological systems of nature. This program within the liberal education framework provides the foundation for recognizing, assessing, and solving environmental problems at the local, regional, and global scale in a sustainable way. Graduate with this interdisciplinary background gain the means to become informed, responsible, active citizens, and leader.

Learning Objectives

Environmental Sciences deals with diverse issues arising from the impact of human activities on natural systems. To address these problems, students are trained to apply acquired knowledge, tools and techniques from a variety of disciplines, such as biology, ecology, chemistry, toxicology, geology, hydrology, atmospheric science, engineering, statistics, and management. Overall, students completing this program will be able to:

- Develop a broad, interdisciplinary framework for approaching complex, interconnected environmental problems we are facing;
- Develop strong analytic and quantitative skills needed to identify, design & conduct experiment, analyze and interpret data, and reach independent conclusions;
- Develop a rigorous scientific base across multiple disciplines (social, biological, and physical sciences) but with a strong concentration in one area so as to develop depth of expertise in that field;
- Communicate their findings to the scientific community, government agencies, non-government environmental organizations, and the public effectively (orally, in writing, and through electronic media) Understand professional ethical responsibilities, contemporary environmental science issues and the impact of environmental science in a global, regional and societal context;
- Understand the need, and have the ability, to engage in lifelong learning and function effectively as a leader in the environmental field.

Major Course Requirements (16 courses)

Math and Science required (8 courses, 3 of which count towards the core)

General Biology I and II
Chemistry I and II
Physics I and II
Calculus I
Probability and Statistics or upper level math course

Environmental Sciences Required Courses (4 courses)

Ecology
Geology

Environmental Microbiology
Environmental Chemistry and Toxicology

Environmental Engineering/Other Required Courses (2 courses)

Hydrology or Water Management
Energy and Environment

Environmental Science Electives (2 courses chosen from the following)

Waste Management
Environmental Hydraulics
Natural Disasters
Oceanic and Atmospheric Science
Global Climate Change
Other course approved by Environmental Science faculty adviser
Senior Undergraduate Research (equivalent to 1 or 2 course)

The minimum passing grade for courses to full fill major requirement is C-. Courses for the major cannot be taken pass /fail.

Note:

- It is recommended that students take 'Environmental Challenges in Asia' as a core course (regional challenge course) as part of the core curriculum.
- Students who want to pursue a graduate program in **Natural Resource Management** or other related program can take 'Introduction to Environmental Science', 'Water Management' or other related course as electives approved by Environmental Science faculty adviser.
- Students who want to pursue **Environmental Protection and Conservation** or related program can take 'Development Studies', 'Environmental Economics', 'Sociology' or other related course as electives approved by Environmental Science faculty adviser.
- Students who want to pursue **Environmental Engineering** are advised to take Calculus II, Linear Algebra, Differential Equations and/or Numerical Methods and Computer Programming as electives.

Minor Course Requirements (6 courses)

- Required from core (any two from following): General Biology I, Calculus I, General Chemistry I, Physics I
- Any one from the following: Regional Challenges in Asia (RCHA 2000), Energy and Environment (ES 2001), Water Management (ES 3008)
- Any three courses (3000 or above levels) from the following: Geology (ES 3002), Ecology (ES 3003), Environmental Chemistry and Toxicology (ES 4001), Environmental Microbiology (ES 4002), Environmental Hydraulics (ES 4003), Global Climate Change (ES 4004), Natural Disasters (ES 4005) or other course with the approval of the minor point person

To review course descriptions, please go to the Course Listings section further in this Bulletin.

Public Health (Major and Minor)

Mission Statement

In line with the objective of developing women leaders in Asia, our mission is to train ethical public health leaders who can sustainably address and improve regional public health challenges and strive to eliminate health disparities across Asia.

Learning Objectives

- Identify contemporary public health challenges and effective interventions through appropriate literature review and creative thinking;
- Discover, plan, develop, test and disseminate evidence-based sustainable interventions to regional health problems in ways that promote equity;
- Utilize sound methodology to design studies, develop valid instruments, collect valid and reliable data, and analyze collected data;
- Develop and present demographic, statistical, programmatic and scientific information for professional and lay audiences that aims to influence others within the public health sector or government;
- Identify and use individual, team and organizational learning opportunities for personal, professional and organizational development.

Major Requirements

Core Courses required for Public Health

Probability and Statistics
Biology I
Chemistry I
Introduction to Public Health
Global Health Challenge
Psychology, Political Science, Sociology

Course distribution for students with Public health Major: 13 courses

Quantitative and Data Analysis courses: (Take both = 2)
Principles of Biostatistics& SPSS Lab
Advanced Biostatistics& STATA Data Analysis Lab

Core Public Health courses: (Take 5= 5)

Introductory Epidemiology
Research Methods in Public Health
Maternal, Child Health, and Nutrition
Chronic Diseases Epidemiology
Ethical & Policy Issues in Public Health
Implementation and Evaluation of Global Health Research

Biomedical track courses: (take 3 = 3)

Biology II (Required)
Infection and Immunity
Infectious and Tropical Diseases Epidemiology
Genes and Genomes
Human Form and Function
Bioinformatics
One Health in Public Health
Environmental Microbiology

Social and Behavioral Sciences track: (take 3 = 3)

Developmental studies
Economics(2000 level or higher)
Psychology, Political Science, Sociology (3000 level or higher)
Qualitative Research Methods in Social and Behavioral Science

Cross cutting courses: (take 1 = 1)

Health Economics
Environmental Health

Senior Seminar Thesis I and II (take both = 2)

Course distribution for students with Public Health minor: 6 courses

Required Courses:

Public Health Courses (4)

Introductory to Public Health/Global Health Challenges
Maternal, Child Health and Nutrition
Principles of Biostatistics
Introduction to Epidemiology

Additional courses (2)

Non-science Major: General Biology I and II, General Chemistry I and II, Anatomy and Physiology I and II, Human Form and Function, Climate Change, Cell and Molecular Biology, Genes and Genomes etc.

Science Major: Psychology, Economics, Development Studies, Sociology, Anthropology, Ethical & Policy Issues in Public Health

National and International Experience Recommended:

Summer International Internship
Summer National Internship
Summer Undergraduate Research experience
Summer Study Abroad Programs

The minimum passing grade for courses to full fill major requirement is C-. Courses for the major cannot be taken pass /fail.

Note:

1. This major prepares students for graduate programs in **public health, medicine or management** (management in health organizations). It is recommended that students take Public Health Challenges in Asia as their regional challenge course as part of their core curriculum requirements.
2. Students who want to pursue a graduate program in **management** may need to take Linear Algebra and Probability and Statistics as additional math electives.
3. Courses offered may change with student interest and faculty availability.

To review course descriptions, please go to the Course Listings section further in this Bulletin.

Social Sciences Majors

Economics

(Major and Minor)

Mission Statement

The primary objective of the Economics major is to provide undergraduate liberal arts students with a rigorous, in-depth, broad, and critical program in theoretical and empirical economics. Our curriculum provides a solid grounding in neoclassical theory, statistical and econometric methods, and their applications in the various fields of economics. This education at AUW would help students think critically about the economic issues they confront in their everyday lives. It would foster the development of necessary skills that enable our diverse student body to actively engage in a gamut of policy issues in local, national, and global communities; and compare and contrast alternative methodologies in assessing the broader social and political consequences of various economic doctrines.

Learning Outcomes

The core program goal is to ensure our students possess a basic knowledge of microeconomics concepts such as supply and demand, consumer decision making, elasticity, costs, market structure, and labor markets; and a basic knowledge of macroeconomics concepts including national income accounting, inflation, unemployment, and monetary and fiscal policy.

Other important learning goals are:

- To apply general concepts learned from economic theory and methods, to particular fields of economics.
- To analyze and explain current economic events in the local and global communities under the framework of economic theory.
- To demonstrate an ability to generate and interpret descriptive statistics.
- To articulate an economic hypotheses and interpret econometric tests of the hypothesis and explain the results and policy implications.
- To explain and evaluate the relevant benefits and costs that needs to be considered when comparing decision options and policy choices.
- To effectively communicate, in oral and written form, basic economic concepts, analytical methods, and policy choices.

Economics Major Requirements (10 courses)

Students should take the following courses, preferably in the first two years. These courses can be counted as part of their Core Curriculum:

1. Calculus I
Calculus I is a pre-requisite for all the economics courses. Students must receive a grade of C- or higher in Calculus I to declare Economics as their major.
2. Probability & Statistics
Probability and Statistics is a pre-requisite for Econometrics.
3. Principles of Microeconomics is a prerequisite for all other economics courses.
4. Principles of Macroeconomics is a prerequisite for Intermediate Macroeconomics and Econometrics.

Students must receive a grade of C- or higher in any course that will count toward the major.

All economics majors are required to successfully complete the following five courses:

1. Principles of Microeconomics
2. Principles of Macroeconomics
3. Intermediate Microeconomics
4. Intermediate Macroeconomics
5. Introduction to Econometrics

They also need to complete five elective courses from the following:

1. Introduction to Game Theory
2. Development Economics
3. Labor Economics
4. Public Finance
5. History of Economics Thoughts
6. Time Series Econometrics
7. Managerial Economics
8. Economics of Inequality
9. Growth and Development
10. International Trade
11. Environmental Economics
12. Industrial Organization
13. Monetary Economics
14. Financial Economics
15. Advanced Micro-Econometrics
16. Banking and Finance
17. Accounting
18. Any other 3000+ level course approved by adviser
19. Research Methodology/Senior Integrative Exercise/ Senior Research Seminar.

Minor Requirement (5 Courses)

- Students should take Calculus I, preferably in the first two years. This course can be counted as part of their Core Curriculum.
- Calculus I is a pre-requisite for all the economics courses. Students must receive a grade of C- or higher in Calculus I to declare Economics as their minor.
- Principles of Microeconomics is a prerequisite for all other economics courses.
- Principles of Macroeconomics is a prerequisite for Intermediate Macroeconomics.
- Students must receive a grade of C- or higher in any course that will count toward the minor.

All students interested in a minor in economics are required to successfully complete the following courses:

- Principles of Microeconomics
- Principles of Macroeconomics
- Intermediate Microeconomics (3000 level)
- Intermediate Macroeconomics (3000 level)

They also need an elective course at 3000 level from the above mentioned elective course list for the major.

To review course descriptions, please go to the Course Listings section further in this Bulletin.

Politics, Philosophy and Economics

Mission Statement

The complex challenges of the 21st century require individuals who are able to think through multiple perspectives, have reasoning abilities that transcend disciplinary boundaries, work with people from different professional backgrounds, and adjust quickly to rapidly changing environments. As Albert Einstein wrote, “The value of a liberal arts education is not the learning of facts but the training of the mind to think something that cannot be learned from textbooks”. By fostering a rigorous understanding of politics, philosophy and economics—three key disciplines in the social sciences—the PPE program aims to produce critical and principled thinkers who are also effective global citizens. The interdisciplinary nature of the program prepares our students for these skills, allowing them to be innovative in their attitudes to problem-solving as well as competitive in the job market. PPE graduates stand out because they are able to work in multiple fields and are not limited to specific job sectors; they bring breadth of knowledge along with strong communication, problem-solving, teamwork and management skills.

Learning Outcomes

The PPE major at AUW aims to develop graduates who will be able to:

- Thoroughly understand the disciplines of politics, philosophy, and economics.
- Connect ideas, theories, and practical applications from the fields of this interdisciplinary major.
- Demonstrates sophisticated critical thinking skills.
- Understand the ethical implications of individual and collective action.
- Demonstrate excellent skills in speaking, researching, reading, and writing.

Major Requirements (12 courses)

Students will be required to take 6 compulsory courses as follows:

1. Foundations in Philosophy
2. Foundations in Political Science
3. Principles of Microeconomics
4. Principles of Macroeconomics
5. Probability and Statistics
6. Research Methods

Students will then take the 6 remaining courses by choosing a minimum of 2 courses from each of these themes:

1. Freedoms, Governance and Power (e.g. PPE3011 Civil Wars; PPE/PSYC3300 Leadership, Politics, Psychology); *and*
2. Justice, Responsibility and Welfare (e.g. PPE/ECON 3015 Climate Change Leadership: Power and Politics ; PPE 3015 Global Ethics and Human Rights)

Examples of Optional Courses:

- PPE3015 Climate Change Leadership: Power and Politics
- PPE3009 Conflict Management & Post-war Development
- PPE4213 Social Entrepreneurship
- PPE3110 Microeconomics of Development

- PPE3650 Theories and Practices of Development
- PPE3007 Distributive Justice
- PPE3208 Political Psychology
- PPE2600 Introduction to Development Studies
- PPE3012 Political Violence
- PPE3014 Global Mental Health
- PPE3017 Global Ethics and Human Rights
- PPE3212 Ethics and Policy in Health Care Issues
- PPE4102 Economics of Money, Banking and Financial Markets
- PPE4702 Cities and Development II
- PPE3011 Civil Wars
- PPE3105 Introduction to International Relations
- PPE3206 Political Identities in Asia
- PPE3003 Comparative Politics of Religion and Secularism
- PPE3008 The UN Security Council and War
- PPE3106 Introduction to Comparative Politics
- PPE3218 Democratic Theory
- PPE3300 Leadership, Politics and Psychology
- PPE3500 Political Economy
- PPE3704 Globalization and Development
- PPE4103 Diplomacy and Statecraft
- PPE4300 International Leadership
- PPE4310 Multilateral Diplomacy: Politics, Power and Persuasion

Professional Opportunities

The interdisciplinary nature of the PPE program means that professional possibilities for PPE students are plentiful. A considerable number of our PPE students go into graduate school, because more and more graduate programs are offering interdisciplinary courses that value students with interdisciplinary backgrounds, and many professional graduate programs tend to be interdisciplinary in nature. Banking, NGOs, the private sector, diplomacy, and international organizations (such as the UN) are other areas where AUW graduates with a PPE major have found a position.

To review course descriptions, please go to the Course Listings section further in this Bulletin.

Minors

Asian Studies

(*Available as a Major to students graduating up to 2018)

Mission Statement

The Asian Studies program at the Asian University for Women trains students to understand and engage in an interconnected world. With foundational and specialized courses in a range of fields, including history, religion, philosophy, literature, anthropology, sociology, politics and international relations, development studies, and language studies, it gives students the knowledge and skills needed to work across disciplines, to tackle issues in the region, and to think contextually and creatively about local, regional, and global transformations.

Asian Studies is innovative and interdisciplinary. While building from the diverse backgrounds and interests of its faculty and students, it invites students to question the implications of taking Asia as a bounded geographic space or field of study. In doing so, the program reflects AUW's focus on promoting women's leadership and confronting regional challenges. Students pursuing Asian Studies major will be equipped to work in a truly global environment.

The program provides students with the theoretical and methodological tools needed to pursue research and study in innovative and interdisciplinary ways. Its coursework provides a framework for developing critical questioning and reasoning skills, as well as capacities in communication, problem solving, and creative thinking. This integrated learning environment also includes regional language study and courses with both regional and extra-regional foci.

Learning Outcomes

- Development of leadership qualities such as self-awareness and reflexivity, communication, creativity, independent thinking, and problem solving.
- Graduates who will be able to:
 - i. Approach contemporary issues, challenges and developments through an interdisciplinary and creative manner.
 - ii. Demonstrate excellent skills in speaking, close reading, critical thinking, and careful writing.
 - iii. Identify key critical questions and engage in thoughtful debate about texts from a variety of historical and cultural backgrounds both in Asia and in the global context.
 - iv. Connect ideas, theories, and practical applications from a variety of fields in this interdisciplinary major (anthropology, art history, cultural studies, development studies, language, literature, philosophy, politics, religion, and sociology).
 - v. Integrate insights and understandings from courses to critically reflect on, and make sense of, the ways broader processes, events and moments at global, regional, national and local levels impact on their own lives.

*Asian Studies Major Requirements (12 courses)

Courses should be taken from at least 3 categories (see categories below). Concentrations listed in previous

bulletins will be fully incorporated into the categories listed below. New Categories:

- Asian Histories: Global and Local.
- Asian Literatures, Cultures, and the Arts.
- Asian Religions and Philosophies.
- Asian Politics, International Relations, and Development Studies.
- Media Studies and Communication in Asia.
- Asian Languages.

The minimum passing grade for courses to full fill major requirement is C-. Courses for the major cannot be taken pass /fail.

Minor Requirements (5 courses)

- At least 3 of the courses must be at the 3000- Level or above.
- The courses must be from at least 3 of the categories listed above for the major
- For courses that are cross-listed with other majors and Asian Studies, students will receive credit for only one of the cross-listed majors and not all of them. For example, if a course is cross-listed as ASIA/PPE and the student is a PPE major doing an AS minor, the student can get credit for this course either for PPE or ASIA but not both.

Biological Sciences

(*Available as a Major to students graduating up to 2018)

Mission Statement

To provide the highest quality education and experience in the biological sciences within the context of a liberal arts education. We prepare students to understand biological issues, be competent in basic methods and techniques of the discipline, and to be accomplished critical thinkers. Our graduates will be prepared to pursue careers in the life sciences and will contribute to the growing scientific capacity in Asia.

Learning Objectives

- Apply knowledge of basic facts and theories in biological and related sciences.
- Interpret scientific knowledge critically and relate it to other subject areas in the liberal arts.
- Communicate their understanding, both in written and verbal form, to others within and outside the discipline.
- Collaborate effectively in interdisciplinary experimental projects
- Add to the body of biological knowledge through research.
- Conduct ethical science.
- Meet regional and global challenges in the field of biological sciences.

*Major Requirements (13 courses)

Science and Mathematics required (8 courses, 3 of which count as core courses)

- Biology I and II
- Calculus I
- Chemistry I and II
- Organic Chemistry
- Physics I
- Probability and Statistics

Biological Science (6 courses chosen from)

- Anatomy and Physiology I & II OR Human Form and Function
- Biochemistry
- Genetics and Genomics
- Cell and Molecular Biology
- Environmental Microbiology
- Biostatistics
- Ecology

Science Electives (2 courses chosen with consent of adviser)

- Epidemiology
- Energy and the Environment
- Environmental Chemistry and Toxicology
- One Health
- Ethics and Policy in Health Care Issues
- Senior Thesis

Minor requirements (6 courses)

- General Biology I, General Biology II, General Chemistry I
- Three 3000 level, four credit point courses, such as Cell and Molecular Biology, Ecology, Genes and Genomics, Human Anatomy and Physiology I, Human Anatomy and Physiology II, Human Form and Function or Environmental Microbiology. 3000 level courses cannot be counted as both major and minor requirements.

The minimum passing grade for courses to full fill major/minor requirement is C-. Courses for the major cannot be taken pass /fail.

Computer Science / Information & Communication Technology

(*Available as a Major to students graduating up to 2018)

Mission Statement

Computer Science (CS)/Information and Communication Technology (ICT) at AUW aims to educate students who aspire to engage in careers in various domains of CS/ICT Industry and Development Sectors. This program leverages technical ingenuity together with social insights across the discipline in order to address challenges in areas such as health, microfinance, entrepreneurship, governance, education, and civic activism. Our program envisions the students to work in multi-disciplinary teams to design, develop, and implement CS/ICT infused services/applications that are technically appropriate and socially viable in the global context, so as to enable true and sustainable adoption for the next billion users worldwide.

Learning Objectives

Upon completion of the major the students will be able to:

- Acquire knowledge in technical areas relevant to CS/ICT and be able to use techniques, skills and computing tools necessary to address real life challenges.
- Develop understanding of, and to solve analytical problems in one or more specializations of CS/ ICT.
- Perform system level design by the process of modeling, analysis, synthesis and integration of knowledge within CS/ICT.
- Demonstrate a sense of societal and ethical responsibility in all professional endeavours.
- Exhibit strong communication skills and to function effectively as a team player.

***CS-ICT Major Requirements (13 courses)**

Mathematics and Science Requirements (6 courses, 3 of which count to the core)

- Calculus I
- Calculus II
- Physics I
- Linear (Advanced)Algebra
- Probability and Statistics
- Discrete Mathematics

CS/ICT Required Course (10 courses)

- Global Information Society
- Introduction to Computing and Programming
- Object Oriented Programming
- Data Structures and Algorithms
- Database Management Systems and Web Application Design
- Data Communications and Computer Networks
- Computer Architecture and Operating Systems
- Internet and Mobile Technologies and Applications
- Information Systems and Software Engineering
- Senior Thesis

Regional Challenges (CS/ICT students are strongly recommended to take this course to fulfill the core RCHA requirement): ICT for Development: What, Why, and How?

CS Minor Requirements (5 courses)

- Introduction to Computing and Programming (CSCI 2000)
- Data Structures and Algorithms (CSCI 3002)
- Database Management Systems and Web Application Design(CSCI 3303)
- Computer Communications Network (CSCI 3000)
- Internet and Mobile technologies and applications (CSCI 4001)

ICT Minor Requirements (5 courses)

- Introduction to Computing and Programming (CSCI 2000)
- ICT for Development: What, Why, and How(RCHA 2001)
- Global Information Society (CSCI 1100)
- Computer Communications Networks (CSCI 3000)
- Internet and Mobile technologies and applications (CSCI 4001)

The minimum passing grade for courses to full fill major/minor requirement is C-. Courses for the major cannot be taken pass /fail.

Development Studies

Mission

What is development? How has it been practiced, understood and theorized? In Development Studies, students are invited to explore the process, structure and institution of development through a diversity and plurality of perspectives, approaches and models. Recognizing the complexity of issues, Development Studies requires its students to take interdisciplinary courses that encompass, among others, ethical, political, socioeconomic, cultural and historical issues, dimensions and perspectives. Central issues explored in Development Studies will be poverty and urban challenges in the first urban century, while also recognizing the continuing importance of rural and regional development.

Objectives

- Understand the central paradigms and key concepts in development discourses, theories and practices.
- Acquire the skills of conducting critical, nuanced and constructive analysis, integrative and interdisciplinary thinking.
- Locate development as societal change (from socioeconomic to spatial, political and cultural), as well as the process of trying to direct that change. Therefore, students in Development Studies will understand how development theories and practices have interacted with planning theories and practices in shaping one another.
- Identify and analyze the roles and responsibilities of the different actors and stakeholders in the development project and processes.
- Identify and examine the ethical challenges and dilemmas in development planning and action, including financing development and development aid.
- Analyze the political dynamics, dimensions and debates in development paradigms, practices and processes.

Requirements and Guidelines

- Students have to complete **20 credits (the equivalent of 5 courses)** in Development Studies.
- There are two mandatory courses: **DEV/SOCA2600 Introduction to Development Studies** and **DEV/PPE3650 Theories and Practices of Development. Completing DEV/SOCA2600 course is a prerequisite for enrolling DEV/PPE 3650.**
- A maximum of one (1) course can be of lower level than 3000, in addition to DEV/SOCA2600.
- A maximum of two (2) courses can count both towards the core and towards the minor (e.g. Regional Challenges).
- A minimum of three (3) courses must be of 3000 level or higher, including DEV/PPE3650.
- The students must have a minimum grade of C- in a course for it to count towards the minor.
- The 3000 level (or higher) courses **must be exclusive to the minor and cannot be counted** towards another major.
- Apart from the mandatory courses, the DS Minor coordinator/advisor will confirm the list of optional courses (including course levels) that can be counted towards DS minor before starting of each academic semester.

Economics

(Please refer to Social Sciences Majors)

Environmental Sciences

(Please refer to Science Majors)

Finance

(introduced in Fall 2017)

Knowledge in finance is relevant for all industry, macroeconomics policy makers, as well as managing personal finances. Financial literacy is an important skill – from enabling individuals to conduct their own affairs in a responsible manner, gain access to the services of financial institutions and understand the products they offer, to running a small or medium enterprise (SME) or working in larger corporations or with investors.

Entrepreneurship is often considered as one of the best mechanisms for development. Eminent economist Schumpeter's concept of "Creative Destruction" underlines the role of entrepreneurship for the development of an economy. Developing countries in Asia and the rest of the world promote entrepreneurial activities to achieve development goals. Entrepreneurs are viewed as leaders who can think critically, solve problems, look for opportunities to found new ventures, and thus build a prosperous future through innovative ideas. Entrepreneurship is not mere a skill. It is the capability to see the planet as it could be and convince others to help make it happen.

A solid understanding of the fundamentals of finance, management and entrepreneurial techniques has become essential components of any education program seeking to prepare graduates for the real work environment.

Mission

Aligned to the mission of the University to graduate women who will be skilled and innovative professionals, service-oriented leaders in the businesses and communities in which they will work and live, financial literacy is an essential skill for AUW students who aspire to be well-rounded world citizens and entrepreneurs, who would be agents of change in their own personal lives as well as within their communities and countries. AUW believes that including training in finance, management and entrepreneurship would enhance students' personal attainment, their future employability and prepare them to face real world business challenges.

Minor in Finance and Management

Minor in Finance and Entrepreneurship

The goal of these minors is to provide students with the theoretical and empirical tools necessary to achieve high levels of expertise in principle areas of finance and management. A minor in Entrepreneurship will instill the entrepreneurial skills in our students and make them better leaders. It will help the students pursue a career that not only stimulates innovation in existing firms but establishes new ventures as well. Students will learn about the challenges and opportunities usually facing new and existing businesses. At the

same time, they will attain the ability to design and execute strategies to address the challenges and to seize the opportunities.

These skills will prepare them to be business leaders, to be employed in both private and public sectors, in areas such as: asset management; commercial and investment banking; financial management in government, for-profit and not-for-profit organizations; insurance; real estate; public accounting; and health systems, to name a few.

Learning Goals

AUW students will be competent with skills such as Disciplinary Knowledge, Critical Analysis, Analytical Ability, Technical Competence, Ethical Awareness, Team Work, Effective Written and Oral Communication and Presentation Skills, and Global Leadership in Finance.

Required Courses

Modeled on the Harvard Business School HBX CORE program, successfully providing a solid training on the fundamentals of business thinking regardless of the background or major of the students, both minors will require students to take 3 fundamental mandatory courses:

- Business Analytics
- Managerial Economics
- Financial Accounting.

Students minoring in Finance and Management would need to take **two** additional elective courses from the following:

1. Financial Management and Risk Analysis
2. Portfolio Management
3. Risk Management and Insurance
4. Corporate Finance
5. Small Business Finance

Students minoring in Finance and Entrepreneurship would need to take **two** additional elective courses from the following:

1. Entrepreneurship and Financial Management
2. Problem Solving, Troubleshooting, Entrepreneurship and Making the Transition to Workplace
3. Entrepreneurial Business Fundamentals
4. Entrepreneurship: New Business Development
5. Small Business Management

To qualify for the Minors, students must take *Calculus I* and *Probability and Statistics*. These courses are offered as part of the AUW General Education Core Curriculum.

In addition, AUW would include *Basic Economics* as a Core Social Analysis requirement for AUW Science students (non-Economics and non-PPE students) who plan to minor in either of the two.

Courses offered toward the Minor in Finance and Management and Minor in Finance and Entrepreneurship will also be available as Free Electives for all AUW students.

Gender Studies

Mission Statement

This interdisciplinary minor explores the construction of gender identity, sex and sexuality and uses gendered representation as a central category of analysis. Students apply a variety of theoretical approaches to understand the construction and operation of power relations, social inequalities and resistances in the local, national and global contexts. The minor fosters inquiry into the relation of gender to politics, the labor market, family life, and practices of the production of knowledge and culture, paying mind to the intersection of gender with other categories of identity and modes of power, such as race, class, sexuality, religion, nationality, and ethnicity.

Learning Outcomes

After completing this minor, students will be able to:

- Demonstrate a critical approach to the analysis of gender, sex, and sexuality that incorporates intersectionality, transnationality, and cultural diversity.
- Apply theoretical concepts of gender and sexuality to your own life, including why and how you might embrace, resist, and/or alter gender and sexuality norms.
- Apply theoretical concepts of gender and sexuality to other disciplines at the local, national, and global level.
- Implement efficient research skills and communicate findings in well-developed arguments.

Minor Requirements (5 courses)

Required courses (at least 3 courses must be at the 3000 level or above):

- Introduction to Gender Studies: History & Theories
- An approved Research Methods course
- One course in each of the following topic areas, of which one needs to be regional:
 - Theory (e.g., Social Construction of Gender, Feminist Theory, Queer Theory; Gender & Post/Colonialism & Globalization)
 - Social sciences (e.g., Gender Violence, Psychology of Women)
 - Humanities (e.g., Gender & Visual Culture in Asia; Construction of Gender in South Asian Literature)

Mathematics

Mission Statement

The mathematics minor is designed to provide students with a strong background in the skills of logic, reasoning, and critical thinking. We nurture a mathematical point of view in all of our students: those embarking on a liberal education, those desiring skills for other endeavors, and those pursuing contemporary ideas in mathematics. Students will develop the ability to think clearly and critically about complex problems requiring the application of quantitative skills in an interdisciplinary environment. Through a combination of individual attention, group collaboration students are encouraged to become life-long learners, and to apply their knowledge and skills to improve the world in which they find themselves.

Learning Outcomes

The mathematics minor offers students a way to complement and enhance their major, while receiving valuable mathematics training. Students who successfully complete the mathematics minor will be able to:

- Exhibit an understanding of the nature of mathematics.
- Reason with abstract concepts.
- Follow complex mathematical arguments and develop their own mathematical arguments.
- Understand the interactions between mathematics and their respective field and demonstrate the ability to apply mathematical concepts and techniques in to problems in that field.

Minor requirements (5 courses)

Required:

- Calculus-I
- Calculus-II
- Electives: (Any 3 from the following courses or similar courses approved by the math faculty)
- Linear Algebra (3000 level)
- Differential Equations (3000 level)
- Numerical Methods & Computer Programming (3000 level)
- Mathematical Programming (3000 level)
- Discrete Mathematics (3000 level)

The minimum passing grade for courses to fulfill minor requirement is C-. Courses for the major cannot be taken pass /fail.

Psychology

Mission Statement

The psychology minor is designed to increase students' understanding of psychological concepts, theories and methods, to help students develop skills related to the scientific study of human behavior, thoughts, and emotions, and to foster intellectual curiosity as well as an understanding and valuing of the complexity and variety of human behavior.

Learning Objectives

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Students will understand and apply psychological principles to personal, social, and organizational issues.
- Students will be able to communicate effectively in a variety of formats.

Minor Requirements (5 courses)

2 required courses:

- Quantitative Research Methods
- Mind and Behavior

Three (3) approved psychology courses, such as: Social psychology, political psychology, psychology of women, cultural psychology, psychology of human sexuality, psychology of gender, and leadership, politics, and psychology.

At least 3 courses must be at the 3000-level or above and 2 of the 5 required courses may be “double dipped” with the core curriculum requirements.

Public Health

(Please refer to Science Majors)

Policies

Admissions Policy, Financial Aid and Tuition Fees

The Asian University for Women seeks promising, talented, and dynamic students who aim to make a difference in their societies.

Criteria for Admission

To be considered for admission, an applicant should:

- Have completed 10+2, a total of 12 years of education.
- Have demonstrated leadership potential and a commitment to work for positive social change.
- Received an average of 60% of marks or equivalent grades in the final examinations, including a minimum score of 60% on both English and mathematics exams.

How to Apply

There are two application routes: regular admissions and transfer admissions. The application process is similar for both.

Regular Admissions

Step 1: Collect the Forms

Students can collect an application package from the AUW Office of Admissions, their Country Coordinator or from the AUW website (<http://www.asian-university.org/admission.htm>). The complete application package includes an application form, self-assessment form and an institutional recommendation form.

Step 2: Complete the Application Form and Provide Relevant Documents

In addition to the application form, the self-assessment form and the institutional recommendation form, applicants must submit the following:

- 3 copies of passport-size photographs with the name of the applicant written on the back.
- Certified/attested copies of academic transcripts of Grade 10, Grade 11 and Grade 12 or equivalent (if applicable)
- Copies of any other certificates received (e.g. for extracurricular activities).
- Copies of all relevant financial documents (e.g., bank statements, income tax certificates, salary statements, etc.).

Step 3: Send Application Material to the Office of Admissions

Applicants can email all application material to admissions@auw.edu.bd or send all documents through post. To send materials by surface post:

Bangladeshi applicants should send all application materials directly to:

The Office of Admissions
Asian University for Women
20/G M.M. Ali Road
Chittagong—4000, Bangladesh

International applicants should send all application materials to their country coordinator or directly to the Admission Office.

Transfer Admissions

To be eligible for admission to AUW, prospective students must have a minimum cumulative grade point average (CGPA) of 2.85 from the transferring institution(s). They must also complete an admissions application (as articulated above for regular admissions) and sit for the entrance exam prior to meeting with the Academic Registrar, who is the institutional transfer officer responsible for the initial evaluation. Prospective students should read AUW's policy on "CreditTransfer" for more information.

Transfer Application Process

The applicant should submit the transfer application form along with other course materials relevant to the transfer procedure, including a personal statement about her motivation for studying at AUW, a CV and a transcript (a scanned official transcript will suffice).

Cost of Attendance (Tuition, Room, and Board): US\$7,500 per semester

Deposit payment: Students must pay a deposit of US\$1,000 for the semester, to reserve their place, within ten days of their acceptance into the program. Fees must be paid in full, one month ahead of the beginning of the term. Transfer students are not eligible for Financial Aid.

Transfer Application Deadlines:

To apply for transfer starting in the Fall semester:	July 25
To apply for transfer starting in the Spring semester:	October 25
To apply for transfer starting in the summer:	March 25

Selection Process

Applications are selected based on academic performance, the student's personal statement, the record of extracurricular activities and community activities. Shortlisted applicants are invited to sit for a locally administered entrance examination, which consists of a section on math and a section on English (sentence structure, written expression, reading comprehension, and essay writing). Shortlisted applicants must also sit for an interview in March or April. Applicants are then chosen for admission either to the Pathways for Promise Program, Access Academy or the Undergraduate Program of AUW.

While all applicants are initially considered for the undergraduate program, if a promising applicant's performance on the entrance exam shows the need for additional academic preparation, she will be admitted to the Access Academy. Applicants who require additional preparation in English language skills may be admitted into the Pathways for Promise program, from where they may continue into the Access Academy. Upon successful completion of the Access Academy program and passing of its exit exam, the student can choose to enroll in the Undergraduate Program in the following academic year.

Financial Aid

AUW strives to meet the financial need of each admitted student and offers full and partial financial aid based on each family's background and financial circumstances. All financial aid awards are assessed prior to the beginning of the academic program. Transfer students are not eligible for Financial Aid.

Evaluation Criteria for Initial Financial Aid

- a. The overall financial situation of the student's family from the documents provided by the students and their families in the initial application form at the time of admission.
- b. Education level of the parent(s).
- c. Job(s) and profession(s) of the earning members of the family.
- d. The level of income of the parent(s)/guardian(s), i.e., the salary, business income, investment income, rental income, total household income, etc.
- e. The earnings of any supporting member(s) of the family, i.e. brothers or sisters.
- f. Movable and immovable properties in terms of market value at the present rates.
- g. Community's comment on the socio-economic condition/status of the family.
- h. The school the student attended prior to coming to AUW in terms of the educational costs for attending those schools.
- i. The schools of the siblings.
- j. Socio-economic situation of the geographical area where the student's family resides.
- k. The luxury items owned by the student and her family.
- l. Bank statements.
- m. Tax return documents.
- n. Salary certificates for salaried parent(s).
- o. Information from a third party source(s) as needed.
- p. General assessment of people's and committee members' perceptions on socio-economic situation of the family/parents if it is known publically.
- q. Family composition.
- r. Number of non-earning dependents.
- s. Other document(s)/information as the committee deems necessary.

The Financial Aid Committee shall have the right to investigate and verify all the information and documents submitted by the applicants.

Eligibility to Continue Receiving Financial Aid

Students are required to maintain a CGPA of 2.0 each year to continue to receive financial aid; financial aid will be renewed annually until graduation from AUW.

A student cannot apply for any increase in the financial aid after she has started at AUW unless a drastic/ major event occurred that severely changes her family's financial situation. Please keep in mind that any approval of such increase in financial aid later in the program will be a rare occurrence.

Travel Grant for recipients of Financial Aid

Travel grants may be awarded to international students who qualify for financial assistance. A travel grant is

limited to a one-way ticket to Chittagong and a ticket home after graduation from AUW. Students seeking support for travel home during intermediate summers may engage in the AUW work-study program and earn money towards travel.

Admission Fee

Every selected student is required to pay an admission fee amounting to US\$ 600. This is a one-time, non-refundable fee. It is payable only at the time of admission in the first year and will not be charged every year. The University may, at its discretion, decide to waive the admission fee for deserving students on a case-by-case basis.

Tuition & Fees

AUW's fee for one academic year of study is US \$15,000, irrespective of academic program. This fee includes:

- Tuition.
- Academic supplies (books, papers, etc.).
- Residential facilities (accommodation, food, and other housekeeping services).
- Primary on-site health services (dental, ophthalmological and pre-existing conditions are not covered).

Breakdown of the annual fee is as follows:

Tuition	\$ 9,000
Books, Course Supplies, Student Activities	\$ 3,000
Room & Board*	\$ 3,000
Total per Year	\$15,000

* Students who are Day Scholars (i.e. those not residing in AUW facilities) will not be charged for Room & Board, currently amounting to US\$3,000 annually.

Payment of Fees

The Tuition & Fees are payable in two equal semester installments on August 15 and December 15 each year. Students may apply to the CFO for a monthly payment plan, based on valid individual circumstances. All monthly payments must be made before 10th of every month.

AUW encourages all students to pay fees through cheque/pay order or bank transfer to AUW bank account. Students must notify finance department of direct deposit of fee, so that finance can issue them a receipt for the same.

Fine for Late Payment of Fees

Fine for late payment is imposed with the objective to set a discipline on the timely payment of tuition fee. CFO may on her/his discretion can waive the late fine of deserving students.

Rate of fine	Effective date
NIL	Paid on or before due date
Flat Fine of BDT 1,000	Up to 15 days delay from due date

Fine per month 2% on due amount in addition to flat fine of BDT 1,000.	The day after last day of flat fine. (part of the month will be considered as full month)
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Delay in Payment of Fees

In case of a delay in payment, AUW will set in motion the following process:

1. Students not paying fees within due date shall face suspension of the following services within the university after 15 days of issuing first reminder:
 - Access to Dining
 - Access to Internet
 - Issuance of books from Library
2. Students not paying fees even after first reminder shall not allowed to register for next semester. If the student is already registered for next semester then following consequences shall apply after 7 days of issuing second reminder:
 - Registration blocked for next semester
 - In case the defaulting student is already registered then she will be De-registered from next semester.
3. A student who is not enrolled for the next semester will continue to owe the previous dues, and any enrollment in a subsequent year or a semester will be permitted only when the dues are fully paid.
4. A student who owes fee to the University at the time of graduation shall not be issued with Academic Transcript, Degree or Diploma certificate and will not be allowed to attend Graduation Ceremony.
5. The University reserves the right to take appropriate action to effect recovery of dues from students who leave the University with outstanding debts.

Refund Policy

1. Students opting for withdrawal from AUW after securing admission and payment of the first installment but before start of the classes will be entitled to full refund subject to a flat fee of US\$ 200 towards administrative cost for withdrawal. Admission fee is not refundable as stated above.
2. If a student withdraws from AUW after the start of classes no refund for that semester will be made.
3. A student, who is dismissed for academic or disciplinary reasons, prior to the end of semester, shall not be refunded any tuition and other fees paid for that semester.

In every case, where a refund is applicable, refund will be made on production of the receipt of fee from AUW. Students' written application seeking for the refund shall be approved by the finance subject to submission of clearance from all relevant departments before a refund is paid. All refunds will only be paid through account payee cheque or bank transfer.

Academic Policies

Student Enrollment and Progression Policy

Candidates who have been successfully admitted into AUW are required to register for student enrollment with the Academic Registry. Their student status commences with the first year of enrollment until graduation or withdrawal.

The maximum period of enrollment at AUW is six years, including Pathways for Promise (Pre-Access) and Access Academy. Students who enter AUW through admission into Access Academy or direct entry into the Undergraduate Program may remain enrolled for the duration of their program, plus one additional year. Exceptions to this enrollment timeline may be granted on a case-by-case basis by the Academic Actions Committee of the Academic Board.

Study Plans, Course Selection and Registration

All students are required to register for courses according to their Program Study Plan.

Students who enter the Undergraduate Program are required to complete an Individual Study Plan in consultation with their assigned Academic Advisor and the respective Degree Plan of each Major. The Degree Plan is an essential tool for students to plan their academic journey, course selection and progression toward graduation, based on program requirements.

The Individual Study Plan must be approved by the student's Academic Advisor and submitted to Academic Registry according to the time periods announced by Academic Registry each semester. Study Plan forms can be collected from the Academic Registry.

During Course Registration, students are required to register for the courses indicated in their Individual Study Plan. Amendments and updates to the study plan will be invited each semester, after the closing of Course Registration and ahead of the next semester registration session.

Owing to the short duration of the summer semesters, students who register for a summer course but wish to withdraw from the course should notify the instructor at least one week before the start of the semester. Students who do not appear for the first class, or during the first week, will receive a "W" (Withdrawn) in their Transcript.

Minimum and Maximum Course Enrollment Requirement

For the duration of the two 16-week Fall and Spring Semesters, students are required to register for four (4) courses, with a minimum of three (3) courses and a maximum of five (5) courses, if their CGPA is 3.0 and above.

For the duration of the two 4-week Summer Semesters, students are encouraged to register for one (1) course per semester, or at least one (1) course in either summer semester. Students may register for a maximum of two (2) courses per summer semester, if their CGPA is 3.0 and above.

Minimum GPA Requirement

All students are required to maintain a minimum Grade Point Average (GPA) of 2.0 each semester and a Cumulative Grade Point Average (GPA) of 2.0, in order to progress to the next semester and year of enrollment.

Academic Actions Policy

The Asian University for Women is committed to maintaining high academic standards while enabling student success by providing students academic support and counseling throughout their academic career. The academic actions policy is designed to:

- a. Inform students of the university's academic standards and procedures;
- b. Identify students who may be in danger of failing one or more courses;
- c. Provide effective intervention and academic support.

The Academic Actions Policy does not cover disciplinary actions related to non-academic matters. Refer to the section titled Disciplinary Procedures for Violating a University Policy.

Academic Standards

All students are expected to meet the following minimum standards in order to remain in good academic standing:

- a. A minimum 2.0 grade point average (GPA) each semester;
- b. A minimum 2.0 cumulative grade point average (CGPA);
- c. Maintaining adequate progress toward completing 40 credits (10 courses) per academic year. No student may enroll in fewer than 12 credits (3 courses) per semester, and fewer than 4 credits (1 course) in the summer semesters.

Any student who does not meet the above standards will be subject to academic actions. Depending on the circumstances, one of six actions may be taken:

- a. Academic Alert,
- b. Academic Warning,
- c. Academic Probation,
- d. Final Academic Probation,
- e. Suspension, and
- f. Expulsion.

Please refer to the chart below and read the explanation for each academic action. It is the student's responsibility to read this section very carefully and to understand the full implications of each type of academic action. If a student does not understand any of the terminology or implications, the student may contact her Academic Advisor or the Academic Registry for further clarification. The student should be aware of her academic shortcomings and AUW's expectations and must be pro-active in seeking help and using all resources available on campus. While some academic actions may not appear on the student's transcript, all academic actions will be recorded in the Student Information System in the Academic Registrar's Office. The Academic Actions Committee will be apprised of all past and current academic actions entered in the student's academic record. While every effort is made to ensure accuracy of academic records, the student is advised to check her transcript regularly to make sure there are no discrepancies in her academic record in regard to grades, course names and credit earned etc.

Academic Actions

<p>ACADEMIC ALERT Duration: 1 Semester Inadequate Academic Performance in class during one semester</p>
<p>ACADEMIC WARNING Duration: 1 semester Two or more courses with a grade below C- in one semester, or Fewer than 40 credits per academic year, or More than 4 Academic Alerts</p>
<p>ACADEMIC PROBATION Duration: 2 semesters Term GPA less than 2.0, or CGPA less than 2.0, or More than 2 Academic Warnings</p>
<p>SUSPENSION Duration: 2 semesters (Fall and Spring) Student does not make progress as per conditions laid out in the Final Academic Probation Contract</p>
<p>EXPULSION Duration: Permanent Student does not make adequate progress upon being re-admitted after a two-semester Suspension</p>

Please note that a student may be put on Academic Probation without being put on an Academic Alert or Academic Warning if the student's term GPA or CGPA drops below 2.0 at the end of any semester.

Academic Alert

The purpose of an Academic Alert is to identify and warn students who may be in danger of failing one or more courses. Through this process, the University can intervene, inform the students that a change is necessary, and connect struggling students¹ to existing services and resources so that they can maintain or improve their GPA.

Near the 6th week of the Fall or Spring semester², faculty members are asked to identify students in their classes who may be in danger of failing as well as the reason for their concern. Alerts may be issued for excessive absences, trouble with subject matter, not completing assignments, and/or writing deficiencies.³

Academic Alerts will be recorded in the Student Information System in the Academic Registrar's office. These will not appear on a student's official or unofficial transcript. If a student receives 4 academic alerts, the student will be asked to meet with the Academic Actions Committee.

The Academic Alert involves a comprehensive step by step process by identifying students with difficulties early in the semester and to provide academic support when it is most needed:

1. A faculty member, Academic Advisor, or AUW staff will submit a referral to the Academic Registrar's office by completing an Academic Alert Form⁴ anytime during the term, and especially at the 6th week deadline.
2. Except in emergencies, the Academic Registrar will share the alert with the student's Academic Advisor who will review the referral and meet with the student of concern. After the meeting, the Academic Advisor will email the student, the referring faculty member, and the Academic Registrar a summary of the meeting and agreed action steps.
3. Once a student has been contacted and there is some resolution of the issue (e.g. setting new, measurable objectives and goals that the student can complete within a specified amount of time), the referring faculty member, or the Academic Advisor, will be contacted via e-mail by the Academic Registrar to follow-up on the progress made with the student.
4. Information that is considered confidential will not be revealed. Please note that some confidential student information cannot be made available to faculty and staff, e.g., counseling referrals.
5. The Academic Advisor will maintain contact with the student for the remainder of the semester to follow up and provide ongoing support.

¹AUW defines "struggling students" as those students who: have poor attendance; are continually late for class or leave early; don't take notes; are inattentive; don't participate; or any student, who in the opinion of the faculty instructor, is unlikely to be successful in a given course.

² Alerting a student at the six-week mark gives them enough time to change their behavior and has a greater impact on their overall performance. Faculty members can, however, refer a student they are concerned about at any time during the term, either before or after the Academic Alert deadline.

³ For a complete list of warning signs and behaviors a struggling student may exhibit, please see the section titled "Information for Faculty and Staff" at the end of this policy.

Academic Warning

A student will be issued an Academic Warning if:

1. Credits in courses that count towards the GPA are fewer than 40 per academic year, or
2. Grades in two or more courses fall below "C-" in any term, or
3. If the student has 4 or more academic alerts

The Academic Warning will not appear on a student's permanent record but will be recorded in the Student Information System in the Academic Registrar's office.

When an Academic Warning is issued, the Undergraduate student must meet with her Academic Advisor to determine what steps she must take to get back on track in her academic career. During the course of the term, the Academic Advisor will maintain contact with the student to follow-up and help her get ongoing support.

Academic Probation

A student will be placed on Academic Probation if:

1. Her semester GPA falls below 2.0; or
2. Her cumulative GPA falls below 2.0

Academic Probation will be recorded on the student's unofficial transcript. An Undergraduate student placed on Academic Probation will have to meet with the Chair of the Academic Actions Committee to discuss and arrange a plan for success and sign an Academic Probation contract. The student's progress will be monitored by her Academic Advisor after the student signs the contract. Both will provide ongoing support to the student for the subsequent semester(s).

Probation status will be lifted and removed from the unofficial transcript if the student's term GPA and cumulative GPA meet minimum standards within two semesters. The record will, however, remain in the Student Information System in the Academic Registrar's Office.

If a student fails to meet minimum term GPA/CGPA standards at the end of two semesters but is seen to have made some progress, she will be given one more semester to make up any deficits under Final Academic Probation.

If a student at any time while on Academic Probation earns a GPA/CGPA of less than 1.00, the Academic Actions Committee may use their discretion to place the student on Suspension.

The student's guardians will be notified in writing when she is placed on Academic Probation.

Suspension

An undergraduate student who fails to meet minimum standards after Academic Probation will be placed on Suspension for a minimum of two semesters. When a student is placed on suspension:

1. The action will be recorded on the student's unofficial transcript while the student is on Suspension
2. The student's parents or guardians will be notified in writing of the Suspension
3. The student must leave campus at the earliest possible time, at her own expense⁷, after being notified of the Suspension and may not return to campus without prior permission from the Academic Actions Committee
4. The student cannot participate in any AUW academic or extracurricular activities during the Suspension, including registering for future courses.

Any student placed on Suspension must reapply to return to AUW. If readmitted, students will return on a Final Academic Probation status for one semester and will sign a new Final Academic Probation Contract. Readmitted students who, by the end of the semester, do not meet the terms of this new contract will be expelled from the University.

Appeal Process for Suspension

A student may appeal the suspension if the procedures above have not been properly followed. The written appeal should be directed to the Vice Chancellor, who will constitute a Hearing Board to examine the details of the case. If the decision is that the procedure was properly followed, the Board will recommend to the Vice Chancellor the suspension will be upheld. If the decision is that the procedure was not properly followed, the Board will recommend to the Vice Chancellor the student be reinstated under the conditions of final probation. The final decision is that of the Vice Chancellor.

Instructions on registering for classes will be provided if reinstated.

A student can only appeal the Suspension within the timeframe given in the suspension notice. No appeals of academic dismissal will be heard after the assigned deadline.

Returning from Suspension

Suspended students will be notified by the Academic Actions Committee with instructions on how to apply for readmission into AUW. In order to return, the student must submit:

1. A Petition to Return From Suspension
2. A letter describing in detail what she has been doing during her time away and her plan for succeeding when she returns
3. Transcripts from other colleges if she has taken courses
4. Evidence of satisfactory work experience if she engaged in work
5. Names, addresses, and e-mail addresses of two individuals (not friends or relatives) with whom the student has worked or studied (these individuals will be contacted and asked to forward a letter of reference on the student's behalf attesting to their readiness to resume their studies)

⁷Generally, a suspended student will have to pay for her travel expenses; however, in cases of extreme financial need, AUW may provide financial assistance.

The application packet will be reviewed by the Academic Actions Committee⁸ and the student will be notified once the committee makes its decision. If a student does not submit the necessary readmission material by the due date, the student's petition to return will be denied and she will be expelled from the university.

Expulsion

Any student who fails to meet minimum standards, the conditions set upon her by the Academic Actions Committee as part of her readmission, or the standards of her Final Probation after returning from Suspension, will be expelled from the University. When expelled, the student must leave campus at the earliest possible time after being notified of the expulsion, and she may not reapply for admission to AUW. Her parents or guardians will also be notified of the expulsion.

A student may appeal the expulsion if the procedures above have not been properly followed. The written appeal should be directed to the Vice Chancellor, who will constitute a Hearing Board to examine the details of the case. If the decision is that the procedure was properly followed, the Board will recommend to the Vice Chancellor the expulsion will be upheld. If the decision is that the procedure was not properly followed, the Board will recommend to the Vice Chancellor the student be suspended. The final decision is that of the Vice Chancellor.

Instructions on registering for classes will be provided if reinstated.

A student can only appeal the expulsion within the timeframe given in the suspension notice. No appeals of academic dismissal will be heard after the assigned deadline.

Additional Information

The following information is issued to faculty and staff with regard to student academic performance:

If a student in your class demonstrates any of the following warning signs or other behaviors you feel may put the student's success at risk, please issue an academic alert.

- Missing two or more classes within the first two weeks of the semester
- Missing two or more consecutive classes without notification
- Consistently late to class
- Low or no engagement in the classroom (sleeping in class, not taking notes, talking, texting, or lack of participation)
- Not coming to office hours for support when being asked by an instructor or when not doing well in class
- Low or no motivation
- Poor academic performance or marked change in academic performance
- Failure to acquire textbook or other course materials
- Failure to complete reading assignments
- Lack of preparation for assignments

⁸In the case that an Academic Actions Committee is not formed, the Dean of Students, the Dean of Faculty, and a member of the UG faculty will review the application packet.

- Failure to demonstrate the skills needed for the course/assignments
- Isolation – student does not seem to be making appropriate peer connections
- Disruptive behavior
- Exhibiting an attitude affecting the engagement of other students in the class
- Poor quality of work and/or late/missing assignments
- Other: academic difficulty due to personal issues outside the classroom (financial, transportation, etc.)
- Other concerns that pose a threat to student success

Resources

Students who find that they are struggling to meet course requirements have a number of resources available to them. AUW encourages students to utilize these resources and speak to their Academic Advisors about other resources that may not be listed here.

The best resource available to any student is her course instructor. The course instructor will be able to explain course expectations, content, and what the student can do to perform well in the course. Thus, AUW encourages students to visit their course instructors during office hours or schedule an appointment.

Students can also use the AUW Writing Center, the Science and Math Center, or hire a peer tutor through their Peer Tutoring Service.

Academic Honor Code

The mission of the Asian University for Women (AUW) is to educate ethical leaders. All forms of unethical behavior are serious violations of our mission, and therefore, will not be tolerated.

The integrity of students' academic work is very important to AUW faculty. Universities are based upon the fundamental principle that the work presented truly belongs to the author, because the academic community revolves around ideas and creativity. Each person's ideas are his or her contribution to the academic community. Therefore, taking another person's ideas and representing them as one's own is a serious form of dishonesty. Similarly, cheating (copying someone else's work, asking for answers, sharing answers, etc.) and other forms of dishonesty (falsifying data, making up references, etc.) are also serious breaches of this honor code.

AUW students are expected to reflect a high standard of integrity in all areas of their lives, not from mere compliance with external rules, but from a personal commitment to these values.

Students who violate this code not only compromise their own integrity, but they undermine the mission of the AUW. Below are some standards and procedures that (1) define plagiarism and other forms of academic cheating; and (2) allow the faculty and administration to impose serious consequences when such incidents of unethical behavior occur.

Plagiarism

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to make sure quotes of three or more sequential words from someone else are put into quotation marks.
- If you paraphrase (reword) another person's ideas, then you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source.
- Cite materials you copy or paraphrase from the Internet, even if the author is not identified.

The various academic disciplines (humanities, social sciences, sciences) use slightly different formats for footnotes, endnotes, and bibliographies. Your professor for a particular class will tell you which format he or she wants you to use in that class.

Cheating on Exams or Quizzes

Copying, asking for answers, sharing answers, and any other form of cheating (misrepresenting your own work and knowledge) on exams or quizzes are all forms of academic dishonesty.

Other Forms of Academic Dishonesty

1. Making up references, quoting wrong sources, etc. You may not make up reference information or sources or cite other sources in place of the actual source of the material you are using.

2. Falsifying data. You may not make up or falsify data as part of surveys, in laboratory experiments, or in any other academic exercise.
3. Misrepresenting your situation to be excused from academic work. You may not go to the nurse or the counselor with a made-up excuse in order to be given an extension on a paper or other assignment or avoid taking an exam.
4. Submitting the same paper in more than one class. You may not submit the same paper, or substantively the same paper, in more than class unless you are given permission from both faculty members (or by the second faculty member in the event the second class occurs in a later semester). If permission is given, you must follow instructions on any modifications you must make.
5. Informing a student in a later class about questions on tests or quizzes. When tests or quizzes are given for multiple classes that meet at different times, a student who takes the exam at an earlier time may not inform students who have yet to take the exam about the test questions, answers, or anything else regarding the contents of the test or quiz.
6. Misrepresenting your academic work or qualifications in any way. Examples include misrepresenting one's grade point average or academic qualifications on an application for an internship or summer study.

Consequences for Engaging in Academic Dishonesty

Incidents of academic dishonesty, along with supporting information, must be reported by faculty members to the chair of the Academic Actions Committee (AAC). The accused student should also be notified that the AAC has been informed of the offense. The chair of the AAC will coordinate with the faculty member and student to organize a meeting, request information on prior offenses from the Academic Registrar, and ensure the appropriate procedures are followed.

First Offense:

After a faculty member has identified academic dishonesty and reported it to the chair(s) of the AAC, the student will be required to meet with the relevant faculty member and the chair of the Academic Actions Committee to discuss the offense. During the discussion, notes will be taken on the **Academic Misconduct Report Form**, and all participants will sign the form to confirm the student has understood the nature of the offense. If the student admits to the academic dishonesty, the completed form will be submitted to the Office of the Academic Registrar and kept in the student's file. The faculty in whose class the academic dishonesty occurred may enforce a grade penalty on the assignment.

If the student denies the charge of academic dishonesty, then the chair of the AAC will convene an Academic Honor Court consisting of 3 members of the AAC, including the chair, to hear the case. The Court will hear evidence from the faculty member, student, and any other witnesses the Court deems appropriate. If sufficient evidence of academic dishonesty is found, the Court may institute a grade penalty on the assignment at the faculty member's discretion. A report of the proceedings will be written by the chair(s) of the AAC and filed along with the Academic Misconduct Report Form in the student's file.

Second, Third, and Fourth Offenses:

After a faculty has identified academic dishonesty and reported it to the chair of the AAC, the chair will convene an Academic Honor Court consisting of 3 members of the AAC, including the chair, to hear the case. The Court will hear evidence from the faculty member, student, and any other witnesses the Court deems appropriate. If sufficient evidence of academic dishonesty is found, the Court may institute a penalty in relation to the number of cumulative offenses detailed below. A report of the proceedings will be written by the chair of the AAC and filed along with the Academic Misconduct Report Form in the student's file.

Penalties for Additional Offenses:

- Second Offense: A grade penalty for the assignment or the entire course at the discretion of the faculty member. The guardian on file will be notified in writing.
- Third Offense: The student will receive a grade of 'F' for the course in which the academic dishonesty took place and be suspended from the University for one term.
- Fourth Offense: The student will receive a grade of 'F' for the course in which the academic dishonesty took place and be expelled from the University.

Important Notes:

Note that actions taken for ethical violations will **add** to any existing academic actions or serve as the starting place for subsequent academic actions. For example, a student currently on Academic Probation or Final Academic Probation that engages in academic dishonesty will undergo a more severe action than their current status. In the case of an academic action coming after an ethical violation, the action taken will be more severe than that given for cheating or plagiarism.

A record of each incidence of plagiarism, cheating, or any form of academic dishonesty will be kept by the AUW Academic Registrar in the student's file. A student's financial aid will not be extended beyond four years of undergraduate study if the student must repeat courses due to failing grades resulting from poor academic performance or cheating/plagiarism violations.

Attendance Policy

AUW expects students to regularly attend all class meetings. However, instructors may have specific attendance requirements for individual courses, so students are expected to review their syllabus and acquaint themselves with and meet all course requirements.

Definitions

- **Attendance** is defined as physical attendance or participation in an academically related activity such as submission of an assignment, an examination, participation in a study group or an online discussion, etc. Instructors who do not take attendance may utilize key assessment points (e.g. projects, papers, midterm exams, and discussions) as benchmarks for participation.
- **Excused Absence** is defined as an absence approved or authorized by AUW.
- **Unexcused Absence** is defined as any absence **not** approved or authorized by AUW.

Excused Absences

- Death in the immediate family (parent or siblings), for up to one week.
- Hospitalization for serious illness or medical problem/disability, for up to two weeks (for longer illnesses, a medical leave for the term may be granted, the procedures for which can be found in the Voluntary Withdrawal Policy).
- Attending an AUW sponsored event or representing AUW at a meeting or event, for up to one week.

In these cases, students will have the opportunity to make up academic work that is missed and will be given an excused absence from their physical education classes.

Notification will be sent to the Academic Registrar who will then send the notice to the relevant faculty and keep a record of the excused absence.

Medical leaves or extended absences from physical education will be granted by the Dean of Faculty and go to the Academic Registrar who will inform the relevant faculty.

Unexcused Absences

- Family events (e.g., weddings).
- Attending to family problems, illnesses of family members.
- Attending a conference, event, or other outside activity that is not authorized by AUW, even if the organizer awards the student the funds to attend.

A student may still choose to attend and/or participate in these outside activities, but will need to accept the consequences of missing whatever academic work occurs during their absence. In these cases, there will be no possibility to make up academic or physical education class work.

Additionally, students who have a large number of unexcused absences will be subject to Academic Actions such as an Academic Alert. For more information on Academic Actions, please refer to the Academic Actions Policy. If a student has a large number of unexcused absences in several courses, the student's status will be reviewed by the Dean of Students and the Dean of Faculty/Director of Access Academy, and the student may be subject to suspension or expulsion.

First Day Attendance

Students are expected to attend the first day of class of a semester. If a student is not present at the first class, and there are students waiting to be added to the course, the instructor may drop the student from the course for non-attendance. The student who is dropped would then have to add a course that has space once she returns to campus. If the student has an extraordinary reason for not being able to get back to campus by the first day of classes, she should email her instructors and ask them not to drop her. However, instructors have the right to deny or grant this request at their own discretion.

Grading Policy

Letter Grade	Point Value	Percentage	Description
A+	4.3	96.68-100 [^]	Excellent to very good; comprehensive knowledge and understanding of subject matter; marked insight and/or originality.
A	4.0	93.33-96.68	
A-	3.7	90-93.32	
B+	3.3	86.68-89.99	Good: moderately broad knowledge and understanding of subject matter; noticeable insight and/or originality.
B	3.0	83.33-86.67	
B-	2.7	80.00-83.32	
C+	2.3	76.68-79.99	Satisfactory: reasonable knowledge and understanding of subject matter; some insight and originality.
C	2.0	73.33-76.67	
C-	1.7	70.00-73.32	
D+	1.3	66.68-69.99	Marginal: minimum of knowledge and understanding of subject matter; limited insight and/or originality.
D	1.0	63.33-66.67	
D-	0.7	60.00-63.32	
F	0.0	Less than 60	Failing: unacceptably low level of knowledge and understanding of subject matter; severely limited insight and/or originality.

[^]These percentages are meant to serve as a guideline. Curves may be used to adjust actual percentages so that they match the descriptions created for a particular class.

The letter grade for each course as well as semester and cumulative GPAs will appear on the transcript.

Symbols Used in Lieu of Grades

Symbol	Explanation
P / F	Pass / Fail: May be used in special courses and situations (some summer programs, courses that involve an internship or other practicum)
INC	Incomplete: (1) Student has substantial equity in the course and (2) is unable to complete course requirements because of circumstances beyond her control. Only faculty members may award grades of INC.
R	Registered in year-long course which does not require a grade at the end of the first term (a possible example, might be a year-long senior thesis)
NA	Not attending: Student is officially enrolled in a course but has not attended or participated in class work (for use at midterm only; not accepted at end of term and not entered on student transcripts).
W	Withdrew from course (with advisor's written permission) beyond midterm.
WF	Withdrew from course/stopped attending (without permission)

Calculating (Cumulative) Grade Point Average

To calculate a (C)GPA, multiply the value of the grade received (point values shown above) by the credit hours for the course. Then add up the total points and divide by the total credits. As an example:

Course	Grade	Credits	Quality Points
Course 1:	A	4.0	16
Course 2:	B	4.0	12
Course 3:	C+	4.0	9.2
Course 4:	F	4.0	0
Totals:		16	37.2

GPA = total quality points ÷ total credits

For example, $37.2 \div 16 = 2.33$ (To calculate your CGPA, just add more courses to the above formula.) Grades of INC, P, and W are excluded from GPA calculation. A grade of WF is included as an 'F' grade in GPA calculation. Only grades for courses taken at AUW are factored into a student's GPA.

Disputed Final Grades

If a student believes that her final grade has been unfairly assigned and has substantial evidence to support the grievance, she must first discuss the grade with her instructor. If, after the discussion, the matter remains unresolved, the student may file a formal written statement with a full explanation to the Dean of Faculty by the end of the sixth week of the following term or up to six weeks after grades have been released, whichever is later (Access Academy students should direct their request to the Director of the Access Academy). If the Dean/Director is unable to resolve the dispute, the student may then petition to the Academic Actions Committee⁹ and request a grade review. This request must be filed within 30 days of the Dean/Director's decision. The Committee will review the case, confer with the Vice Chancellor, and upon the Vice Chancellor's approval, their decision shall be final.

Grade Reports, Transcripts, and Records

Students can access their term grades/academic record on AUW's secure website (www.auw.edu.bd/Studentportal/). An email notification will be sent when new grades are added to an academic record.

All student records are confidential, and information will only be released at the request of the student or an appropriate institution. In order to ensure confidentiality, all requests for transcripts must be submitted in writing and personally signed. Transcripts will only be released when the student has met all financial obligations to AUW. A transcript request should be submitted at least three business days in advance of the date on which it is needed, one week in advance during registration and commencement periods. Once students are awarded their undergraduate degrees from AUW, no changes can be made to their official academic records.

Honor Roll

Each semester, a student can make the honor roll list by receiving a GPA of 3.5 or higher as long as she is enrolled in a full-course load (4 courses or 16 credits). This honor will be noted on the student's official transcript.

Incompletes

If a student receives an INC grade, the faculty and the student will need to devise a plan for the student to complete the work and the student's progress will be monitored. Failure to complete the work in the allocated time, within a maximum of six weeks, will result in a grade being assigned based on work completed.

Repeating Coursework

For credit/GPA purposes, students may only retake those courses in which they have received grades of C- or lower, if the course is offered and the student does not fall behind in taking other courses required for progression and graduation. All grades earned will remain permanently on the student's academic

⁹If an Academic Actions Committee has not formed, then the Dean of Faculty and/or the Director of Access Academy must form a temporary faculty review board to evaluate the case.

record; however, only the grade and credit recorded for the last time the course is repeated are used in the calculation of the cumulative GPA and credits earned. Students should be aware that repeating coursework can affect their progress towards degree completion, which in turn will affect their eligibility to receive financial aid.

Course Retake

Students who fail a course are required to retake it when the course is offered again. Students may re-take a course maximum twice. Students who fail a mandatory course on their first retake will be referred to the Academic Actions Committee.

Transfer Students

To be eligible for admission to AUW, prospective students must have a minimum cumulative grade point average (GPA) of 2.85 from the transferring institution(s). They must also complete an admissions application and sit for the entrance exam prior to meeting with the Academic Registrar, who is the institutional transfer officer responsible for the initial evaluation.

Transfer Credits

Prospective students wishing to transfer to the Asian University for Women (AUW) or current AUW students who plan to study at another institution for a short period of time may request to have their courses and grades evaluated for transfer credit. Below are the procedures.

Current Students

Current students who have the opportunity to study at another institution for either a term or an academic year should first request approval from their academic dean for temporary withdrawal from the University. They should also consult their academic advisor that the courses studied will transfer into their core curriculum and/or major at AUW. This request must be made in writing at least two weeks before the start of term. Once approved, the student will be notified of the withdrawal procedures.

Evaluation

To have courses and grades evaluated for transfer credit, both prospective and current students should first provide an official copy of their transcript to the Office of the Academic Registrar either via email or fax once they are ready to enroll at the University. The Academic Registrar, with the help of relevant academic departments, will then evaluate the transcript(s) to determine if the courses meet the department standards and the number of credits that can be accepted. Only courses with a grade of "C" or better will be considered for transfer credit. To help make a determination, students may need to provide catalog course descriptions and/or course syllabi.

After the Academic Registrar has evaluated the transcript(s), s/he will schedule a meeting with the student, either in-person or via phone. During this meeting, the Academic Registrar will inform the candidates of acceptable credits.

Fulfillment of Requirements for Graduation

Students enrolled in AUW Degree programs are required to complete a minimum of 120 credits, based upon the AUW Curriculum structure and program guidelines.

Graduation Requirements for students entering the undergraduate program in 2015 or later

Core Curriculum	12 courses	48 credit hours
Major Concentration	10-16 courses	40-64 credit hours
Free Electives and/or Minor	2-8 courses (minors 5 or 6 courses)	12-32 credit hours
Total	30 courses	120 credit hours

Graduation Requirements for students entering the undergraduate program from 2012 to 2014

Core Curriculum	12 courses	48 credit hours
Major Concentration	10-16 courses	40-64 credit hours
Free Electives and/or Minor	4-10 courses (minors 5 or 6 courses)	16-40 credit hours
Total	32 courses	128 credit hours

All undergraduate students are required to successfully complete three semesters of physical education in order to graduate.

Graduation Honors

Three grades of Latin honors are awarded at graduation for superior attainment in scholarship. B.Sc. and B.A. diplomas are inscribed *summa cum laude*, *magna cum laude*, and *cum laude*, based on the following minimum cumulative GPA requirements:

- *Summa cum laude (highest honors)* – CGPA 3.9 or higher
- *Magna cum laude (high honors)* – CGPA of 3.75
- *Cum laude (honors)* – CGPA of 3.5

CGPAs will not be rounded for calculating Latin honors.

Graduation and Attending the Commencement Ceremony

The University may choose to host a Commencement ceremony to celebrate the accomplishments of students who have successfully completed all the requirements necessary for their undergraduate degrees. "Walking" is the term used to signify student participation in this event. Walking, however, does not necessarily indicate degree completion or a guarantee thereof. Only when all requirements are completed after a thorough audit will a student's degree be awarded.

Exceptions for a student's eligibility to walk can be made on a case-by-case basis. Typically, students with unfinished courses but on track for graduating within the following summer/fall semester, will be allowed to walk in the preceding Commencement ceremony. Students who will complete their courses only in the following spring semester will not be allowed to walk with the preceding cohort.

For any exception to be made, the student must present an application detailing a viable plan for completing their remaining degree requirements within or before the following fall semester. Undergraduate students who have not completed all of their degree requirements, but have met the eligibility criteria noted above, may receive permission to walk at Commencement at the discretion of the Dean of Faculty.

Withdrawal Policy

The following policy outlines various types of course withdrawals. Items marked with an asterisk (*) only apply to Undergraduate students.

Add/Drop Courses

All students are required to register for courses in accordance with their Individual Study Plan, approved by their Academic Advisor. Changes to the course registration during the Add/Drop period may occur owing to course schedule conflict, unavailability of seats in the course, course cancellation, or change in the declared major (for UG2 students).

Adding a Course*

Students can add a course to their schedule, or simultaneously add a course while dropping another, during the Drop/Add Period as listed on the Academic Calendar, and with the written approval of their Academic Advisor, based on the student's Individual Study Plan.

A student must have a minimum GPA of 3.00 in the previous semester to be allowed to add a fifth course (in the 16-week semester) or a second course (in any of the summer semesters).

First year undergraduate students are not allowed to take a fifth course in their first semester or a second course in any of the summer semesters.

The Academic Registrar's Office will process Add/Drop forms for such additional courses after the regular registration has ended and only for courses with open seats.

To add or swap a course, a student must complete the Add/Drop form, which can be found in the Office of the Academic Registrar, in consultation with the course instructor and the Academic Advisor. Her course instructor and Academic Advisor must sign the form, signaling that they have consulted the student and made sure all academic standards are met. The completed form must be deposited at the Office of the Academic Registrar.

Dropping a Course (without a "W" on the transcript)*

Any student wishing to withdraw from a course without a "W" (known as a *drop*) may do so before the end of the official Add/Drop Period in the Academic Calendar, as long as the student remains registered for at least **12** credits (or three 4-credit courses) in the regular semester.

An eligible student can drop a course by completing an Add/Drop form in consultation with her course instructor and Academic Advisor. Her course instructor and Academic Advisor must sign the form, signaling that they have consulted the student. Completed forms then must be deposited at the Office of the Academic Registrar.

Withdrawing from an Individual Course (with a “W” on the transcript)*

Any student wishing to withdraw from a course after the Add/Drop period may do so before the “last day to withdraw from a course with a “W” grade” (as listed on the Academic Calendar), provided she maintains a minimum 12-credit hour load (or three 4-credit courses) in the regular semester. A “W” will appear on her academic transcript.

In order to withdraw from a course with a “W”, the student must complete a Withdrawal form in consultation with her course instructor and Academic Advisor. As with dropping a course, the course instructor and the Academic Advisor must sign the form, signaling that they have consulted the student. Completed forms then must be deposited at the Office of the Academic Registrar.

Generally, students will not be able to withdraw from a course after the final withdrawal deadline. A petition may be filed by the student to the Academic Actions Committee, who will consult the student’s Academic Advisor and instructor, as well as medical personnel where appropriate (with the student’s written permission) in cases of the following excused absences:

1. Death in the immediate family (parent or siblings), for up to one week.
2. Hospitalization for serious illness or medical problem/disability, for up to two weeks (for longer illnesses, a medical leave for the term may be granted, the procedures for which can be found in the Voluntary Withdrawal Policy).

Complete Withdrawal (all courses)

If a student wishes to withdraw from all of her courses and discontinue her studies at AUW, she must initiate the complete withdrawal procedures listed below:

1. The student should write a formal written request to withdraw to the Dean of Faculty and Academic Affairs, elaborate her reasons for withdrawal. The student may be invited to a meeting with the program head.
2. If, after the meeting, the student wants to proceed with the complete withdrawal, she must complete the Student Withdrawal Form, which can be found at the Office of the Academic Registrar and submit this form to her program head. The program head will then notify the Academic Registrar who will inform the relevant departments (e.g., Housekeeping/Library/Accounts).
3. After completing the Student Withdrawal Form, the student must complete a Clearance Form and obtain relevant signatures from each department. This form should be submitted to the Office of the Academic Registrar, where the student can obtain relevant recommendations, certificates, and/or transcripts.

Students must initiate the above-listed procedure before the “last day to withdraw from a course with a “W” grade”. In such cases, the student will receive grades of “W” on all courses she has registered for.

Students who do not follow the procedures outlined above will not be granted honorable dismissal and will receive grades of “WF” on all registered courses.

Students who withdraw from the University prior to completing their degree must pay for the expenses associated with leaving the campus, including all travel expenses.

Students seeking readmission to AUW after completely withdrawing must contact the Admissions Office and reapply.

Voluntary Leave of Absence

Students admitted to AUW are expected to make regular and consistent progress towards both achieving the learning outcomes for a course and the completion of their degree. However, AUW understands that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In such situations, AUW recommends that students consider requesting a voluntary leave of absence so that they can receive treatment and return to their studies fully able to mentally and physically achieve their academic and co-curricular goals.

A voluntary leave of absence cannot be used in lieu of disciplinary actions to address violations of AUW rules, regulations, or policies, even if the leave request coincides with the disciplinary process. A student permitted to take a voluntary leave of absence while on academic and/or disciplinary status will return on that same status.

In general, a voluntary leave of absence should be requested prior to the beginning of a term. If a student makes a request to temporarily withdraw from courses due to a medical reason while a term is in progress, she will receive grades of “W” if the leave request is approved.

In order to request a voluntary leave of absence, a student must submit the following to the Dean of Faculty:

1. A written letter of request from the student explaining her circumstances and consenting to release confidential medical information (as listed below) to AUW.
2. A signed, dated letter on letterhead from a medical care provider appropriate for the medical condition indicated. This letter should include a diagnosis of the condition, the symptoms, and the recommended treatment plan while the student is on leave. It should also confirm that the condition is serious enough to warrant a voluntary leave of absence.
3. Once the request is received, the Dean of Faculty will review and make a decision. Leave approval may require additional criteria, such as a meeting with the student’s Academic Advisor.
4. If the leave is approved, the student will need to complete a Student Clearance Form and return it to the Office of the Academic Registrar prior to leaving campus. Like the Complete Withdrawal Form, the Student Clearance Form can only be collected during regular business hours, and usually takes up to three days to process.
5. The length of the Leave will be determined on a case-by-case basis, as each student’s situation is unique. However, students are not allowed to take a leave of absence longer than one academic year.

In general, students taking a voluntary leave of absence will be required to pay for the expenses associated with leaving and returning to campus, including all travel expenses. However, exceptions may be made on a case-by-case basis. Students seeking exception to this rule should write to the Vice Chancellor.

Returning From a Voluntary Leave of Absence

When a student feels mentally and physically prepared to resume her studies at AUW, she must take the following steps to notify AUW of her readiness to return:

1. Contact the Dean of Faculty in writing, informing them of the student's intentions to return. This request must be submitted well in advance of the proposed return date. For consideration of the spring term, requests must be submitted by November 1st; for the summer term, April 1st; for the fall term, June 30th. This will ensure that AUW has sufficient time to review the request and reenroll the student.
2. Provide medical or psychological records from the physicians and/or mental health professionals who cared for the student while on Leave and/or a statement indicating the student's readiness to return. The student must also sign a written consent for the release of this information to AUW.
3. Sit for an assessment interview with the relevant program head and/or a staff member from the Health and Wellness Center.

Once a decision is reached regarding a student's return, it will be communicated to the student in writing by the Academic Registrar.

Confidentiality

AUW will maintain confidentiality of all the information submitted by a student in regards to a voluntary leave of absence, and all records will be kept confidential.

AUW reserves the right to notify a parent or guardian of the voluntary withdrawal if deemed appropriate under the circumstances.

Involuntary Withdrawal

The following policy only applies when a student's observed conduct, actions, and/or statements indicate a direct threat to the student's own health and/or safety, or a direct threat to the health and/or safety of others. It is not meant to replace disciplinary proceedings associated with violations of a university policy, as it is not a disciplinary code, policy, or process. There may be situations in which both this Involuntary Withdrawal Policy and another university policy apply.

Criteria

A student may be involuntarily withdrawn from AUW if the University determines that the student represents a direct threat to the health and safety of herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to herself or others; or (2) engaging or threatening to engage in behavior which could cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the education process and the orderly operation of the University.

Procedure

When a member of the AUW community, based on a student's conduct, actions, or statements, has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she should **immediately** file a report to the Dean of Faculty and Academic Affairs. If the Dean believes that there is substantial evidence to pursue the involuntary withdrawal, they may initiate an assessment of the student's ability to safely participate in the University's program, by first meeting with the student to:

1. Review available information concerning the behavior and/or incidents which have caused concern,

2. Provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student,
3. Provide the student an opportunity to explain her behavior, and
4. Discuss options available to the student, including counseling, voluntary withdrawal, and evaluation for involuntary withdrawal.

If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of "W" for all courses, will be advised in writing of any conditions that must be satisfied prior to re-enrollment, and may be referred to appropriate mental health or other health services. The student will be responsible for paying for any expenses associated with leaving or returning to campus, though exceptions may be made on a case-by-case basis. If an exception is granted, it will be done with the understanding that the student will be responsible for the expenses associated with returning to AUW after she is reenrolled, and for leaving AUW after she completes her degree requirements.

If the student refuses to withdraw voluntarily from the University, and the Dean of Faculty and Academic Affairs continue to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, they may require the student to be evaluated by an appropriate mental health professional.

Evaluation

The Dean of Faculty and Academic Affairs may refer the student for a mandatory evaluation by an appropriate mental health professional or other appropriate professional. The professional may be selected by the University, so long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization authorizing the exchange of relevant information among the mental health professional(s) (or other professional) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Dean of Faculty and Academic Affairs.

The professional making the evaluation shall make an individualized and objective assessment of the student's ability to safely complete her studies at AUW, based on a reasonable professional judgment relying on the most current professional knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration and severity of the risk posed by the student to the health or safety of herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk. The professional will, with appropriate authorization, share his/ her recommendation with the Dean of Faculty and Academic Affairs, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from AUW. A copy of the professional's recommendation will be provided to the student, unless, in the opinion of the professional, it would be damaging to the student to do so.

If the evaluation results in a determination that the student's continued attendance presents no significant risk to the health or safety of the student or others, and no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further

action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Dean of Faculty and Academic Affairs of the involuntary withdrawal, of her right to an informal hearing, of her right to appeal the decision of the hearing board, and of any conditions necessary for re-enrollment. The Dean of Faculty and Academic Affairs will also inform the student's parents of the situation.

If the student does not wish to pursue an informal hearing, she will have to leave the AUW campus at the earliest possible time. The student will be responsible for paying for any expenses associated with leaving or returning to campus, though exceptions may be made on a case-by-case basis. If an exception is granted, it will be done with the understanding that the student will be responsible for the expenses associated with returning to AUW after she is reenrolled, and for leaving AUW after she completes her degree requirements.

In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which she is currently enrolled.

Informal Hearing

A student who has been involuntarily withdrawn may request an informal hearing before a hearing board by submitting a written request to be heard within two business days from receipt of the notice of involuntary withdrawal. A hearing will be set as soon as possible. The student shall remain involuntarily suspended pending completion of the hearing.

The hearing shall be informal and non-adversarial. During the hearing, the student may present relevant information and may be advised and supported by another student or faculty member.

At the conclusion of the hearing, the hearing board shall decide whether to uphold the involuntary withdrawal or whether to re-consider, and the student shall be provided written notice of the hearing officer's decision as soon as possible.

Appeal to the Vice Chancellor

The student may appeal the hearing board's decision to the Vice Chancellor. The Vice Chancellor shall review all information presented and make a final decision as to whether or not to uphold the involuntary withdrawal.

Emergency Suspension

The University may take emergency action to suspend a student pending a final decision on whether the student will be involuntarily withdrawn, in situations in which:

- There is imminent danger of serious physical harm to the student or others,
- There is imminent danger of significant property damage,

- The student is unable or unwilling to meet with the Dean of Faculty and Academic Affairs,
- The student refuses to complete the mandatory evaluation, or
- The Dean of Faculty and Academic Affairs, after conferring with the Vice Chancellor, determine that other exceptional circumstances exist to warrant suspension.

In the event emergency action is taken to suspend the student on an interim basis, the student shall be given notice of the emergency suspension and an initial opportunity to address the circumstances on which the emergency suspension is based. While on emergency suspension, the student will be required to stay in the Health and Wellness Center.

Conditions for Reenrollment

Because this Involuntary Withdrawal Policy applies to cases in which there is a concern about the safety of the student or others, the Dean of Faculty and Academic Affairs may require a student who has been involuntarily withdrawn under this Policy to be reevaluated before she is readmitted in order to assure that she presents no direct threat to herself or others. Otherwise, students should follow the same procedures for reenrollment as for returning from a Voluntary Leave of Absence

Policy on Co-curricular Activities (Student Summer Research Projects)

AUW actively encourages its students to undertake a variety of co-curricular activities, both during the semester, and in the summer. More specifically, Summer Projects are any kind of exploration aiming to fulfill most or all of the objectives set out below, and may be in the form of oral history, research, translation, documentary production, creative writing, or the creation of a blog about a focused topic. All students are strongly encouraged to undertake a Summer Project after their first year of undergraduate studies.

The objectives of Summer Projects are to:

- Apply academic learning to summer projects in a community or laboratory setting;
- Increase students' capacity for bridging intellectual and practical tasks, giving them opportunities to reflect on their summer project work experience and connect it with their classroom learning and intellectual growth;
- Contribute to helping understand and possibly bring new ideas or service to local issues/phenomena, possibly as part of a collaborative research experience;
- Provide students with professional training, coaching and experience;
- Practice English throughout the summer in oral and written communication with classmates and supervising professor;
- Help students (and the university) build substantive relationships with external entities.

Each Summer Project has one or more UG faculty advisors, and involves at least one student. Projects may be proposed in any of the AUW countries. Topics in the past have included International River Politics and Sustainable Development in China; Promoting Basketball among Young Girls in Nepal; Street Vendors and Urban Spaces; Social Networks and NGOs; Heritage and Conservation in Chittagong; Reflections of International Peace Keeping Forces; Voluntary Teaching in a Primary School in Rural Yunnan, China; Infant Feeding Interventions to Combat Malnutrition; and Population Status of the Bostami Turtle.

Proposing Summer Projects

Summer Projects can be designed and proposed by UG students who have identified and worked with a faculty advisor, or by UG faculty themselves. Faculty who are not returning next year may co-advise a summer project with a returning faculty who will manage the Summer Project Showcase activities in the Fall Semester.

All proposals should include the following components, following the format of the Summer Project Proposal Form:

- a) *Project Title*
- b) *Name(s) of advisor(s) and names and number of students expected to participate (if known)*
- c) *Project Overview*: A description of the project, including background, aims, activities, location(s), field partners, supervision, etc. as apply
- d) *Objectives & Learning Outcomes*: Identify the learning, research, and/or service objectives to be met/achieved by project.
- e) *Expected Project Outputs by Students*: Report, service, documentary, etc.
- f) *Contribution(s) to AUW*: Explain how the project will be shared with the AUW or wider community (e.g. a report, documentary, personal essay, etc.)
- g) *Schedule/Timeline*

Submitting Proposals and Funding

A designated Faculty Committee will be formed each year to organize and evaluate the Summer Project proposals. Students whose proposals have been approved, will be required to participate in a seminar on ethical research.

A schedule and application guidelines will be provided by the Committee in March/April of each academic year.

Funding for Student Summer Research Projects is determined on an annual basis and may not cover all expenses related to the project. Students are encouraged to seek additional resources or design the research project based on cost-sharing, within the allocated annual budget. The funds provided may be used only for student research activities. Faculty wishing to participate in the project may utilize their individual research fund allocation.

Senior Thesis

The Senior Thesis is a mandatory or elective component of some Degree Programs, as indicated in the Program Curriculum. Students who select majors with a mandatory Senior Thesis would be advised to begin their research projects as part of the Summer Research Projects scheme. Unless otherwise advised by the program head, the Senior Thesis project should evolve from the primary field of study (the Major) and should include a substantial research component.

The Senior Thesis may take the form of a mandatory Thesis Seminar or a Senior Thesis Course, each worth 4-8 credits in total, in completion of the graduation requirements of the program.

The Senior Thesis must be supervised by a faculty member from the student's selected Major. Faculty from other majors or minors may serve as Co-supervisors.

ACADEMIC RESOURCES

Academic Advising

All students at AUW receive academic advising support throughout their course of study. Students should work together with their advisers to plan carefully and thoughtfully their schedules and curricula. Students are required to meet formally with the Academic Registrar and their adviser prior to course registration in any given term.

New Access Academy students are assigned an Access Academy faculty member as their adviser for their first year. In the spring, prior to registration for fall classes, Access students will be assigned a UG faculty adviser with whom she will plan her UG curriculum. This faculty member will be her adviser until she declares a major in the spring of her UG1 year. Direct entry Undergraduate students will be assigned an academic adviser from among the UG faculty immediately. Once a student has declared a major course of study she will be assigned an academic adviser in the relevant program by the Dean and/or Academic Registrar . That faculty member will remain the student’s adviser until her graduation and will lead her through her upper-division course of studies. Should an adviser leave AUW, students will be assigned to a new adviser. Students will also meet regularly with the Academic Registrar who will maintain an audit of the student’s progress in completion of requirements for the core, a major, minor (if applicable) and graduation.

Students may request assignment to a specific major adviser; but that adviser must approve the addition of the student to his/her advising roster. Requests for specific assignments must be made to the Dean of the faculty.

A successful advising relationship relies on both student and adviser meeting their respective responsibilities.

STUDENT Responsibility	ADVISER Responsibility
Become knowledgeable about your major and its requirements.	Help your advisee become knowledgeable about their major and its requirements
Make and keep an appointment with your adviser at the beginning and middle of each term.	Be available for appointments with your advisee at the beginning and middle of each term.
Prepare for your appointment- bring your grade sheets, assignments etc if required.	Help with course selection and check class scheduling. Confer with faculty teaching the advisees’ courses if required.
Ask for help when you need it, and in a timely manner.	Discuss any problems with your advisee and make referrals if required.
Recognize many of your problems cannot be solved without your action.	Assist your advisee in deciding on solutions to their problems.
Make decisions regarding your academic and career goals that are consistent with your interests, abilities and limitations.	Discuss career goals with your advisee, and assist in making choices at AUW that will help them achieve those goals.
Create plans to fulfill your goals, and be prepared to review your plans in the future	Help your advisee create their plans; review plans and suggest alternatives if required.
Seek and take advantage of resources to enhance your education and career goals.	Refer your advisee to appropriate people and information on resources and opportunities.
Act in an ethical, responsible, and professional manner.	

PEER TUTORING SERVICES

Students who are struggling with their coursework can request a peer tutor through their course instructor. The course instructor will work with the Office of Student Affairs' Work-Study Program to hire a suitable tutor.

The Writing Center

The AUW Writing Center works with all students at any time during the writing process, providing one-on-one instruction and small-group workshops to enable students to become better writers.

Our Philosophy. We approach writing as a process, not a product. We seek to make better writers, not just better writing. By improving student writing ability across the curriculum, we work to advance students' critical thinking skills and self-sufficiency as writers.

What we can do for you. The Center is staffed by tutors who have been trained to work with writers at all levels, emphasizing second language learning skills. We work with you, not for you, and we work on so much more than just writing!

We do not edit or proofread papers. Instead, we aim to provide students with the proofreading skills and correct grammar that will allow them to succeed independently as writers. While we acknowledge the need for students to master the rules of written English, we believe that students learn these skills best by working on their own writing.

We work in many different ways:

Exploring the expectations of academic writing.

Finding new ways (new words, phrases, and sentence structures) to say old things. Bringing about your understanding of yourself as a writer.

Developing effective problem-solving strategies.

Do plan ahead, come when you start writing or with a first draft, and bring your questions or an agenda to the conference. Don't expect to work on too many issues at once or come at the last minute—you'll be stressed and so will your tutor!

How to make an appointment: Appointments for individual conferences with writing tutors can be made a week in advance or the day-of by visiting our front desk. You may sign up for a 60-minute or 30-minute appointment. If you are more than 5 minutes late, your appointment will count as missed. To cancel an appointment, email the Writing Center at writingcenter@auw.edu.bd by 10am the day of your appointment. If you miss an appointment without cancelling beforehand, you will receive a warning after the second time. If you do not show up for three sessions during the semester without cancelling, you will lose the privilege of reserving appointments ahead of time; you will only be able to have walk-in appointments.

If you wish to meet with a tutor on a regular basis, you may sign up for the Weeklies program, which allows students to work with the same tutor every week during the semester. Senior Thesis students may also request

a Weekly session. Tutors will focus on aiding student's overall writing process.

Workshops: We offer workshops every month on various topics under Academic Writing and Research, Creative Writing and Writing for Business and Communication as well as on improving Study Skills.

In-Class Presentations: Instructors may request a tailored class presentation delivered during class time on such topics as Citation Use, Group Projects, Writing Formats.

We also support faculty and staff writing needs with special workshops and individual tutoring sessions.

Resources: Along with weekly writing skills workshops, the Writing Center has handouts and other writing resources, such as learner's dictionaries, citation guides, and writer's handbooks, to aid students in their writing.

Hours of Operation:

Sunday – Thursday: 10:30 a.m. – 6:00 p.m.

Saturday: 1:00 - 5:00pm

Location: 20H, Room 405

Website: <https://auwwritingcenter.wordpress.com/>

Science & Math Center

Learning and understanding science and mathematics are essential in the liberal arts education framework because it prepares students with the proper mindset and skills to solve, analyze, and understand real life problems. The mission of AUW Science & Math Center (SMC) is to help all the students who have difficulty in solving scientific and mathematical problems in their courses and to provide a safe space among peers for the ease of learning. These students would improve the logical and problem-solving skills that will help them succeed in their respective careers. Such learning support is extra, optional, and non-compulsory and is designed to assist students in developing scientific and mathematical abilities to reach their academic and career-oriented goals.

The goals for the students who enlist the help of the SMC are as follows:

- To confidently solve real world applications of their respective major by achieving a better understanding of basic scientific, mathematical and statistical concepts.
- To enhance quantitative reasoning and literacy.
- To draw connections between science, math and upper level application courses.
- To develop soft skills that can be used in the classroom and the workplace.
- To boost self-confidence.

COURSES

This list of courses is a sample of what has been offered by AUW over the past 3 years.

The list is not exhaustive and might not include all the courses available for registration. Before each registration period, the Academic Registrar's Office will send a list of all available courses for the following semester. Courses will be offered only if enrollment meets the minimum class size requirement.

The Core Curriculum

Ethical Reasoning

ETHR 1000: Introduction to Ethical Reasoning

Moral philosophy addresses fundamental questions of human life and action, such as: How does a person live well as a human being? What is the nature of human virtue, and how is virtue related to reason and emotion? What makes an action "morally good"? Are all moral standards "culturally relative"? Are any actions always morally prohibited, and if so why? This course considers these questions and others, by analyzing fundamental texts in the history of moral philosophy. In the first half of the course, we will consider ancient and medieval ethical writings. We will begin with selections from Confucius and Mencius, and also the Hebrew Bible. Next we will read Plato's dialogue Protagoras, which raises the question of whether and how virtue can be taught. We will then read Aristotle's Nicomachean Ethics, as well as a variety of texts by medieval Aristotelians, including both Islamic and Christian scholars. In the second half of the course, we will examine works by three of the most influential figures in modern philosophy: David Hume, Immanuel Kant, and John Stuart Mill.

ETHR 1002: Global Justice

This course provides an overview to the major theories and problems of global justice. It will examine Classical and contemporary views of justice with an international focus and from a variety of Asian and Western perspectives, and will deal with issues relating to human rights and nationalism, globalization, distributive justice and poverty, environmental destruction, and violence against women, children, and minorities. The beginning sections of the course will examine general theories of justice by thinkers such as Plato, Kant, J.S. Mill, the Buddha and Chuang Tzu. The remaining sections of the course will apply these theories to particular problems and issues in the modern world. Students in the course will learn to critically evaluate the ethical dimensions of global justice that underlie most contemporary debates in international politics, and will have the opportunity to develop their own views and assessments of global justice.

ETHR 1010: Ethics and Cultural Heritage

In this course, we will explore ethical and moral dilemmas regarding cultural heritage practices and look at different cultural institutions' ethical and moral responsibilities. In this class, students will explore how ethical issues have transformed heritage practices of different local, national, and global cultural institutions. Students will investigate, compare and assess how different professionals working in different cultural institutions, including cultural communities such as indigenous groups and minorities, museums, governments, the tourist industry, UNESCO, are dealing with heritage conflicts and are approaching dilemmas regarding heritage practices, including acquisition, display, heritage in times of war, cultural ownership, preservation, representation, exhibition, repatriation. In this class, students will gain strong background in the philosophies of Ethic and apply them to the unique dilemmas facing cultural heritage practices.

ETHR 1015: International Ethics: Law, Morality and Human Rights.

This course considers the issue of moral values and ethical reasoning in contemporary international affairs. It presents the concepts, theories and methods of ethical analysis and it applies them to a number of global issues (e.g. human rights, international law, foreign intervention and global justice) and case-studies (e.g. Somalia, Rwanda, Yugoslavia and Iraq). It asks if there is—and whether there should be—such a thing as international political morality.

ETHR 2200: The Role of Law in International Politics While politics and law are deeply intertwined in contemporary global affairs, scholars and practitioners often argue that the law is not a significant restraint on international relations. This course will look at the interplay between international law and international relations by exploring the historical evolution, philosophical nature and practical function of international law in world politics and by situating it in its historical, philosophical and political contexts. It will consider the relationship between politics, philosophy and law on issues as diverse as the use of force, war crimes, human rights and the environment, among others.

ETHR 1016: The Morality of Massacres and Genocides Ethnic cleansing and genocides are seen as abhorrent acts committed by a deranged minority, the result of a dark side of human behavior that is unethical, exceptional and largely incomprehensible. This course challenges these views, investigates the sources of mass killings in the modern world and asks the following question: 'why genocide'? Using the most tragic examples of ethnic cleansing (such as colonial genocides, Armenia, the Nazi Holocaust, Cambodia, Yugoslavia and Rwanda) as well as cases of lesser violence (such as early modern Europe, contemporary India and Indonesia), the course will show that extreme political violence and mass extermination are not simply the work of 'evil elites' or 'primitives', but the result of complex interactions between leaders, militants and 'ordinary' people. This aspect of 'ordinary' people becoming perpetrators of evil acts is important, for not only were most episodes of ethnic massacres and genocides seen as perfectly moral at the time they were committed; such a perception was an essential condition for these massacres to take place. Since understanding this complex process will hopefully help us devise policies to avoid ethnic cleansing in the future, we will explore the causes, triggers, domestic and international contexts, implementation, nature and the uses of genocide as a political phenomenon.

ETHR 1012: Ethics in research

Research ethics define the standards of conduct that promote the nature of research (knowledge, truth and avoidance of error), productive collaboration among researchers, their accountability to the public, and public support for research itself. We will consider the four ethical theories underlying research ethics- ethical egoism, contractualism, moral rights and utilitarianism- and apply these theories in the process of ethical decision making while considering case studies of issues that all researchers may face in some stage of their career: mentor/mentee interactions, plagiarism, reporting misconduct, productive collaboration and authorship, data collection and analysis, informed consent, intellectual property, conflicts of interest with private industry, animal rights, environmental ethics, and the social responsibility of researchers. At the conclusion of the course, students will demonstrate their understanding of research ethics by assessing the degree to which published papers or public projects have abided by research ethics norms and relevant international and national codes and policies. They may also argue that specific papers should not be cited by future researchers based on their lack of compliance with ethical standards of research.

Literature, Civilization Studies & the Arts

LCSA 1000: World Literature I

The idea of world literature has been around for centuries. In 1827, for example, Johann Wolfgang von Goethe, the most canonical figure in German literature, claimed that, "National literature is now a rather unmeaning term; the epoch of world literature is at hand, and everyone must strive to hasten its approach. But, while we thus value what is foreign, we must not bind ourselves to some particular thing, and regard it as a model." Keeping Goethe's ideas in mind, we will examine how what we think of as world literature has shifted from a European (read: privileged, white, male) canon to an emerging global perspective of diversity in 'race,' ethnicity, class, gender, a/sexuality, and dis/ability. In this course, we will engage with a wide variety of texts by authors from Africa, Europe, Latin America, and New Zealand. We will use short stories, novels, plays, and films to explore and contextualize representations of places, people, and traditions that can be different from - yet sometimes also similar to - our own backgrounds. While we will learn much about the regions and cultures that the texts address, we should also keep in mind that one text cannot be representative of a whole region, country, or people. Key themes will include the canon and national identity, gender, a/sexuality, memory, ecology, authenticity, postcolonial struggles, migration, and social justice.

LCSA 1001: World Literature II

In this course, we will engage with a wide variety of texts by authors from Asia, the Middle East, and the Caribbean. We will use short stories, novels, and films to explore and contextualize representations of places, people, and traditions that can be different from - yet sometimes also similar to - our own backgrounds. While we will learn much about the regions and cultures that the texts address, we should also keep in mind that one text cannot be representative of a whole region, country, or people. Key themes will include the canon and national identity, gender, a/sexuality, memory, ecology, authenticity, postcolonial struggles, migration, and social justice. Students should be prepared to participate actively in discussions, give a short presentation in class, and write several papers.

LCSA 1003: Women Writers (Asian)

The course will explore the ways and modes of depiction and representation of women in the Asian literary tradition. Through an interdisciplinary approach the class will explore how the women assert the importance of self representation and identity formation or disintegration based on single behaviors or institutional practices and how they are produced, maintained or transformed. The pedagogy will focus on the achievements and perspectives of women writers through critical analysis of their literary works and literary strategies. The course will comprise of lectures and discussions, group work, practical exercises, and guest lectures. In order to encourage participation in the classroom we will employ a number of techniques which includes the use of texts, power-point presentations and discussion-driven exercises. Books and/or reading packs will be made available to the class at the beginning of the semester.

LCSA 1004: Women Writers II (Western)

The course will explore the ways and modes of depiction and representation of women in the Western literary tradition. Through an interdisciplinary approach the class will explore how the women assert the importance of self representation and identity formation or disintegration based on single behaviors or institutional practices and how they are produced, maintained or transformed. The pedagogy will emphasize on critical thinking and analytical writing. The emphasis will be on women writers' strategies of articulating female experience and the role of literature as a reflection of and a catalyst for social change. The pedagogy will emphasize on critical thinking and analytical writing.

LCSA 1008: Introduction to Asian Religions

This course will survey the major religious traditions of South Asia, SE Asia, China and Japan, and will focus on the religions of Buddhism, Islam, Hinduism, Confucianism, and Taoism. We will examine the rituals, practices, and beliefs of these various Asian traditions in an inter-disciplinary manner, exploring their historical, philosophical, and cultural foundations, as well as their contemporary expressions in popular media, visual art, literature, and film. We will read the primary religious texts in these traditions and examine how they have been interpreted and expressed throughout various historical periods-- both ancient and modern. We will also explore various interactions and conflicts between these traditions, and raise questions about the relationship between religion, violence, war, and peace.

LCSA 1013: Acting, Voice and Movement (FA)

This course will provide theory and practice in beginning acting technique, scene study, and the development of voice and movement skills. Physical and vocal training will emphasize an awareness of the performer's body in relations to space, and as applied in dramatic staging. Class exercises and scene work will explore gestural vocabulary and spoken language skills in order to enhance performer's ability to speak clearly and expressively. All students will perform in a final production project based on dramatic literature of Asia. This course is not open to students who are taking Directing and Producing for Theatre (Spring 2014)

LCSA 1016: Digital Filmmaking & Media Literacy (FA Practicum)

The Digital Filmmaking & Media Literacy: An Introduction course provides students with a hands-on opportunity to produce a wide range of video projects including stop- motion animation, silent narrative films, music videos, and short documentary films. Within these projects, students are given the opportunity to perform each of the production functions and will learn such core concepts as framing/composition, camera movement, anatomy of a scene, pre-production processes (storyboarding, scripting, etc.), interview skills, and post production processes (editing, sound design). Beyond these real world applications, students read (or watch) and analyze articles, case studies, scenes/clips/featurettes, and entire films.

LCSA1044: Pantomime Appreciation

Pantomime is the most ancient form of art that began when human beings felt the necessity to communicate with each other but didn't have any verbal language. They had only their body – their gestures and facial expressions – with which they created a universal language. Pantomime is the artistic form of that language. This course focuses on five (05) major topics:

1. Body Analysis and Use of Body
2. Yoga I
3. Body Language
4. Facial Expression
5. Story Development (Solo)

In this course, students will learn the basics of pantomime art and its effect and usefulness on their personal and professional lives. Through various exercises, we will be able to make our bodies flexible and active, and we will be able to re-create specific body language and expression as any situation demands.

LCSA1045: Basics of Verbal Acting

It is not necessary for everyone who learns acting to perform professionally on a stage, but it is necessary for everyone to be a performer in her professional life. This is what an acting course can contribute to a student's career, and this course is designed based on this philosophy. Through this course, students will be introduced to verbal acting and its techniques, i.e. voice modulation, elements of speech, and movement of body, and where and how to use them. At the end of the course, the students will have a dual performance in which they will be able to apply the skills they learned from the course. This course will focus on the following topics:

1. Definition of acting
2. Voice modulation
3. Elements of speech
4. Speech development
5. Yoga II
6. Body movement
7. Dual presentation

LCSA1046: Fiction Film Making

As the title implies, this is a basic course on fiction film making. Making a film encompasses a vast arena. This course will introduce students to the beginning path. Students will learn both the technical and aesthetic aspects of film making such as script writing, shot division, basics of camera, camera language, shooting, and editing through practical classes. They will also learn how to shoot a film with minimum resources to get the maximum possible output. They will do pre-production, production and post-production activities so that they will be able to design and create a visual production by themselves.

LCSA 1102: Women in World History

This course provides both historical knowledge on women's experiences in history and the skills required to conduct historical research. We will consider issues of exclusion from history, social histories, grand narratives, and assessing women's status in history through women's historiography. We will question constructions of the category of "women" that define history as universally shared experiences and discuss if specific variances such as time, class, place and race must be considered when studying women in history. What do we know about women's experiences as recorded in history? How do we read narratives found in primary and secondary sources, through oral tradition and in visual evidence?

LCSA 1115: Beginning Mandarin

Beginning Mandarin I is the first in a series of six semester-long courses intended to help students communicate effectively using Mandarin Chinese. The course will introduce the fundamentals of the language to students without prior knowledge of Chinese with a strong focus on speaking and listening skills needed for common daily life interactions. In particular, students will learn how to have basic conversations with people they meet, talk about food, make purchases, and get around in China. The course will develop student mastery of *pinyin* pronunciation, basic grammar, and practical vocabulary. While learning activities will rely on *pinyin*, students will also be expected to learn to recognize common Chinese characters and be able to write at least 100 Chinese characters by the end of the semester. In addition, periodic cultural presentations and discussions will be held to increase students' familiarity with China and its people.

LCSA 1116: A History of International Relations in Thirty Objects

This course exposes students to a visual history of international relations. By introducing and analyzing thirty everyday objects ranging in time from antiquity to the contemporary world, the course presents international history as a kaleidoscope of cultures, languages and philosophies—one that is constantly shifting, profoundly interconnected, constantly surprising and shaping our modern world in ways that most of us would have never imagined. An anonymous and ordinary-looking stone pillar, for example, will tell us the story of a great Indian emperor preaching tolerance to his people; a series of luxurious Spanish coins will reveal the beginning of a global currency and how kings and political leaders handled it; an ancient, damaged and largely incorrect map of the world will bring Columbus and the discovery of America to life; and an early Victorian tea-set will speak to us about the impact of empire upon the peoples who lived under it. The aim of the course is to make the history of international relations understandable through everyday objects, while also highlight the ingeniousness, complexity and resilience of the human spirit.

LCSA 1201: Art History, A Global Perspective

This course is designed as a thematically organized art historical survey. We will look at art history from a global perspective, exploring questions and issues raised by artists, art historians and critics in different parts of the world. Exploring Art thematically gives us the opportunity to look at a wide range of artistic expressions, from the prehistory to the contemporary era. The goal of this course is to give you the tools necessary to explore, investigate and appreciate art, whether you are looking at the Taj Mahal in India, a Mayan pyramid in Mexico, the Mona Lisa at the Louvre, Rock Art in Australia, a jade sculpture from China or a family heirloom in your own house. Although the course will more or less follow a chronological outline, the different regional artistic cultures will not be studied in details. Rather, we will focus on different themes and artistic concepts, such as art and power, art and spirituality, art for art sake and art of the everyday life, to name a few.

LCSA 1202: Introduction to Asian Art

This course is designed as an introduction to Asian art and architecture. We will investigate historical and modern Asian art from different perspectives, including traditional, religious, political and social perspectives. Together, we will explore the transformative power of Asian art, including the stylistic transformation of Islamic art in South Asia, the transformation of Buddhist art along the Silk Road, and the rise of Asian modern art in the post-colonial era. We will also look at different media, such as textile, block prints, paintings, wooden and stone architecture, ceramic, and ephemeral art such as henna painting and flower arrangements.

LCSA 1204: Choir

Choir at AUW will entail instruction in vocal technique, theory, music reading, use of harmony and diction to form a fully blended sound. The course will include music from varied ethnic backgrounds and various languages. Throughout the semester, we will learn pieces of music that will improve upon music reading skills as well as vocal technique. Students will be offered numerous opportunities for both solo and group performances culminating in an end-of-semester concert. No prior music knowledge is required to take this course.

LCSA 2002: Musical Composition

The course in musical composition will provide a basic introductory knowledge of musical theory and the tools to harmonize basic melody, spell out common chord progressions, and encourage creative thought and musical expression. Evaluation in the course is based on understanding of musical theory and on compositional projects assigned throughout the semester. Students will be expected to learn the basics of both the piano and the music writing software Finale 2012 for their composition projects. This course will be fast-paced, and students will have a considerable amount of work to do outside the classroom, but the work will be very rewarding.

Natural Sciences and Mathematics

BIOL 1001: Discovery in Forensic Science (Core Science)

Forensic Science involves scientific method of gathering and examining data/information about the past. Forensic Science is important in law enforcement in relation to criminal and civil law. It also draws upon a variety of scientific principles, including biology, physics, chemistry, astronomy, and geology to investigate ancient times. This course will introduce both science and non-science students to the scientific aspects of forensic investigation along with the ethical issues facing the forensic scientist. The course will establish a foundation for understanding many of the concepts and techniques on which forensic science is built. Broad range of topics in forensic procedures such as physical and chemical methods for visualizing fingerprints, ballistics including bullet identification and gunshot residues analysis, blood detection and characterization, DNA profiling, fiber and hair analysis and testing of controlled substances will be discussed. Students will learn about the analytical and instrumental methods used in investigating crimes, emphasizing on the measurement accuracy and traceability required in criminalities. Various case studies from literature will be evaluated and students will be involved in investigation of a simulated crime followed by presentation of their investigation to the jury. Students will also be required to write reports on various simulated cases.

Some of the learning outcomes from this course are: 1. Determine appropriate conclusions based on scientific evidence. 2. Write scientific reports and follow scientific procedures to obtain standardized replicable results. 3. Apply critical thinking skills in solving justice problems of a specific nature by discussing relevant court cases and impact of science within. 4. Be able to discriminate between science and science fiction. 5. Understand the relationship

BIOL 1030: Understanding the Human Body

Understanding the Human Body is a course for non-science majors that will fulfill one of the Science/Math requirements in the core curriculum. We will examine the factors that shape an individual's understanding of the human body, including family, society, culture and science, and explore the misconceptions that many of us have about the function and health of our bodies. The course will give students the opportunity to explore topics of their own interest, such as the cause of disease, cures for cancer, stem cell research, female health, human reproduction, and evolution. We will discuss articles about the human body presented in the popular media, and use research to determine if the claims have been validated by science, before debating the influence of popular media on socio-cultural beliefs and our own understanding of the human body.

BIOL 1100: Biology I (with Lab)

General Biology I can fulfill one of the Science/ Math course requirements in the core curriculum for any student, and is also a required course for students intending to major in Biological Science, Environmental Science, and Public Health. Biology I will provide students with an understanding of the diversity of animal life at the level of biomolecules, cells and whole organisms, together with an appreciation of a range of fundamental themes in contemporary biology (including cell theory, biological systems, biodiversity, heredity and evolution). Topics will include the basic structure and function of cells, cell energetics and respiration, photosynthesis, trans-membrane transport, signal transduction, intra and inter cellular transport, heredity, the structure and function of DNA, the control of gene expression, cell division, the evolution of multicellularity, tissue structure and function, organ systems, respiration, reproduction, digestion, excretion, and immune system. Students will also conduct a range of laboratory procedures relating to the organization and function of living organisms at the molecular, cellular and whole organism level. Specific experiments investigating scientific method, instrumentation, membrane transport, enzymes kinetics, respiration, mitosis & meiosis, translation, digestion, cell specialization and biotechnology will be carried out.

BIOL 1101: Biology II (with Lab)

General Biology II can fulfill one of the Science/Math course requirements in the core curriculum for any student, and is also a required course for students intending to major in Biological Science, Environmental Science, and Public Health. Within the overarching theme of evolution, we will build upon your understanding of topics in General Biology I and examine the animals and plants in different ecosystems, including their adaptations and interactions, and role in energy cycling and nutrient cycling. Practical classes will include field trips and collections, simulation and modeling exercises, microscopy, and

experiments. Students will also build professional skills in experimental design and scientific writing. Prerequisite(s): Satisfactory completion of Biology I or at the discretion of the instructor.

BIO 4980: Senior Seminar in Biology:

This course is for the final year Biological Sciences student interested in conducting research in a particular area of Biology. Students start with writing a well thought research proposal with a clear goal and discrete timeline. Students will learn as a group the basic procedure regarding carrying out an independent research project. Students will also interact regularly with the faculty on a one to one basis updating the progress of their project. Finally students will present the outcome of their research orally as a presentation and submit the research report as a thesis.

CHEM 1100: General Chemistry I (with Lab)

Chemistry I is the first semester of a two-semester series that will cover general, inorganic chemistry topics and prepare you for further studies in scientific majors. I will also emphasize green chemistry theory and highlight chemistry in everyday life and society. This course will consist of lectures, laboratory exercises and a weekly discussion/problem solving session. We will cover topics such as the mole, stoichiometry, the periodic table, and various types of chemical reactions, phases of matter, intermolecular forces and bonding theory.

CHEM 1101: General Chemistry II (with Lab)

Chemistry II is the continuation of Chemistry I that will cover physical chemistry topics and will help you to prepare yourself for the scientific majors. Similar to Chemistry I, this course will also have lectures, laboratory and a weekly discussion/problem session. This course will cover topics such as thermochemistry, chemical kinetics, chemical equilibrium, acids-bases, solubility, entropy and free energy, electrochemistry and nuclear chemistry. This is a course that requires hard working, continual studying, homework and assignments in order to keep up with the material for successful completion.

Prerequisite(s): Satisfactory completion of Chemistry I

PHYS 1100: Physics I

Physics I will cover the following concepts of dynamics: Newton's law of motion; motion and force; work, energy, and power; linear motion of particle; two dimensional motion; waves and oscillation; momentum of particles; conservation of energy; and application centered with these in the physical world; as well as these concepts of thermodynamics: heat and work; applications of the 1st and 2nd law of thermodynamics; the zeroth law of thermodynamics; kinetics theory of gases; specific heat of gases; equi-partition of energy; mean free path; Maxwell's distribution; reversible and irreversible process, Carnot's theorem and cycle; and thermodynamic function.

Prerequisite(s): Satisfactory completion of Calculus I.

PHYS 1101: Physics II

Physics II is a continuation of Physics I and will cover electricity, magnetism and electromagnetic fields and forces. Electromagnetic forces quite literally dominate our everyday experience. The very tiny charge particle does not fall through the floor to the center of the earth rather it is floating on electrostatic force fields, because electromagnetic forces are so enormously strong almost 10⁴⁰ times stronger than gravity. In our everyday experience, matter is electrically neutral and our direct experience with electromagnetic phenomena is disguised by many subtleties associated with that neutrality. This is very unlike our direct experience with gravitational forces, which is straightforward and unambiguous.

Prerequisite(s): Satisfactory completion of Physics I

PHYS 1102: Descriptive Physics for Non-Scientists

An introductory course in physics for students of non-science majors. Emphasis will be given on measurement, mechanics and selected topics from heat, sound, light, electricity and magnetism as they relate to our daily lives. In this course you will learn how to apply scientific data, concepts and models to problem-solving and find solutions to applied problems using numerical, graphical and elementary algebraic techniques.

MATH 1000: Calculus I

Calculus I is a foundational course; it plays an important role in the understanding of science, engineering, economics, and computer science, among other disciplines. This introductory calculus course covers differentiation and integration of functions of one variable, with applications. Topics include: Functions; Limits and Continuity; Differentiation; Application of Derivatives; Integration; Integrals using advanced techniques of integration, such as inverse substitution, partial fractions and integration by parts. After completing this course, students should have developed a clear understanding of the fundamental concepts of single variable calculus and a range of skills allowing them to work effectively with the concepts.

Prerequisite(s): Satisfactory completion of Pre-Calculus.

MATH 1001: Calculus II

Calculus II is a second semester calculus course for students who have previously been introduced to the basic ideas of differential and integral calculus. It is a continuation of Calculus I. Over the semester we will study First-Order and Second - Order Differential Equations, Infinite Sequence and Series, Vectors and the Geometry of Space, Partial Derivatives and Multiple Integrals. In this course you will learn how to use calculus to understand and model real life situations such as those in business, environmental changes, population growth to name a few. As expected, real life situations are in general very complicated and are difficult to model but with the mathematics in this course we can understand some of the more basic models. The material we take up in this course has applications in physics, chemistry, biology, environmental science, astronomy, economics, statistics, and just about everything else. We want you to leave the course not only with computational ability, but with the ability to use these notions in their natural scientific contexts, and with an appreciation of their mathematical beauty and power.

Prerequisite(s): Satisfactory completion of Calculus I

MATH 1002: Probability and Statistics

This course starts with descriptive statistics and aims to provide an understanding of the basic concepts in probability, conditional probability, independent events and Baye's theorem. It will also focus on the random variable, mathematical expectation, and different types of distributions, sampling theory, regression analysis and estimation theory. Another objective of the course is to design a statistical hypothesis about the real world problem and conduct appropriate test for drawing valid inference about the population characteristics. It is inevitable to have the knowledge of hypothesis testing for any research work. The course will provide an opportunity to learn many data analysis software like Statistical Package for Social Science (SPSS), Excel, especially R to perform simple and sophisticated analyses for large samples. This course is very effective for Economics, Biological science, Public health studies, Environmental studies, Social science, Business studies and many more.

Additional Courses

PHST 1000: Introduction to Public Health

This course promises to take you on a journey through the science and the art of public health issues, concepts and practice by examining the philosophy, purpose, functions, organization, tools, activities and results of public health. Case studies will enable you to apply your knowledge to real-world local and international public health problems in order to understand how public health strategies contribute to population health. After the course you will possess an overview of this field to help you think about and explore how you can contribute to public health's mission for your community, nation and the world, either through a public health career or as a knowledgeable, engaged member of society.

ENVS 1000: Introduction to Environmental Science

We will discuss the scope and importance of environmental science and its relationship with other branches of science. We will focus on several different aspects of the environment including: the principal components of the earth system – atmosphere, lithosphere, hydrosphere, biosphere and pedosphere; the structure and function of ecosystems; aspects of biodiversity and its conservation; renewable and non-renewable sources and their sustainable management; and topical issues e.g. carbon sequestration and global warming, pollution, natural disasters. This course does not have a lab but will include orientation tours to different industries and polluted areas and the preparation of a report on one of the visited areas.

ENVS 1001: Water Resources and Development

Water and water resources are important factors in the development of society. The course covers some of the essential facets in which water has combined with societal development. The course is introductory in nature and attempts to provide a basic overview of some of the disciplines such as water use and water quality that have specific applications in water resources engineering and management. The course focuses on three major parts of water resources and development. Part I deals with introduction to water resources including surface and ground water sources, basic water science, water resources development planning concepts and water resources development policy. Part II deals with water use and its associated analysis, including domestic/urban use, water supply and demand, irrigation and hydropower. Part III deals with water quality and environment including water pollution, public health and, environment and social impact assessment.

CSCI 1101: Fundamentals of Computers (with Lab)

This course aims to provide a brief idea about the basics of computers Systems and Computing, the role of Computers in the society. It will introduce the components of computer (hardware and software), operating system, networking and database basics. How a computer program solves the problem and the total procedure to design and implement a program will be experienced in the course. Lab sessions will focus more on network design, introducing different application programs and web programming.

CSCI 1102: Problem Solving and Decision Making

Efficient decision making is of utmost importance in any aspect of an individual's life. People who are able to consistently identify the problem and gauge its importance tend to be in a better position of solving it by choosing the best option among multiple alternatives. The decisions of these people are generally imaginative, logical, solid, and defensible. In this course, students will be equipped with knowledge and tools necessary to become an imaginative, logical problem solver/decision maker. They will explore a structured way to approach and dissect problems, and learn to clarify problems in terms of objectives and issues, with a view toward possible outcomes. Finally, the students will apply their acquired knowledge to handle a relevant IT-related project as a hands-on exercise.

Regional Challenges

Please note that the requirements for the RCHA might change in the 2017-2018 academic year. Additional information will be provided.

RCHA/ ENVS 2000: Environmental Challenges in Asia

This course is designed to cover the environmental challenges in Asian countries. These include: heavy metal poisoning, environmental pollution; deforestation; soil erosion waste management: concepts and theories on occurrence will be discussed. The course will enable students to elucidate and understand specific challenges, their effects, and predictions of fate.

RCHA 2002: Public Health Challenges in Asia

Our health is a major contributor to our individual and national wealth, and public health can promote and protect health and prevent disease. However, public health is often systematically underfunded by many governments' health systems in and outside of Asia. In this course you will first review the definition of public health. Then we will examine several key public health issues in South and Southeast Asia to understand how well the region's public health systems and interventions are meeting their health challenges. Finally, through examining mostly Asian case studies and conducting a class project, you will be challenged to relate these and otherwise explore your own country's public health system and determine how to further develop and strengthen it to improve the health of the population. At the end of the course, you will be able to contribute to public health's mission for your community, nation and world, either through a career in public health or as a knowledgeable, engaged member of society.

RCHA 2008: Gender Equality and Women's Empowerment in Asia

Countries in Asia have made tremendous economic growth in past few decades compare to the other parts of the world. We have seen sharp fall of extreme poverty, resilient communities in disaster situations and narrowing gender gaps in education, health, employment and political participation in Asian regions. But, the progress and achievements made by the Asian countries are not spread widely and evenly across the entire region. Disparities remain in many areas. Many women are still denied access to basic services and essential assets such as land, and excluded from decision-making. In some countries and among some groups, women still suffer from entrenched gender discrimination and exclusion that diminishes their life expectancy, education prospects, access to clean water, sanitation, and employment, and exposes them to gender-based violence. On the whole, ensuring gender equality and women's empowerment remains a major challenge in the Asian countries. This particular course is designed to introduce students to issues of gender equality and women's empowerment in Asian countries in a comparative context. Starting with theoretical debates in the field of gender studies and development, the course will analyze the challenges in ensuring gender equality and women's empowerment along with examining specific case studies from the region. With the combination of class lectures, audio-visual documentaries, extensive class room discussions, group exercises and bringing real life examples from the students and instructor, the course will enable the students to learn the fact that 'gender equality and women's empowerment' are essential for meeting Asia's aspirations of inclusive and sustainable development.

RCHA 2009: Gender Based Violence in South Asia

Gender based violence (GBV) refers to the violence that is directed towards individuals or groups on the basis of their gender. GBV is used to maintain gender hierarchies and inequalities through power and control, manifesting in identifiably physical, emotional, psychological and economic violence. While GBV is often used interchangeably with 'violence against women' and this kind of violence is commonly assumed to be perpetuated by men, GBV can be directed towards men and boys as well and women may be perpetrators. GBV includes (but is not limited to) intimate partner violence, rape, sexual harassment, female feticide, and trafficking. In South Asia, due to an amalgamation of different religious, historic and community cultures and traditions, GBV occurs within a unique context. This context is further complicated by the rapid economic development and its wake, the technological progression that is occurring in these developing countries. In this course we will explore and understand how Gender Based Violence exists and persists in this complicated context. We will also explore how GBV is simultaneously aided and challenged by technological advances and neoliberal globalization. This course will use an interdisciplinary lens and will draw on feminist theories, cultural studies, anthropology, sociology and development studies.

RCHA 2010: Gender, Justice & Conflict in South Asia

The course will be interdisciplinary in nature and a multitude of teaching and learning techniques will be employed including discussion-based activities, in-class debates, oral presentations, the making of audio and visual multimedia to explore the topics introduced in class, field research and interviewing, blogging, as well as lectures. We will begin with an overview of feminist theories of justice, ethics and war, and will discuss to what extent these theories, largely although not exclusively coming out of the West, can be applied to contexts such as South Asia. We will focus in particular on the concept of intersectionality and use India as a case study of the intersection among gender, national identity, religion, and caste. The next section of the course will discuss research methodologies that feminists have developed in international relations, sociology, and other disciplines that have been employed to reveal the experiences of marginalized voices. Using these alternative methodologies allows us to question the usual units of analysis which inform our understanding of conflict and justice, which all too often tend to focus exclusively on formal institutions and visible leaders, to the exclusion of those affected very differently by these processes such as women and children. This section of the course will use the experience of the 1971 Liberation War in Bangladesh as a site from which to employ feminist methods to study “silences,” particularly the various forms of secrecy surrounding incidents of sexual violence during the war. Also drawing on this example, the next section of the course will discuss gendered forms of violence to consider how men and women are both victimized in wartime, but often in very different ways. Case studies in this section will also include the People’s War in Nepal and the Khmer Rouge in Cambodia. This section will also explore theoretical concepts from masculinity studies, which endeavors to show how men are simultaneously the benefactors as well as the victims of patriarchy, especially in a militarized context. We will then explore gender issues as they relate to post-conflict scenarios and peace building, using the experience of women in the Chittagong Hill Tracts in the wake of the CHT Accord as our case study. Another case study we will explore is the experience of Afghanistan, where we will focus on the idea of foreign intervention and reconstruction, again with the aim of discovering how gender informs these practices. Finally, we will broadly consider gender as it relates to economic development issues. Again, Bangladesh will serve as a case study to critically assess the mechanics of micro-finance schemes, their impact on women, and their successes and shortcomings.

Social Analysis

SOCA 1000: Social & Political Thought I

In *Social and Political Thought I: Introduction to Political Philosophy*, we will cut across time and space to see how philosophers, political advisers, and politicians have addressed crucial questions about society and politics: Do human beings and societies need to be ruled? Do they need states? What does the ideal polity look like? Who should rule and to what end? Are there identifiable recipes for effective rule? We will see how Ibn Khaldun, Hobbes, and Rousseau justified the necessity of the state, examine apparent similarities between Plato and Khomeini, and reflect on Kautilya's assertion that it might, on occasion, be desirable for a king to poison his son. We will also draw on the writings of Aristotle, Farabi, Locke, Machiavelli, and Rashid el-Ghannouchi, among others, to gain an appreciation for the broad range of visions political philosophy offers about the ideal means to organize state and society. This course also aims at providing students with the skills necessary to assess and question existing structures, coherently present and defend arguments, and use socio-political theory to analyze personal experiences and contemporary events.

SOCA 1001: Social and Political Thought II

This course will examine how international and domestic political interests have shaped and been shaped by women's rights movements in contexts such as Morocco, Tunisia, Egypt, Turkey, Iran, Pakistan, India, Bangladesh, and Malaysia. In particular, it will consider the impact of state-building, electoral politics, the rise of socially conservative actors, and the War on Terror on the conceptualization and instrumentalization of women's rights. We will explore how women's rights activists have contended with unexpected adversaries and unlikely allies: we will encounter secularists who betrayed feminists, Islamists who championed feminism, and feminists who boycotted US government assistance.

SOCA 1004: Mind & Behavior

This course will provide you with a broad introduction to the field of psychology, one of the social sciences. Among the

topics we will cover are: gathering data on the causes and correlates of behavior, key figures in psychology and their theories, examples of research findings from the major subareas of the field, and using psychological knowledge to improve the quality of our lives. This survey of psychology will acquaint you with the major concepts and terminology of the discipline and give you a better understanding of self and others. We'll use a combination of lectures, video clips, group activity and discussion. I hope it will make you want to learn more about psychology and have you asking "What's the evidence?" each time you encounter statements about behavior. Last of all, it should be fun and interesting!

SOCA 1008: Sociological Perspectives

How do we become who we are? How do groups (races, ethnicities, classes, genders) form? How do societies change? How do we change? What are the relationships between people in societies and the social, cultural, economic and political processes that operate in them? This course will introduce you to the perspectives in sociology that help us answer these questions. Sociological perspectives aim to understand, analyze and communicate about the societies in which we are located and the relationships, roles and functions of the institutions embedded in them. The key conceptual foci are individual, groups and communities, as well as institutions and the relations among them. By the end of the course, you will have concepts, tools and questions that will help you understand yourself and human societies better and what it means to be a part of complex and diverse world.

SOCA 1010: The IR of Football

This course introduces students to the multiple ways in which football is a lens to understand social, cultural, economic, and political forces. There are many ways in which football can act as an agent for change, and multiple arenas of political life can be explained using interactions via football. This course will analyze the interactions between multiple actors, including states, organizations, identity groups, and individuals using specific football matches or events to illustrate important concepts. We will cover such topics as international governmental and non-governmental organizations, human rights and migrant worker abuse, protests and social movements, identity formation, and many more. After this course, students will better understand the social, political, and economic forces that influence the global system and develop an understanding of how these forces interact and are influenced by different cultures.

SOCA 1101: Introduction to Gender Studies (GS)

This course is an introduction to gender studies course that will examine various texts and ideas from literature, philosophy, religious studies, queer theory, history, and film. The course is both interdisciplinary and cross-cultural, and will study the influence of gender in Asia and across the globe, and from various disciplinary perspectives. We will examine issues regarding gender and sexuality, including the social construction of gender and identity, the intersections between gender, race, sex, class, and nationality, the connections between masculinity and culture, and various lesbian, gay, transgender and queer communities from around the world.

SOCA 1200: Islam, Politics, and Women's Rights

This course will examine how international and domestic political interests have shaped and been shaped by women's rights movements in contexts such as Morocco, Tunisia, Egypt, Jordan, Turkey, Iran, Pakistan, Bangladesh, and Malaysia. In particular, it will consider the impact of state-building, electoral politics, the rise of socially conservative actors, and the War on Terror on the conceptualization and instrumentalization of women's rights. We will also explore how women's rights activists have contended with unexpected adversaries and unlikely allies: we will encounter secularists who betrayed feminists, Islamists who championed feminism, and feminists who boycotted US government assistance. Students who have taken SOCA 1001: Politics of Women's Rights may not take this course.

SOCA 2600: Introduction to Development Studies

Development Studies is an interdisciplinary study where academic depth is achieved through insight into different and often overlapping fields. Introduction to Development Studies will provide students with an overview of the key questions, actors, debates, issues and challenges in development and in the Global South. Moreover, it will also introduce students with the measures utilized in development literature and practice (indices and indicators), equipping them with basic informational literacy and quantitative reasoning skills necessary in the study and practice of development. This course will enable students to explore and gain further understanding of development through the investigation of key debates over development, theories of development, and the ways development is experienced 'on the ground' through contemporary issues and case studies. This course will also introduce students to the analytical skills necessary to critically assess

development and serve as a basis for progression through the development studies minor program.

SOCA 2100 Globalization and Society

Globalization describes the processes by which economies, societies and cultures have become integrated through communication, transportation and technology. This particular course critically examines the subject of globalization from a sociological perspective. Relying on a wealth of literature in sociology and political economy, the course introduces the students to the role of power relations, class dynamics, institutional changes, laws and regulations, and market and non-market forces in shaping global capitalism and its impact on the societies of developing countries. Globalization is not only a tendency any more but also a fact through which the people around the world are gathering into single society and function together for mutual benefits. This course will provide students with international experience to deepen their understanding of the problems and opportunities associated with our interconnected world. This interdisciplinary course will critically examine key issues within communities and societies, explore the meaning, power, and obligations of citizenship, and begin to develop the skills necessary to create positive, effective, and sustainable change. Particular emphasis will be placed on social inequality, human rights, and economic justice.

SOCA 2990: Qualitative Research Methods

This course will help students develop their knowledge and skills in qualitative research methods and the ethics and politics of research. The course explores a range of approaches and practical techniques that will assist students in designing, conducting and writing-up their own qualitative research. We will examine the historical, philosophical, theoretical and epistemological foundations of qualitative inquiry. Ethical and political considerations inform every aspect of research involving humans and are, thus, a central concern in the course. Cultural and social awareness and self-reflexivity are pivotal to the design of our research projects and our ethical conduct as researchers. We address diversity and the ways gender, class, race, ethnicity, sexuality, religion and age impact on research processes and how research affects people and communities. Students will learn from case studies and analysis of qualitative methodologies, as well as by developing their own research project, which they will conduct during the semester. Key topics include qualitative data collection, interpretation and analysis, bias and validity, ethical issues and the politics of research, including relationships with participants, and self-reflexivity.

Writing and Rhetoric Seminars

WSEM 1004: Mass-hysteria, conspiracy theories, and cults

History has demonstrated again and again that humankind has an alarming propensity to be swept up in bizarre crazes, to blindly follow deranged leaders, and to ignore clear, logical evidence in believing outlandish conspiracy stories. The United States has seen the Salem witch trials, there was a time when the citizenry was gripped by a tremendous fear that the government was being secretly infiltrated by Communist spies, for about half a decade there was a widespread belief that day care owners and workers were engaging in something called ritual Satanic abuse with the children under their care – despite there being absolutely no physical evidence. These days, Americans are gripped by a deep fear of terror. Tens of millions of Americans believe the current president is or may be the anti-Christ (a demon). Probably hundreds of millions of people around the world don't believe the US landed men on the moon. The United States has also bred some truly deranged religious cults, probably no more so than the People's Temple, a cult that had built an agricultural commune in the South American nation of Guyana. In 1978, 919 members of the cult committed suicide at the instruction of its leader, Jim Jones. The examples above are all from the United States, but such behavior can be seen in cultures around the world. This course will look at these phenomena from various perspectives and try to come to some understanding of how it is possible that what most rational people consider to be truly irrational beliefs can become so widespread.

WSEM 1029: Bioethics

Recent advances in medical technology have made it possible to do many things never before possible in our quest to perfect the human body. One long-standing ethical problem has been that our social values and practices rarely change quickly enough to keep up with the pace of technological advances. Scholars in the biological sciences often approach new research projects with a question of "Can we?", while ethicists believe we should also be asking the question "Should we?" In this course, we will explore specific cases in which new medical technologies have met with ethical dilemmas. Should

parents be allowed to use genetic therapy to choose the characteristics they prefer in their unborn children? If a disability such as deafness could be “cured” with technology, should we use that technology on children or adults? Should doctors be allowed to extend the life of a patient who wishes to die? In debating these questions, students will examine the arguments of academics writing across several disciplines – biology, ethics, medicine, disability rights – as well as writings from people whose bodies are at the center of these debates.

WSEM 1030: Women and Auto-ethnography

Our stories, our world. Autobiographical writing, whether for ourselves in private journals or for a public audience, is a genre that allows for self-discovery and the fashioning of our own identities. Auto-ethnography goes a step further, allowing the writer to examine their own life within the context of the larger world they inhabit. Famed auto-ethnographer Carolyn Ellis claims that it connects “the autobiographical and the personal to the cultural, social, and political.” In this course, we will read through several shorter selections of women who have written auto-ethnographical accounts and one longer work. We will also read academic articles across several disciplines such as history, sociology, and anthropology, to learn the analytic tools most commonly used in ethnographic writing. Students will write three essays in which they will examine and interpret their place in society and history. As a second-semester writing course, students will build on their understanding of academic argumentation and learn to do more advanced work in using evidence, implementing research into their writing, and qualifying their argument.

WSEM 1031: Writing – Exploring the Scientific Method

How do we decide what is objectively “true”? For academics, a fundamental belief is that scientific inquiry is the best way to investigate the world before we come to any conclusions. But *why*? Under what conditions is the scientific method most productive and when is it most fallible? What are the limitations of using empirical evidence and rationality to order and make sense of the world around us? In this course, we will seek to answer these questions and to examine debates on how science has been thought about, used, and misused throughout history and in the contemporary world. We will read what is argued by authors across the disciplines – physics, medicine, history, and philosophy to name a few – to arrive at our own conclusions about the limits and the potentials of science. Students will write three essays in which they will examine debates about the scientific process and put forward their own arguments on the topic. As a first-semester UG1 writing course, emphasis is placed on continuing work done in Access Academy writing courses, with a focus on the fundamentals of academic argumentation (constructing claims and supporting them with evidence) and writing as a process. In keeping with the mission of the AUW writing program, students will also learn and implement the ethical standards expected of academic writers.

WSEM 1034: Science and Culture

This course will look at the impact various sciences have had on the way we conceive of our “selves”, our minds, and our behaviors. Physiognomy and phrenology were in times past thought to be key to understanding human behavior. Today, evolutionary psychologists, socio-biologists and behavioral economists offer some unique and controversial explanations for our behavior. Neurobiologists, on the other hand, consider behavior to be largely the result of biological properties of the brain that are beyond our control and, for now at least, our full understanding. How do these ideas, many of which enter the popular imagination through mass media, affect culture? Do they? How have these affects changed over time? In this course, students will read scientific narratives written over the years the last two centuries and examine how their ideas, particularly as they relate to human behavior, alter (if they do at all) the way people understand themselves.

WSEM 1035: Histories of the Human Body

“If anything is sacred, the human body is sacred.” – Walt Whitman

Whether through biology, philosophy, medicine, anthropology, or art, our understandings of our place in the universe and our definitions of who we are have often relied on the meanings we attach to our bodies. In this course, we will examine interdisciplinary readings from the sciences, the social sciences, and the arts to explore the natural history and the cultural histories of the human body. Students will write three essays in which they will examine issues of embodiment, culture, health, and power to formulate their own written arguments. As a second -semester UG1 writing course, emphasis is placed on continuing work done in Access Academy and the first semester of UG1 writing, with an added focus on formulating a methodology, collecting field work, and integrating evidence into independently researched academic arguments. In keeping with the mission of the AUW writing program, students will also learn and implement the ethical standards expected of academic writers.

WSEM 1036: Indigeneity and Representation

The legacy of colonialism, whether by European or dominant local powers, can still be felt throughout the South and Southeast Asian region, and this legacy is intertwined with the ways indigenous people have been represented throughout history. In this course, we will examine how colonialism has affected indigenous cultures and how those same cultures have navigated through processes of identity formation, decolonization, and representation. Students will read texts by historians, political scientists, and experts in international development, but a primary means of study will be to read and hear accounts from people living within indigenous cultures themselves. Students will write three essays in the course, formulating their own arguments about the impacts of colonialism and contemporary global and regional issues that matter to indigenous communities. As a second -semester UG1 writing course, emphasis is placed on continuing work done in Access Academy and the first semester of UG1 writing, with an added focus on formulating a methodology, collecting field work, and integrating evidence into independently researched academic arguments. In keeping with the mission of the AUW writing program, students will also learn and implement the ethical standards expected of academic writers.

WSEM 1038: Composition I: The Family and Society

Any student who has already taken one UG-1 writing seminar and passed should not register for this course, but wait to take Composition II in the spring.

Before the early 1800s, it was a common belief in Europe that children were either evil or a source of constant trouble and that they only grew into successful adults by being treated harshly and beaten. Even more recently, before the 1940s, marriage in most countries of the world, whether in Asia, Africa, or North America, had little to do with “love” and more to do with the husband or wife your family picked for you. How did we move from these beliefs to the ones more commonly held today: that children are innocent and need to be nurtured and that marriage should be about finding one’s “soul mate,” the perfect romantic partner? Are our current beliefs necessarily better than the values of the past? In this course, students will examine different cultural beliefs about topics related to the family such as marriage and divorce, raising children, and creating a home from the perspectives of different disciplines in the social sciences, the humanities, and the sciences. In doing so, students will examine their own beliefs about the family and explore the logical, ethical, and legal reasons supporting those beliefs. Students will write two longer research essays about the course topic as well as several shorter reflective pieces about their writing, reading, and study processes. As a first semester UG-1 writing course, emphasis is placed on continuing work done in Access Academy writing courses, with a focus on the fundamentals of academic argumentation (constructing claims and supporting them with evidence) and writing as a process. In keeping with the mission of the AUW writing program, students will also learn and implement the ethical standards expected of academic writers.

WSEM 1040: Composition I: Science and Religion

Any student who has already taken one UG-1 writing seminar and passed should not register for this course, but wait to take Composition II in the spring.

“Gravity explains the motions of the planets, but it cannot explain who sets the planets in motion.” - Sir Isaac Newton

One “common sense” belief about the relationship between science and religion is that they have always been at war with each other, whether in Galileo’s persecution by the Catholic Church during the early 17th century or the influence that conservative religious groups have today on political decisions about issues such as cloning or stem cell research. When we move beyond “common sense,” however, we find that this belief about a long history of conflict may be more of a myth than a reality and that the major world religions - Islam, Hinduism, Buddhism, and Christianity - all have long traditions of using scientific inquiry to complement spiritual belief. As students in this course learn about methodologies in research writing, they will also study the different methods and ways of knowing the world that are used by both science and religion and investigate not just the points of disagreement between the two fields, but also the points of mutual support. In our study, we will examine arguments from experts in many disciplines, ranging from physics to anthropology to philosophy. Students will write two longer research essays about the course topic as well as several shorter reflective pieces about their writing, reading, and study processes. As a first semester UG-1 writing course, emphasis is placed on continuing work done in Access Academy writing courses, with a focus on the fundamentals of academic argumentation (constructing claims and supporting them with evidence) and writing as a process. In keeping with the mission of the AUW writing program, students will also learn and implement the ethical standards expected of academic writers.

Writing Seminar/Composition II: Epidemics

Current events surrounding the Ebola epidemic demonstrate how the spread of new diseases can lead to new challenges not just from a medical or public health perspective, but also from a social perspective, as misinformation and conspiracies about the origins of these diseases create the potential for panic. In this course, students will examine “case studies” of historical epidemics, piecing together how popular ideologies of disease are formed and circulated, and how those ideologies affect individual lives. We will approach issues in the course topic from the perspective of several different disciplines, including public health, literature, biology, history and international development. Students will write two research essays in this course along with several shorter pieces of writing to formulate their own arguments about the effects epidemics have on individuals and communities. As a second-semester UG1 writing course, emphasis will be placed on continuing work done in Access Academy and the first semester of UG1 writing, with an added focus on formulating a methodology and learning advanced techniques for integrating evidence into academic arguments. In keeping with the mission of the UG1 Writing Program, students will also continue to learn and implement the ethical standards expected of academic writers.

WSEM 1052: Composition II: Writing Ethnography: Ethics and Methods

“In order for ethnography to live, its object must die; by dying, the object takes its revenge for being ‘discovered’ and with its death defies the science that wants to grasp it.” – Jean Baudrillard

What happens when we take, as the subject of study, people and their cultures? Anthropology at its best can help us understand and appreciate the diversity of human experience, but at its worst has been used as a tool for promoting and justifying imperialism, racism, and colonial exploitation. Knowing this, what responsibilities do we have as academics when interpreting and representing cultural practices? In this course, students will learn basic methods of cultural anthropology while exploring the philosophical, political, ethical, and rhetorical debates about cultural representation and self-representation. Students will write two research essays in this course along with several shorter pieces of writing exploring their own locations in culture. As a second-semester UG1 writing course, emphasis will be placed on continuing work done in Access Academy and the first semester of UG1 writing, with an added focus on learning basic ethical and methodological practices in doing qualitative research. In keeping with the mission of the UG1 Writing Program, students will also continue to learn and implement the ethical standards expected of academic writers.

Writing Seminar/Composition II: Gender and Current event

This course will broadly consider how gender intersects with justice and conflict and draw on readings from current events, especially in greater South Asia, to consider these issues in more depth. We will constantly interrogate to what extent gender impacts the reporting of, and the experience of, events such as elections, border disputes, and war. Through readings of both scholarly articles as well as online journalism, students will be introduced to different writing styles depending upon the audience in question. Students will be required to keep up with the daily events happening in the region by reading Foreign Policy: South Asia Report and the Daily Star on an on-going basis. We will look at these readings in depth and examine how the authors present and structure their argument, paying particular attention as to how gender is presented. Students will then be encouraged throughout the semester to use this method to write their own critical reflections on the current events being discussed in class. Students will write critical reflection pieces on current events on an on-going basis for the class, and in addition, will also write three more in-depth research papers. The first will be a response to a given prompt about the issues discussed in class, the second will be in response to a more open-ended research question, and the third will give the students the opportunity to write their own research proposal, including a lengthy literature review, culminating in a structured argumentative essay on a topic of their choosing.

Listings for the Majors

Economics

PPE/ECON 2100: Principles of Microeconomics

This course gives you an introduction to microeconomics. We will be analyzing the fundamental concepts with an emphasis on applications of economic tools to modern day issues. This course will familiarize you with the determinants of the behavior of individuals and firms, the decisions they make given the set of choices available to them and how they respond to incentives. By studying the behavior and interaction of individual firms and consumers you will understand how industries and markets operate and evolve, why they differ from each other, and how they are affected by various public policies and global economic events.

PPE/ECON 2101: Principles of Macroeconomics

Economics is divided into two main branches: Microeconomics and Macroeconomics. While microeconomics discusses the behavior of relatively small entities such as consumers and firms, macroeconomics deals with the “big picture”. This course introduces students to the basic principles of macroeconomics. Hence, the course will examine macro variables such as output, unemployment, interest rates, and inflation which are important in gauging the state of the economy. We will also look at how these variables have behaved historically as well as uncover the causes underlying their behavior. The course will also consider economic fluctuations. Particular importance will be placed on understanding the business cycle — not only why the economy might enter a recession but what policy options the government and the Central bank have at their disposal to affect the business cycle and the impact of those macroeconomic policies in the short run and in the long run.

PPE 3008: The United Nations Security Council and War

This course is an exploration of UN Security Council’s part in addressing the problem of war, both civil and international. The Council is arguably the most powerful international organ in the world—the only one responsible for international peace and security—and has played a part in the reduction of international conflict since 1945. However, the Council has also acted in a limited and selective manner and its work has often resulted in failure. The Council’s very composition—especially the presence on it of five permanent members—has also been criticized as anachronistic and inadequate to tackle the challenges of today’s world. Through a series of case-studies that will have both a regional focus (Rwanda, Yugoslavia, Iraq, Libya and Syria) and a thematic one (terrorism, the challenge of ISIS, Ebola), this course will consider the advantages and disadvantages of the Council’s deliberations. Relying on the direct professional experience of the course’s instructor—who worked as a official at UN Headquarters in New York—students will be exposed to a considerable amount of confidential materials that will shed light on the ‘behind-the- scene’ reasons for many of the sensitive decisions taken by the Council in recent years.

PPE 3012: Political Violence (WI)

This course is designed to give students a broad overview of issues in political violence. It will include readings from comparative politics, international relations, and sociology that focus on the logic of collective violence and the dynamics of state repression. We will cover such topics as dissent and opposition and the motivations behind them, government repression of dissent, election violence, violence perpetrated by government-sponsored security agents, and what effects (if any) international organizations have on rates of political violence of citizens or the government. Students will need a basic understanding of politics accomplished through Introduction to International Relations, Introduction to Comparative Politics, or permission from the course instructor.

PPE 3100: Intermediate Microeconomics

This course is an advanced treatment of economics concepts that students have already been exposed to in the Principles of Microeconomics course. Hence, the course is somewhat abstract and reasonably technical. The course starts with individual preference, and analyzes, together with prices, how individual preferences determine individual demand and market demand. Then it analyzes the behavior of individual firms such as Profit Maximization, Cost Minimization and supply of goods and services. Different market structures such as Perfect Competition with a lot of buyers and sellers, Monopoly with a single seller and a lot of buyers are considered. It also deals with market structure such as Oligopoly with interdependent strategic behavior of rival firms. Hence, game theory that focuses on strategic behavior and helps analyze

oligopolistic competition will also be introduced. Then, a general equilibrium framework under which an economy allocates scarce resources in an efficient way is analyzed. In addition, various cases of Market failures such as Externalities, Public Goods etc. are also examined.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics and Calculus I.

PPE 3101: Intermediate Macroeconomics Intermediate Macroeconomics underlines the application of economic theory to real-world data and policy. It builds up the tools, knowledge and expertise essential to work as a practicing macroeconomist. These may comprise an appraisal of the evidence on economic expansion, the flexible-price macroeconomic model, models of long run exogenous and endogenous growth as well as the functioning of capital based macroeconomics, on the one hand. On the other hand, these contain an evaluation of the evidence regarding wage-price rigidity, model in which markets do not always clear and hence the possibility of under full employment 'equilibrium', in-depth comparative analysis of the flexible and sticky price models, macroeconomic models that examine monetary and fiscal policy as well as consumption and investment in a small open economy context.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics, and Calculus I.

PPE/ECON 3102: Econometrics

Econometrics is a combination of Economic Theory, Statistics and Mathematics. However, econometrics is not merely an economic statistics, nor is it only an application of mathematics to economic theory; it is rather a combination of different aspects of quantitative approach to economics. Hence, in this course, both mathematical and statistical tools is employed to test the economic theories and estimating economic parameters/relations such as Multiplier, Marginal Propensity to Consume, Marginal Propensity to Invest, Price elasticity of Demand for a commodity, Elasticity of Substitution between different Factors of Production etc. using economic data. Testing economic theories and estimating economic parameters/relations are of utmost importance. They are particularly important in prescribing public policies that involve the well-being of millions of people, and are also important in business and other sectors. The techniques discussed in this course can be used in analyzing data of other social sciences such as Politics, Sociology, Anthropology, social work etc.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics, Probability and Statistics, and Calculus I.

PPE 3110: Microeconomics of Development

While some countries in the world grew at an unprecedented rate in the last fifty years, others were caught in abject poverty, severe income inequality and stagnation. Even those countries that have experienced economic growth, the economic changes were not always translated into proportional social changes and wellbeing. Again some poor countries made enormous strides in terms of achieving greater social changes in the presence of sluggish economic growth. This course begins by exploring the concepts of development and reviewing the relationship between poverty, inequality, economic growth and development. We will use economic principles to explore and analyze the core issues of economic development in that affects more than five billion people living in the developing world, with a particular emphasis on the decision making process of these poor households.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE 3112: Labor Economics

This course provides a discussion of the economics of the labor market. The course begins with an overview of the trends and institutional features that characterize the labor market. Particular attention is placed on the causes and consequences of rising female labor force participation rates, the growth of the service sector, and other labor market issues. After this introductory discussion, the focus of the course turns to a discussion of the theory of labor demand. In this section of the course, students examine the short-run and long-run determinants of labor demand, the determinants of the elasticity of labor demand, and the importance of demand. Students examine the tradeoff that occurs between the number of workers hired and the length of the work week. The next section of the course provides a discussion of the determinants of labor supply. This discussion begins with an examination of labor supply in a simple model in which workers face a choice between labor and leisure. This is followed by a discussion of the household production

model in which individuals must choose to allocate time among market and various types of nonmarket activities. The effects of alternative types of welfare, unemployment compensation, and social security systems on labor supply are then examined. The concluding section of the course provides an examination of alternative sources of wage differentials. This portion of the course provides an examination of the economics of education, unions, discrimination, compensating wage differentials, and other determinants of wage differences.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE 3115: Game Theory

This course is an introductory course into strategic decision making. The beginning of the course will focus on developing the techniques necessary to solve games. In the latter part of the course game theoretic analysis will be applied to a variety of topics, including, but not limited to, principal agent problems, auctions, and voting. The hope is that the student can see how the tools developed early in the course can be applied to a vast array of problems.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE/ECON 3116: Environmental Economics

This course will explore the following topics: The Evolution of Environmental Economics; The Visions of the Future; Externalities and Environmental Problems; Regulating the Market; The State of Environment -- Country Experiences; Development, Poverty and Environment; and Environmental Protection and Marketing Strategies.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics

Econ 3215: Principles of Marketing

Marketing is an important tool and a key factor for the success of business. In our daily life, we are exposed to excessive marketing messages and most of our purchasing decisions are strongly influenced by producers' and organizational marketing efforts. Marketing is everywhere as an inescapable feature of this contemporary world. This course "Principles of Marketing", provides an introduction to the essentials of marketing strategies for the analysis of consumers and competitors (key concepts, methods of analysis, strategies and tactics), which is very critical to manage profitable customer relationships in today's dynamic and interconnected environment. This course will familiarize the principles of marketing good and services, with the help of elements of marketing mix (product, pricing, promotion, and distribution strategies). This course will expand the knowledge of the students for many premeditated actions of top performing brands and will enhance the students' capability for decision making about the evaluation for real life business with insights into the relevant issues and tasks that the competitive firms face.

PPE 4100: Economics of Inequality

This course introduces students to some of very important today's policy debates of poverty and inequality. This course will provide students up to date knowledge for measurement and the relations for both phenomena, with the help of fundamental concepts, theories and methodologies that are used by economists. For the solution of contemporary economic world problem to combat poverty, an historical perspective and details of long term view of income distribution in human societies will be explained. This course will help to examine the political and philosophical perspectives related to the access to resources and their distribution. An overview of global economy will help in exploring the effectiveness of some of the policies that are thought to minimize poverty and to reduce the gap between the rich and poor.

Pre-requisites: Principles of Microeconomics and Principle of Macroeconomics.

PPE 4101: Monetary Economics

Monetary Economics is one of the elective courses, designed for students studying Economics as major. The course develops a number of theoretical frameworks for the analysis of domestic economic perspective related to money, market for money, monetary transmission mechanisms, which provides a base for the understanding of classical and Keynesian approaches for monetary theory and their empirical evidence. Second part of the course focuses on the issues of monetary policy implementation in the closed and open economy contexts, like determinants of the price level, rate of inflation, exchange rate in different regimes.

Pre-requisites: Principles of Microeconomics and Principle of Macroeconomics

PPE 4102: Economics of Money, Banking and Financial Markets.

In a globalized world banking and Finance is getting more important now a days. The interaction between banking and financial markets in an economic activity is thus more important. The aim of this course is to provide the in depth knowledge of banking and financeto the undergraduate students. It will focus on different concepts and issues of monetary and fiscal policies, which enhance the financial flows in the economy. In addition, the importance of commercial banking, the role of central bank and capital market will be discussed in the course. After completion of this course the students will gather a good knowledge on banking and financial systems.

Pre-requisites: Principles of Microeconomics and Principle of Macroeconomics.

PPE/ECON 4104: Political Economy of the Middle East and North Africa

This course will trace how resources and international economic dynamics have shaped the political, economic, and social trajectories of countries in the Middle East and North Africa. The region is often presented as the most geo-strategically important in the world, because of its resources and location. We will consider several questions in our attempt to map the relationship between economic factors and political dynamics: What are the different types of development strategies states adopted after independence? How did such strategies impact the distribution of domestic power and resources (and vice versa)? What is the relationship between access to resources and authoritarianism? Where did states, even those without oil reserves, find the resources necessary to set up police states? What role do economic factors play in interstate and intrastate conflicts in the region? How did fluctuations in the global supply of oil, debt crises, and structural adjustment policies affect state responsiveness and popular participation? From what sources do social movements and civic associations in the region get funding? Does the inadequacy of various economic policies explain the Arab uprisings since 2011? This writing intensive course will give students the opportunity to write policy briefs, op- eds, and research papers, and thereby strengthen their ability to present political and economic analysis for both academic and non-academic audiences.

ECON 4107: Advanced Mathematical Economics

Mathematics is an essential tool to analyze economic phenomena in almost all branches of economics. In this course, the essential mathematical tools used in economics such as Simultaneous Equations Systems, Set Theory, Matrix algebra, derivatives, static analysis, optimization (both free and constraint), integration, and inequality constraint both in linear and nonlinear optimization problems will be introduced and will be used in analyzing economic phenomena (both micro and macro contexts). Difference and differential equations as well as Dynamic optimization techniques and their application in solving economic problems will also be discussed. This course will improve your understanding of economic theories and make other economics courses easier for you. This course will also make your first year graduate school a little easier. Pre requisites: Calculus I, Principles of Microeconomics and Principles of Macroeconomics

Politics, Philosophy, and Economics

PPE 3001: The State of Nature and the Nature of the State

This course examines the thought-device of the "state of nature" - a situation in which human beings live without a political sovereign. We will consider how this concept has been understood in the history of philosophy and social theory, by thinkers such as Aristotle, Hobbes, Rousseau and Freud. We will also explore the treatment of "nature" and the "state of nature" in works of film and literature, including Joseph Conrad's novel Heart of Darkness. Throughout the course, we will focus on how the "state of nature" has been used to explain, justify, or criticize "the nature of the state" - i.e. man's condition within political community under a sovereign.

PPE 3002: Metaphysics

Metaphysics is an important branch of philosophy querying questions like: What is/are really out there in the world? What is/are basic/fundamental? Is the world out there independent from me? Is a person *really real*– in the sense of being basic or fundamental and thus irreducible feature of the world? Or a person is a construction and thus an illusion; can be reduced to more basic entities like atoms and sub-atomic particles? Is the world basically made of facts and events? Or, made of things or objects? Do the abstract terms like "three", "courage", and "womanhood" refer to something real out there? In this

course we will mainly focus on the last question. We will see how the Platonists like to argue for the entities allegedly referred to by those abstract terms. We will also consider the arguments countering the Platonist view. This debate is not confined only in philosophy; it echoes in various other disciplines: in biology, physics and in history for example. Having this course you are expected to gain a deep insight about those disciplines as well. The course is meant for the senior undergraduates. But the only prerequisite for your taking this course is your high motivation.

PPE 3003: Comparative Politics of Religion and Secularism

In the mid-20th century, the secularization hypothesis, which predicted the triumph of secularism and retreat of religion from public life, enjoyed popularity in academic and political circles. By the late 20th century, however, many scholars and policy-makers emphasized the "resurgence" of religion. This course will give students the opportunity to investigate the scope and impact of this apparent "resurgence." Is secularism a general ideological failure or simply less politically expedient under certain political conditions? Does religion exercise a distinct effect on politics or does it just feed into existing political equations? To address such questions, we will examine case studies including the United States, France, the Netherlands, Tunisia, Poland, Egypt, Turkey, Israel, Uzbekistan, Pakistan, Bangladesh, Sri Lanka, and Indonesia.

PPE 3005: Space, Time, and Justice

This course examines whether ideals of justice should be applied across space and time, by examining debates in global and intergenerational justice. The first part of the course focuses on global justice. Should principles of distributive justice be applied globally or are they only relevant to particular societies? Is global justice an unrealistic goal? Do people in wealthy nations have a duty to give to the starving overseas? Is poverty a human rights violation? Do we have obligations towards our co-nationals and if so, do these obligations defeat the claims of global justice? The second part of the course focuses on intergenerational justice. Should we rectify historical injustices? Should people be compensated for injustices against their ancestors? Do we have duties towards future generations? These and other questions will be addressed in this course.

PPE 3007: Distributive Justice

Should society have a just distribution of wealth? What is a just distribution? One that is equal, lets people keep what they earn, promotes overall happiness, gives people what they deserve, or something else? This course examines whether distributive justice should be a goal of society and examines competing theories of distributive justice. The theories to be examined are utilitarianism, liberal egalitarianism, libertarianism,deservingness, Marxism, and communitarianism. In examining these theories, the course will cover topics such as taxation and incentives, unconditional basic income, market socialism, and the moral limits of the market. Thinkers covered include Rawls, Nozick, Gauthier, Dworkin, Sen, Marx, and Walzer.

This course is recommended for UG3s only.

ASIA/ PPE 3009: Conflict Management and Post-War Development

This course is a seminar on the management and resolution of civil conflict and factors that stimulate development in post-conflict societies. How and why do states decide to resolve their conflicts? When are conflict and war amenable to the opportunity for management? Do some strategies or compositions of mediators and negotiators have higher rates of success at managing conflicts than others? Why do some post-conflict societies experience rapid growth and development while others experience stunted growth and often collapse back into civil war? In this course, the student will be exposed to investigations into these questions, learning about the occurrence and success (or failure) of conflict management through an analytical and historical lens. We will use case studies of various conflicts to analyze theories of conflict management, and we will also spend time discussing how the most effective conflict management techniques might differ across regions.

PPE 3105: Introduction to International Relations

This course is meant to acquaint students with the core concepts, processes, and issues of international relations (IR). The first portion of the course explores essential concepts: the actors in international relations, how foreign policy is made, the role of power, and the most prominent general approaches to understanding IR. The remaining sections of the course examine contemporary and future problems in the international system, including armed conflict, economics, demography, and the environment. It should be noted that this is not a course in current events, although some reference will be made to current events in discussing the theories and topics covered in the course. My goal is to provide students with the tools to evaluate events themselves and form their own opinions. Students are expected to attend every class meeting, having

completed the assigned reading and thought about the discussion points listed in the syllabus. Class performance will be measured with two exams that combine multiple choice, short answer, and map identification questions; class attendance; 4 short papers; and one final paper. Upon completion of this course, students should have a strong basic understanding of international relations and a foundation for taking upper-division courses on the subject.

PPE 3106: Introduction to Comparative Politics

This course provides students with the tools necessary to analyze complex political phenomena. Through engagement with different theoretical approaches that highlight the roles of leaders, institutions, the state, and civil society, we will assess political outcomes such as economic development, ethnic conflict, and democratization. Drawing on case studies will enable us to compare different political systems and address questions about the malleability of ethnic identity, the relationship between economic development and regime type, and the impact of international factors on domestic power dynamics. This course underlines how different theoretical approaches can shape our understanding(s) of political events and narratives.

PPE / ASIA 3201: Civil Society and Social Movements

What do we mean by civil society and why do we think it is important? What is the role of civil society in making a society stronger? What are the “uncivil” dimensions of civil society? In this course we will look at the dimensions of civic associations that can help to mediate conflict and build trust or exacerbate conflict and increase the separateness between communities. Conceptualizing social movements as an important kind of social action in the realm of civil society, we will then examine various cases of social movements in Asia to develop a better understanding of what is a social movement, how it is built and sustained, and what are its outcomes, at both local and global levels.

PPE 3202: Humanitarianism & Politics

The field of humanitarianism has significantly changed since the end of the Cold War. Whereas in the past, humanitarian relief was largely ad hoc and un-coordinated, there is now a complex network of NGOs, states, and international organizations that are engaged in humanitarian work. This course explores the dynamics of humanitarianism, that is, how the field of humanitarianism has evolved as a result of the interplay between politics and the provision of emergency relief. Humanitarianism is comprised of principles about the legitimate deployment of power on behalf of distant suffering strangers. At the same time, while humanitarian governance purports to act on behalf of the welfare of others, this raises important questions about when relief crosses the line towards paternalism. Who is a legitimate humanitarian actor? How, and to whom, are humanitarian actors accountable? To what ends are humanitarian resources deployed? This course will provide a broad historical perspective on the emergence of the contemporary humanitarian system, explore some of the challenges and dilemmas currently faced by different actors in specific crises, and speculate about the future of this expanding field. It provides an opportunity to reflect on the limitations of humanitarianism as either an antidote to catastrophic change or as a means to engineer positive political transformation.

ASIA / PPE 3203: Politics in South Asia

This course provides an introduction to the politics of India, Pakistan, Bangladesh, Sri Lanka, and Nepal. The first part of the course constitutes a brief survey of the political histories of each country. The second part explores the following topics and invites comparison among the different countries: Caste, Class, and Ethnicity; Communalism, State Structures, and Civil Society; Political Movements, Insurrections, and Revolution; Local Structures of Power; Culture, Religion, and Gender; The Political Economy of Development; and Parties & Elections.

PPE / ASIA 3205: Gender, Peace & Conflict in Asia

Gender infuses the world around us. Across the globe, we see many ways in which gender expectations and capabilities relate to disparities in economic status, educational attainment, health, legal rights and other areas between men and women. In continuing conflicts and in building peace, gender plays a central role, as well. Conceptions of gender have been used to justify domination, rape, mutilation, imprisonment and killing, interventions, as well as participation in movements for peace, solidarity, and resistance. This course provides an introduction to conflict and peace as gendered phenomena. Focusing on experiences across Asia (and beyond), we will consider the social construction of masculinities and femininities in different contexts and from different perspectives. We will make use of theoretical texts, case studies from the region, policy reports, contemporary news articles, films, and our own experiences and views. Throughout the semester, we will develop our skills in using gender as an important “lens” to examine dimensions of conflict and peace.

PPE/ASIA 3206: Political Identities in Asia

How do identities become politicized? How are identities constructed to impact on power? Who controls the meaning of a given identity in society? How do we understand and analyze the “us” vs. “them” identity conflicts in our societies? This course will draw on theories from sociology, political science, anthropology and economics to explore these questions from a comparative perspective in both Asia and elsewhere. We will utilize readings, projects, discussions and films to delve not only into the politics of identity regarding nation, class and gender, but also lifestyles and differing visions of the good society.

PPE 3207: Global Science and Global Politics

Scientific and technological advancements, from cell phones to vaccines to nuclear power plants to genetically modified organisms, are progressing rapidly and profoundly affect both developed and developing countries. In this class, we will investigate claims of expertise, evidence, intellectual property, and development through case studies such as sex selection, genetically modified organisms, nuclear energy and biosecurity, and ask some of the following questions: How do governments balance tensions between promoting its own national interests and cooperating with the international community? What happens to politics when state officials fail to inform citizens of real threats to life? What are the moral and political consequences of remedies available in the wake of technological disasters (such as the Bhopal chemical leak and the Chernobyl nuclear reactor explosion)? How does the global nature of science affect the outputs of science?

PPE/PSYC 3208: Political Psychology

Political psychology is an inter-disciplinary field of social science inquiry, with roots in political science and mainly social and cognitive psychology. Political psychologists attempt to understand the psychological underpinnings, roots, and consequences of political behavior. Hence, this field considers the relationship between human thought and political behavior - the psychological account of political phenomena and the political mind. A key theme that will run through the course is the role of emotions on ‘rational’ political decision making. Political psychology has a practical arm. It explores the dynamics of important ‘real-world’ phenomena in ways that provide valuable and useful information about politics and behavior. This helps us understand why political events unfold as they do. This course is divided into three sections – considering psychological issues behind individual political figures and leadership; institutional behavior; and political perceptions, emotions, and motivated actions of the public. This will be examined mainly in the backdrop of personality and social influence. Thus, the course will address topics such as understanding behaviors of well-known political figures and historical/political events (past and present); voting behavior; media representations; leadership and decision making; public attitude formation; racism and prejudice; conflict, accepting and participating in violence.

PPE 3209: Gender, Justice and War

This course begins with an exploration of gender as a social construction in the theory and practice of international relations, and will then go on to explore some of the myriad ways in which gender features in issues of war and peace. What are gendered relations of power? What role, if any, does gender play in the causes and consequences of war? How is this manifested? We will explore topics such as masculinities and war, sexual violence in war, gender and nationalism, the war on terror and feminist ethics in order to understand the relationships between gender, war and peace. Throughout the course, a great deal of emphasis will be placed on empirical applications of the concepts learnt.

PPE 3210: Contemporary Sociological Theory

This course introduces the current approaches and perspectives within the field of sociology. Key topics and debates that will be covered include symbolic interactionism, phenomenology, structuralism, network theory, critical theory, feminist theory and modernity/ postmodernity. Thus, both the macro level social structures that shape society and the micro level social interactions that occur between individuals will be considered. The works of major figures such as Foucault, Giddens, Bourdieu, Bauman, and Habermas will all be examined. Students will be encouraged to reflect on how sociological theory is relevant to modern life, the impact individuals can have on social structures and the nature of social action and conflict.

PPE 3211: Global Governance

The world is currently carved up into states that are jealous of their sovereignty. The world is full of problems and conflicts that cross state- borders or concern people in more than one state. These two facts about the world set up a number of challenges and the goal of this class is to examine how the international community meets those challenges. In other words we will explore the myriad ways that issues with a global reach are managed and governed sometimes well and sometimes

poorly. This includes traditional security concerns like the spread of weapons of mass destruction and genocide, along with conflicts over ideas and resources like violations of human rights, human security, trade disputes, North-South tension, and ecological degradation. These varied issues have been and continue to be addressed through diverse means and we will explore the role of norms, multilateral diplomacy, intergovernmental organizations (IGOs), and non-governmental organizations (NGOs) in management and governance on the global stage. The course begins with an examination of the actors that have been tasked with managing global problems—their nature and their roles. We will explore the history and functions of multilateral treaties, global and regional IGOs, and NGOs along with the theoretical tools that help us to understand when cooperation and effective management is likely (and when it is not). The rest of the course is devoted to the study of specific topics in global governance and the diverse ways that the international community has responded to them. At the end of the course you should be able to answer these questions about a full range of global issues. The ultimate objective of the class is thus to provide you with a better understanding of the nature of transnational problems in the world and, more importantly, how they are addressed and governed.

PPE 3217: Comparative Politics and Democratization

In comparative politics we compare the elements of government and politics in different countries, and look for explanations of how different political systems are formed and how they operate. In this course we begin with an inquiry into the modern concepts of state and nation, and then consider how political-economic factors, social and cultural factors, and other conditions might affect government and politics in different countries. One of the major topics we will grapple with is democracy and democratization throughout the world. How we define democracy, its relationship to political culture and economic growth, and different processes of democratization will be discussed. There is ongoing debate over what are the necessary conditions or antecedents of democracy and what are its effects, in terms of economic structure and development, public deliberation and participation, and political accountability—we will explore these topics and much more. Later in the course, we will apply these concepts to a comparison of India and Pakistan and consider explanations for the varying success of democratic consolidation in those two countries.

PPE 3218: Democratic Theory

This course examines the idea of democracy. What is democracy? Is it an ideal form of government? The course will look at the development of democracy from the time of ancient Athens to the modern state. We will examine Plato's critique of democracy and examine various justifications for democracy in detail. Different types of democracies, such as direct democracy, participatory democracy, and deliberative democracy will be discussed. The course also looks at some issues in democratic theory such as the right to vote, majority-rule, proportional representation, and judicial review. We will also see how ideas in democratic theory apply to real nations including those in South Asia. The course assessment will consist of participation, two essays, and a final exam.

PPE 3250: Migration, Mobility and Development

The various and dynamic flows of people, ideas and things among locales, nations and regions affect social, economic and political development. The primary aim of this course is to link the agency of movement in forms such as travel and tourism, communication and transportation technologies, mobility and migration to the varying levels and spatial patterns of development. Transfer and transition are taken then as fundamental to human affairs thereby continuously shaping not only constellations of power, but also individual identities and everyday lives. Special attention will be paid to the art and science of representing flows, circuits and networks across the surface of the earth.

This course counts towards the minor in Developmental Studies or as a PPE-Politics elective.

PPE 3251: The Parliament of Man? The Role of the United Nations on World Politics

This course introduces students to the complexities in the political development of the United Nations. Students will learn how the organization operates, what its relationship with external agents is, and who in New York decides what exactly. The course will also analyse how the UN has responded in the past—and is responding today—to a number of global issues such as international peace and security, humanitarian assistance, post-conflict peace-building and reconstruction. A theoretical perspective will be accompanied by a number of practical case-studies.

This course counts as a PPE- Politics elective.

PPE 3252: Research Methods in Political Analysis

This course introduces the strategies and techniques of scientific research in political science. It provides the basics of social science inquiry and the means by which social science research is performed. Students are expected to learn how to examine various types of political phenomena with appropriate approaches. To this end, this course covers topics including research design, causal inference, hypotheses and variables, measurement, basic statistical techniques, and other forms of social science inquiry such as game theory and experimentation. It also addresses bad social science — misleading or wrong work that claims to have objective validity. What you learn in this course will enable you to be a better consumer of social science literature and statistics in future classes and elsewhere. Some of you may choose to undertake original social science research, and this class will provide you the foundation for that work.

PSYCH/PPE 3300: Leadership, Politics and Psychology

This course considers psychological issues behind leadership, institutional behavior, political perception, emotions and motivated actions. Leadership includes understanding the self as well as motivating, inspiring, managing, guiding, and supporting others to function ethically and effectively. The key aspect of this course is that it offers a theoretical understanding as well as a practical training to understanding leadership behavior from a psychological perspective. The theoretical component will focus on the mind and behavior of leaders and leadership from cognitive, social, and personality psychology perspectives. Leadership will be evaluated as a process of influence and empowerment, and types of leadership such as transformational, authentic, situational, and educational leadership will be critically assessed. The course will address topics such as understanding behaviors of well-known leaders and political figures and historical/political events (past and present). The theoretical component will also include understanding how the contextual situations affect the individual, group dynamics, emotional intelligence, and inter-personal conflict. The practical component will focus on self-development, self-awareness, and self-confidence. Students will be encouraged to re-evaluate themselves in terms of how they perceive their personal and social world; improve the way they relate to other people in society; and improve their interactions with others in society. This course will help students understand functional leadership, learn to think like leaders and develop skills and competencies in leadership and mentoring roles. Students will also be encouraged to develop their own style of leadership, recognize and capitalize on existing strengths as well as developing key competencies critical to positive and effective leadership. These include self-discipline, positive thinking, confronting disappointment, criticism, and negative peer pressure, and perseverance. Essentially, this course offers rigorous theoretical knowledge on the psychology of leadership, and learning life skills and competencies so that students have essential tools to live better in society.

PPE 3500: Political Economy

This course examines International Political Economy (IPE), a field developed from a combination of International Relations, Comparative Politics, and Economics. As politics is often described as “who gets what, when, and why,” IPE studies the “winners” and “losers” in the global economy and within states as a result of international commerce and global competition. In addition, it examines why international cooperation and its development is an important theoretical component in IPE. We will evaluate how international commerce impacts our daily lives, from consumption to occupation. Some core questions we will examine include what is the primary force behind the liberalization of international financial capital, and what impact does this shift have on states? What economic policies are best for development, and what role does foreign aid play? Why some countries are open to international trade and competition with some industries but not others? What are the differences between tariffs and non-tariff barriers to trade, and what are their impacts? How does globalization and migration affect the international economy?

PPE 3650: Theories and Practices of Development

This course is an introductory and mandatory course to complete the requirements for the Minor in Development Studies. Some of the central questions that will be addressed are: What is development? How do we achieve it? What has been done so far and how well have we done? The course will provide an overview of development theories and practices since the ‘Development Years’ (post WWII). The course will be looking at how development has been understood, defined and theorized and will be presenting the implications for development practices. It will also look at how the practices have contributed to shape the theories and understanding of development. The different theories and practices of development will be analyzed in their historical, economic and sociopolitical contexts to better grasp their influence on each other. The central importance of poverty and poverty reduction strategies will be discussed, as well as the institutional landscape, from the role of various actors to the use of aid for development and poverty reduction.

PPE/ ASIA 3700 Cities, Planning and Development I

Urbanization is one of the dominant processes of the 21st century, increasing the demographic pressure in cities and leading to changes in socioeconomic, political and cultural patterns and structures. It has also been accompanied by the development of 'informal' settlements and economy and increased urban poverty. This rapid urbanization results in both challenges and opportunities and profoundly affects urban development and governance, from infrastructure and service delivery to economic growth and sociopolitical participation. Questions of social justice, empowerment, inclusion, mobility and freedoms are at the core of these challenges. The course will discuss how the questions of equity, efficiency and sustainability are framed in the discourses of development, planning and urban governance. It will analyze how decision-making and implementation is made in relation to development and urban management projects, programs and policies. It will present how planning reinforces or challenges power dynamics, structural inequalities and conditions of access. In order to do so, we will explore the links and influences of development and planning theories, paradigms and discourses on each other and on practices, actions and policy. In addition, in order to apply the analysis to practical examples, we will study and analyze the changing approaches to informal settlements and housing policies in developing countries since the 1950s.

Pre-requisite: Introduction to Development Studies (PPE2600/SOCA2600)

PPE / ASIA 3701: Gender and International Development After many decades to promote development around the world, why does so much poverty persist? What are some of the causes of inequality, and how do they relate to economic transformations, political reforms, and development interventions? Why do various development policies often have different consequences for men and women? The course provides ample opportunities to explore these issues. We begin with an introduction to the history of development itself, its underlying assumptions and its range of supporters and critics. We pose fundamental questions about how development has incorporated gender – and race, class, and other forms of difference. We consider various experiences with and meanings given to development by women and men in different contexts – as residents, aid workers, policy makers and government officials. In considering how development projects and policies are experienced in everyday life in rural and urban areas, the course asks: What are the underlying political, economic, social, and gender dynamics that make “development” an on-going problem worldwide?

PPE 3702: Globalization and Development

The global economy is undergoing rapid transformation. The changing dynamics of cross-border finance, trade and labour are fundamentally affecting how 'developed' and 'developing' countries relate to each other. This multidisciplinary course provides students with an important introduction to those most prominent features, changes, opportunities, and problems of global community. It critically reviews theories of 'globalization', assesses contemporary globalization processes, and how these influence the developing world in particular, and examines these influences through detailed analysis of contemporary manifestations of globalization. The course discusses the issues of sustainable economic development and reducing poverty through engaging private sectors and expansion of global business in the globalized world. The major questions that the course addresses are whether globalization is conducive to accelerated development, and – if so – to what kind of development, with which consequences and problems on all key levels: economy, sociology, ecology, politics and culture.

PPE/ ASIA 4213: Social Entrepreneurship

Social entrepreneurship, social business and social innovation have been growing in popularity, importance and recognition as innovative approaches to increase social and environmental benefits/output as part of the solution to deal with social/societal problems and challenges. This course will be three-fold. One part of the course will be about the origins, principles and foundations of social entrepreneurship. In order to link theory and practice, a second dimension will be about analyzing and discussing case studies to understand better the process of how certain approaches, organizations or projects have tried to address/tackle social challenges and problems and the lessons that can be learned from these experiences. Finally, with the explicit objective of learning by doing, the third aspect of the course will involve the students in the process of identifying a problem, understand the problematic around it, and come up with an innovative idea to deal with it in a 'social entrepreneurship' manner. This is a culminating experience at AUW where the students confront their understanding of social and societal challenges to the practical challenge of action and implementation. Through this experience, the students will also get introduced to (social) business management and to the basic functions of the enterprise.

PPE 4300: International Leadership

This course will compare political leadership at the national and international level. Classical leadership theories will be canvassed, normative questions about leadership will be addressed, and the relationship between individual leaders and the wider societal and historical forces they encounter will feature as a dominant theme. Different leadership theories will be contrasted using contemporary examples, and the dark side of leadership will also traverse historical figures such as Hitler and Stalin. A particular aspect of this course will be to focus on the philosophical and psychological aspects of leadership, including the master skill of discernment underpinned by a leader's character. The course will also give special attention to a unique figure in world politics: the UN Secretary-General (SG). It will consider the factors that have shaped the role of the world's top diplomat by considering how the SGs of the past have exercised their functions and by comparing their leadership skills with those of national leaders. The course will also highlight the unique moral authority of the SG and will ask whether—and why—he or she carries more weight than national leaders.

PPE 4310: Multilateral Diplomacy: Politics Power and Persuasion

The forces of globalization and fragmentation at work in global politics since the end of the Cold War can no longer be managed through bilateral diplomatic relations. As a result, the post- Cold War international political environment is pushing multilateral diplomacy and international organizations to centre stage. This course explores the unique facets of multilateral diplomacy and considers how the latter has adjusted to the post-Cold War political and economic climate. The course will introduce students to the history, theory and practice of diplomatic negotiations in key areas such as crisis diplomacy, international economic diplomacy, summit diplomacy and nongovernmental diplomacy.

PPE 4400: Politics of Bangladesh

Bangladesh serves as a rich and fascinating case study for debates within the field of comparative politics about the significance of state capacity and autonomy, the importance of institution building, the advantages and disadvantages of different electoral systems, the relationship between economic development and democratization, the rise of competitive authoritarianism, the impact of civil society on economic and political development, the sources of ethnic conflict, and role of religion in politics. Comparing Bangladesh to other cases such as Egypt, India, Malaysia, Pakistan, and Turkey will enable students to assess competing explanations about various political outcomes and strengthen their understanding of the comparative method. This writing-intensive course will give each student the opportunity to develop a research paper that explores a particular theoretical and/or empirical puzzle of her interest about politics in Bangladesh. Prerequisite: Introduction to Comparative Politics or equivalent.

PPE 4702: Cities, Planning and Development II: Urban Challenges and Poverty

Countries in the Global South have been facing increased and accelerated levels of urbanization, often accompanied by the development of 'informal' settlements and economy and increased urban poverty. Urbanization produces a lot of challenges at different levels from infrastructure and service delivery to economic growth and opportunities. Mass poverty in cities of the Global South intensifies these challenges. Questions of participation, representation, governance, social justice, empowerment and freedoms are at the core of these challenges. Key dimensions like mobility, access, integration and exclusion have a tremendous impact on the opportunities and the constraints faced by some groups over others in achieving sustainable livelihood strategies and trying to improve their living conditions in being fully part of the world they live in. This course is a senior undergraduate seminar combined with a workshop approach. One central part of the course will be about presenting key concepts and analyzing case studies related to challenges in urban management and poverty in the Global South in an interdisciplinary manner. The other main part of the course will be a practical and more field-oriented approach to explore these challenges further.

Prerequisite: Only students who have taken 'Cities, Planning and Development I: Theories and Practices' PPE 3700 can register for this course.

PPE 3212: Ethics and Policy in Health Care Issues

In this course we examine moral and political problems that arise from healthcare-related issues. Is euthanasia sometimes morally justified? Should it be legal? Should abortion be illegal? How should society distribute scarce medical resources? Should there be a right to healthcare? Is using animals for medical experimentation justified? If cloning of humans was possible would it be justified? How should society address the scarcity of human organs for transplantation? Should people be allowed to buy and sell organs? What are stem cells and why are their uses controversial? Should genetic intervention by

parents or society be permitted? The course assessment will consist of participation, two essays, and a final exam.

PPE 3501: Principles of Critical Thinking

This course assumes that there are some core principles or tactics which we use, either tacitly or explicitly, in various instances of correct reasoning and critical thinking (irrespective of any specific domains). They are partly logic; but they will not be that technical. Nor are they all logic. We will, for example, learn how to etch the underlying argument of a given text or discourse, how to reduce bias and prejudice in making a conclusion/decision, how to proceed with an argumentative essay, and what sources to rely on. And in the logic part, we will learn about correct/incorrect reasoning, valid/invalid arguments, proof techniques, and fallacies.

PPE 4200: Logic

Logic deals with inferences – searches, guesses, predictions, or whatever – which are some kind of (mental) moves taking us from one set of *truths* (or claims, clues, or whatever) to another similar set. It tells us whether such a move is correct or incorrect. It is a skill as well as a subject to study. As a subject logic is pursued, and often required, in various disciplines; mainly in philosophy, mathematics, computer science, and linguistics. As a skill it is used in our various activities. We will be initiated into the subject through this course. We will become aware of the skill by seeing how various inferences are spelled out. We will first cover *propositional logic* (where we will see how simply from the truth of a number of sentences we can infer the truth of a new sentence; we will take the sentences as just truth-bearers and ignore their internal structure), and later go for *quantification* (that is related with our inferences involving quantifiers like “some” and “all”; no longer can we ignore the internal structure of the relevant sentences then). We have to also absorb the basic notions like *validity*, *models*, and *proofs*.

PPE/ECON 2100: Principles of Microeconomics

This course gives you an introduction to microeconomics. We will be analyzing the fundamental concepts with an emphasis on applications of economic tools to modern day issues. This course will familiarize you with the determinants of the behavior of individuals and firms, the decisions they make given the set of choices available to them and how they respond to incentives. By studying the behavior and interaction of individual firms and consumers you will understand how industries and markets operate and evolve, why they differ from each other, and how they are affected by various public policies and global economic events.

PPE/ECON 2101: Principles of Macroeconomics

Economics is divided into two main branches: Microeconomics and Macroeconomics. While microeconomics discusses the behavior of relatively small entities such as consumers and firms, macroeconomics deals with the “big picture”. This course introduces students to the basic principles of macroeconomics. Hence, the course will examine macro variables such as output, unemployment, interest rates, and inflation which are important in gauging the state of the economy. We will also look at how these variables have behaved historically as well as uncover the causes underlying their behavior. The course will also consider economic fluctuations. Particular importance will be placed on understanding the business cycle — not only why the economy might enter a recession but what policy options the government and the Central bank have at their disposal to affect the business cycle and the impact of those macroeconomic policies in the short run and in the long run.

PPE/ECON 3100: Intermediate Microeconomics

This course is an advanced treatment of economics concepts that students have already been exposed to in the Principles of Microeconomics course. Hence, the course is somewhat abstract and reasonably technical. The course starts with individual preference, and analyzes, together with prices, how individual preferences determine individual demand and market demand. Then it analyzes the behavior of individual firms such as Profit Maximization, Cost Minimization and supply of goods and services. Different market structures such as Perfect Competition with a lot of buyers and sellers, Monopoly with a single seller and a lot of buyers are considered. It also deals with market structure such as Oligopoly with interdependent strategic behavior of rival firms. Hence, game theory that focuses on strategic behavior and helps analyze oligopolistic competition will also be introduced. Then, a general equilibrium framework under which an economy allocates scarce resources in an efficient way is analyzed. In addition, various cases of Market failures such as Externalities, Public Goods etc. are also examined.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, and Calculus I.

PPE/ECON 3101: Intermediate Macroeconomics

This course is an advanced treatment of economics concepts that students have already been exposed to in the Principles of Microeconomics course. Hence, the course is somewhat abstract and reasonably technical. The course starts with individual preference, and analyzes, together with prices, how individual preferences determine individual demand and market demand. Then it analyzes the behavior of individual firms such as Profit Maximization, Cost Minimization and supply of goods and services. Different market structures such as Perfect Competition with a lot of buyers and sellers, Monopoly with a single seller and a lot of buyers are considered. It also deals with market structure such as Oligopoly with interdependent strategic behavior of rival firms. Hence, game theory that focuses on strategic behavior and helps analyze oligopolistic competition will also be introduced. Then, a general equilibrium framework under which an economy allocates scarce resources in an efficient way is analyzed. In addition, various cases of Market failures such as Externalities, Public Goods etc. are also examined.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics, and Calculus I.

PPE/ECON 3102: Econometrics

Econometrics is a combination of Economic Theory, Statistics and Mathematics. However, econometrics is not merely an economic statistics, nor is it only an application of mathematics to economic theory; it is rather a combination of different aspects of quantitative approach to economics. Hence, in this course, both mathematical and statistical tools is employed to test the economic theories and estimating economic parameters/relations such as Multiplier, Marginal Propensity to Consume, Marginal Propensity to Invest, Price elasticity of Demand for a commodity, Elasticity of Substitution between different Factors of Production etc. using economic data. Testing economic theories and estimating economic parameters/relations are of utmost importance. They are particularly important in prescribing public policies that involve the well-being of millions of people, and are also important in business and other sectors. The techniques discussed in this course can be used in analyzing data of other social sciences such as Politics, Sociology, Anthropology, social work etc.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics, Probability and Statistics, and Calculus I.

PPE/ECON 3110: Microeconomics of Development

While some countries in the world grew at an unprecedented rate in the last fifty years, others were caught in abject poverty, severe income inequality and stagnation. Even those countries that have experienced economic growth, the economic changes were not always translated into proportional social changes and wellbeing. Again some poor countries made enormous strides in terms of achieving greater social changes in the presence of sluggish economic growth. This course begins by exploring the concepts of development and reviewing the relationship between poverty, inequality, economic growth and development. We will use economic principles to explore and analyze the core issues of economic development in that affects more than five billion people living in the developing world, with a particular emphasis on the decision making process of these poor households.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE/ECON 3112: Labor Economics

This course provides a discussion of the economics of the labor market. The course begins with an overview of the trends and institutional features that characterize the labor market. Particular attention is placed on the causes and consequences of rising female labor force participation rates, the growth of the service sector, and other labor market issues. After this introductory discussion, the focus of the course turns to a discussion of the theory of labor demand. In this section of the course, students examine the short-run and long-run determinants of labor demand, the determinants of the elasticity of labor demand, and the importance of demand. Students examine the tradeoff that occurs between the number of workers hired and the length of the work week. The next section of the course provides a discussion of the determinants of labor supply. This discussion begins with an examination of labor supply in a simple model in which workers face a choice between labor and leisure. This is followed by a discussion of the household production model in which individuals must choose to allocate time among market and various types of nonmarket activities. The effects of alternative types of welfare, unemployment compensation, and social security systems on labor supply are then examined. The concluding section of

the course provides an examination of alternative sources of wage differentials. This portion of the course provides an examination of the economics of education, unions, discrimination, compensating wage differentials, and other determinants of wage differences.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE/ECON3115: Game Theory

This course is an introductory course into strategic decision making. The beginning of the course will focus on developing the techniques necessary to solve games. In the latter part of the course game theoretic analysis will be applied to a variety of topics, including, but not limited to, principal agent problems, auctions, and voting. The hope is that the student can see how the tools developed early in the course can be applied to a vast array of problems.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics

PPE/ECON 3116: Environmental Economics

This course will explore the following topics: The Evolution of Environmental Economics; The Visions of the Future; Externalities and Environmental Problems; Regulating the Market; The State of Environment -- Country Experiences; Development, Poverty and Environment; and Environmental Protection and Marketing Strategies.

Prerequisite(s): Satisfactory completion of Principles of Microeconomics, Principles of Macroeconomics

PPE/ECON 3215: Principles of Marketing

Marketing is an important tool and a key factor for the success of business. In our daily life, we are exposed to excessive marketing messages and most of our purchasing decisions are strongly influenced by producers' and organizational marketing efforts. Marketing is everywhere as an inescapable feature of this contemporary world. This course "Principles of Marketing", provides an introduction to the essentials of marketing strategies for the analysis of consumers and competitors (key concepts, methods of analysis, strategies and tactics), which is very critical to manage profitable customer relationships in today's dynamic and interconnected environment. This course will familiarize the principles of marketing good and services, with the help of elements of marketing mix (product, pricing, promotion, and distribution strategies). This course will expand the knowledge of the students for many premeditated actions of top performing brands and will enhance the students' capability for decision making about the evaluation for real life business with insights into the relevant issues and tasks that the competitive firms face.

PPE/ECON 4101: Monetary Economics

Monetary Economics is one of the elective courses, designed for students studying Economics as major. The course develops a number of theoretical frameworks for the analysis of domestic economic perspective related to money, market for money, monetary transmission mechanisms, which provides a base for the understanding of classical and Keynesian approaches for monetary theory and their empirical evidence. Second part of the course focuses on the issues of monetary policy implementation in the closed and open economy contexts, like determinants of the price level, rate of inflation, exchange rate in different regimes.

Pre-requisites: Principles of Microeconomics and Principle of Macroeconomics

PPE/ECON 4102: Economics of Money, Banking and Financial Markets.

In a globalized world banking and Finance is getting more important now a days. The interaction between banking and financial markets in an economic activity is thus more important. The aim of this course is to provide the in depth knowledge of banking and finance to the undergraduate students. It will focus on different concepts and issues of monetary and fiscal policies, which enhance the financial flows in the economy. In addition, the importance of commercial banking, the role of central bank and capital market will be discussed in the course. After completion of this course the students will gather a good knowledge on banking and financial systems.

Pre-requisites: Principles of Microeconomics and Principle of Macroeconomics.

PPE 5000: Senior Thesis in Politics, Philosophy and Economics

An intensive research project undertaken in collaboration with a faculty member.

PPE 5001: Senior Thesis in Politics, Philosophy and Economics

Senior Thesis in PPE may be extended to 2 semesters with the permission of the supervising faculty member and the department.

Environmental Sciences

ENVS 1000: Introduction to Environmental Science

We will discuss the scope and importance of environmental science and its relationship with other branches of science. We will focus on several different aspects of the environment including: the principal components of the earth system – Atmosphere, Lithosphere, Hydrosphere, Biosphere and Pedosphere; the structure and function of ecosystems; aspects of biodiversity and its conservation; Renewable and non-renewable resources and their sustainable management; and topical issues e.g. carbon sequestration and global warming, pollution, natural disasters. This course does not have a lab but will include orientation tours to different industries and polluted areas and the preparation of a report on one of the visited areas.

ENVS 2001: Energy and Environment

Energy is the life-blood of modern industrial society. Without adequate energy no nation can progress. Due to high consumption rates and market demands, energy exploration and production have increased around the world. Rapid exploration and production of energy is vital for economic growth, but sustainable growth will require a number of environmental considerations. Therefore, it is important to get a clear understanding of many complex issues involved in energy exploration, production, transportation, conversion, and consumption. The objective of this course is to address the current status and future prospects of renewable and nonrenewable energy sources. The course will include energy concepts & issues, various energy sources and technologies for energy generation, and energy conservation & management. It will also investigate the environmental impacts related to current energy exploration, production, transportation, and conversion technologies. Crucial environmental questions that are currently receiving much public attention, such as global warming, nuclear energy production, and technical options for reducing CO₂ emissions will be analyzed. Finally, energy conservation & management, and policy & economic factors affecting energy and the environment will be discussed to learn how to achieve sustainability in the energy sector. The objective of this course is to address the current status and future prospects of renewable and non renewable energy sources. It will also investigate the environmental impacts related to current energy exploration, production, transportations and conversion technologies. Crucial environmental questions that are currently receiving much public attention, such as global warming, nuclear energy conservation & management, and policy & economic factors affecting energy and the environment will be discussed to learn how to achieve sustainability in the energy sector.

ENVS 3000: Hydrology

This course is designed to give comprehensive understanding of various hydrological processes involved in the hydrologic cycle including the land surface and subsurface processes, its linkages with the environment and the role of watershed and geological characteristics in surface and subsurface water dynamics. The course also focuses on how these hydrological and hydro-geological processes are measured and quantified in laboratory and field. The course involves rigorous mathematical analysis of water balance, various components of hydrologic cycle, hydrological measurements, flood, statistical hydrology and groundwater hydraulics describing well flow in steady and transient cases and how they are influenced by human activities, natural processes and interventions. To illustrate and impart the working skills, a number of practical classes consisting of laboratory and field with case studies will be held. The course will enable students to understand the science behind the occurrence and movement of atmospheric, surface and subsurface water, and to obtain the knowledge of estimation, simulation and forecasting hydrological events, consequences of human interactions and their impact on society, environment and economic development. It will also help students to acquire, equip and strength the skill and competence to critically investigate and analyze the hydrological problems and water needs of society and environment which will help in evolving water policies, water management plans, strategic measures to combat hydrological disasters

and engineering hydrologic plans and designs.

Prerequisite(s): Satisfactory completion of Calculus I and Physics I

ENVS/ BIOL 3003: Ecology (with Lab)

In this course we will study the relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Students should improve their ecological literacy by learning the basic facts, principles and concepts of the field of ecology, improve scientific literacy by learning how ecologists construct knowledge and improve their analytical and writing skills through analysis and interpretation of ecological data.

Prerequisite(s): Satisfactory completion of, or concurrent enrollment in, Biology II

ENVS 3004: Geology

This course involves the study of important physical characteristics of rocks and minerals, focusing on common igneous, sedimentary and metamorphic rocks. After an introduction to general geology, students will study petrology, mineralogy, structural geology and paleontology. Consideration of geological resources, the supply, uses and conservation of those resources in the environment including aquifers.

ENVS 3005: Environment Chemistry & Toxicology (with Lab)

Environmental chemistry includes atmospheric, aquatic and soil chemistry. This course is designed to provide the understanding of how the uncontaminated environment works, which chemicals in what concentrations are present naturally and with what effects, and how the chemistry of environment is sensitive to anthropogenic and natural activities. Without this it would be impossible to accurately study the effects humans have on the environment through the release of chemicals. It includes natural chemical cycles in the geosphere, hydrosphere and atmosphere. This course addresses the sources, fate and transport of chemicals in the environment and their environmental partitioning and transport, degradation and deposition including greenhouse gas emissions and carbon sequestration. The course will enable students to elucidate and understand specific chemicals, their effects and significance, and predictions of fate. The course also focuses on how chemicals in the environment affect on wildlife and human health. Precisely, toxicology is the study of effects of toxic substances on living systems. These toxic substances can either be organic or inorganic, synthetic or natural materials. Environmental toxicology further extends to aspects of chemical transport, fate, persistence and biological accumulation of toxic substances and their effects at the population and community levels. The analytical methods to measure chemicals are also an important part of this course.

Prerequisite(s): Satisfactory completion of General Chemistry II

ENVS 3006: Remote sensing and GIS

Introduction to Remote Sensing and GIS, Historical development of remote sensing, Remote sensing components, Data collection and transmission, Sensors and satellite imageries, Electromagnetic energy and its interactions with earth's surface and environment, Wavebands, Radiometric quantities, Photogrammetry and aerial photography, Vertical and tilted photographs, Fly view, Aerial mosaics, Satellite data acquisition for earth's environment, natural resources management and weather forecast, GIS concepts, Spatial relationships, Topology, Vector and raster data structures and algorithms, Spatial interpolation, Spatial analysis, DEM, TIN, Spatial statistics, Case studies dealing with environmental monitoring, water resources, snow and glaciers, agriculture, and coastal and urban planning, Integrated use of remote sensing & GIS.

ENVS 3008: Water Management

Water resources and their management are important factors in the development of society. This course provides an understanding to water resources, their development, management challenges and the complex factors that contribute to them. Important aspects of addressing water related issues will be explored, including conceptual frameworks like Integrated Water Resource Management (IWRM), integrated watershed management and economics and gender issues in water management. Issues related to protection of water and watersheds are important for any student, especially for

those who are interested in any aspect of environmental or resource management. Therefore, topics will be biased towards their relations to and interactions with environmental issues. To keep with AUW's interdisciplinary approach, this course will intersect physical and social sciences in the investigation of current water resource issues that are relevant locally, regionally and internationally.

ENVS 3200: Coastal Development

This course provides an introduction to coastal development and covers salient features of Bangladesh coast. Emphasis is placed upon understanding factors that affect coastal environment, their effects & significance and restoration of coastal environmental in a sustainable way. Relevant topics such as mangrove, salinity, coastal erosion, climate change effects, coastal planning and management are introduced. Methodologies for assessing coastal risk and mitigation planning are also discussed.

ENVS 4001: Environmental Hydraulics

This course is designed to provide a fundamental understanding of the phenomena and processes that govern the water flow in the environment. Students are introduced to all relevant physical properties and fundamental laws governing the behavior of fluids in surface water. Emphasis is also placed upon understanding the processes of transport and spreading of pollutant in water flows including advective, diffusive and dispersive processes.

Prerequisite(s): Satisfactory completion of Calculus I and Physics I.

ENVS 4002: Environmental Microbiology (with Lab) Microorganisms are minute living beings which are too small to see by the naked eye. Individual organisms can only be seen with the help of microscope. These organisms are associated with many inconveniences, diseases, and infections such as AIDS, cholera, typhoid, pimples, and food poisoning. However, some of these microorganisms have vital contributions to our environment wellbeing. The goal of this course is to study the fundamental concepts of Microbiology. It begins by examining the various microorganisms, such as bacteria, viruses, parasites, fungi, planktons. Additionally, the importance of microorganisms in public health, disease, the environment, and industry will be explored. The course includes understanding of various microbes such as bacteria, fungi, algae, protozoa, arthropods, etc., microbial growth, processes involved such as metabolism, catabolism, etc., microbial genetics and viruses, role of microbes in health and diseases and microbial applications in addressing varieties of environmental problems. The course will include soil microbiology that will cover basic concepts and theories on microbial occurrence, distribution, and activity in soil environment. This course consist comprehensive knowledge on fundamental microbial functions and real-world issues and problems in relation to agricultural production and environmental quality. This course is outlined in such a way that it will be suitable for pre-med, biological science, environmental science, and engineering students.

Prerequisite(s): Successful completion of General Biology I and II, and General Chemistry I and II, at the discretion of the instructor.

ENVS 4003: Waste Management

The main goal of this course is to enlighten the essential principles involved in the management of waste in a manner that meets public health and environmental concerns . Waste management includes production, transport, handling, treatment and disposal of wastes (solid and liquid). During the course tenure, the source, composition and properties of waste will be discussed. Advanced principles related to the separation, processing, and transformation technologies of waste will be discussed also. The reuse of recovered materials, are some of the important topics of this course.

ENVS 4004: Global Climate Change

Global Climate Change is an introductory course on climate and climate change to provide a thorough understanding of what causes change in the earth's climate. This course examines the global climate system and main process controlling climate. The past, present, and future changes to temperature, weather patterns, and climatic conditions by natural and man-made factors will also be discussed. Potential effects and major environmental concerns due to climate change in different region from Asia, Africa, North America and elsewhere will be examined. Ecological effects and human dimensions of climate change. Finally, policies, politics, adaptation and mitigation options that could reduce the impact of climate change will be discussed.

ENVS 4005: Natural Disasters: Assessment and Management Tools

This course provides an introduction to natural disasters and covers basic principles of natural disaster assessment and management. Students will be introduced to the causes and characteristics of different kinds of natural hazards such as earthquakes, flooding, and cyclones. Assessment methodologies for hazard and risk in urban area are introduced and disaster mitigation planning methods are discussed. Geographic Information Tool will be used to present the results of assessment. Therefore in this course Arc-GIS will be introduced.

ENVS 5000: Senior Thesis in Environmental Science I

An intensive research project undertaken in collaboration with a faculty member. This research project allows students to have valuable and direct experience in the field of environmental sciences. The student will be expected to write a short proposal, conduct a literature search, design and conduct some independent research (laboratory, field, computational, or library), and present the results in oral and written (thesis) form.

ENVS 5001: Senior Thesis in Environmental Science II

Senior Thesis in Environmental Science may be extended to 2 semesters with the permission of the supervising faculty member and the department.

ENVS 5002: Senior Seminar in Environmental Science:

Senior seminar course is for final year student of Environmental Sciences program. This course allows students to have valuable and direct experience in the field of environmental sciences especially in soil, water, climate change and wastes. The students will be expected to write a short proposal, conduct a literature search, design some independent /group research, submit research report (thesis) and present the outcome in oral form.

Public Health Studies

PHST 1000: Introduction to Public Health

This course promises to take you on a journey through the science and the art of public health issues, concepts and practice by examining the philosophy, purpose, functions, organization, tools, activities and results of public health. Case studies will enable you to apply your knowledge to real-world local and international public health problems in order to understand how public health strategies contribute to population health. After the course you will possess an overview of this field to help you think about and explore how you can contribute to public health's mission for your community, nation and the world, either through a public health career or as a knowledgeable, engaged member of society.

PHST 2001: Nutrition for Health

This course is for students interested in an overview of nutrition's contributions to our personal health and ultimately the development of our countries. There is incontrovertible evidence that a healthy diet throughout life plays a key beneficial role in determining optimal growth, development, and health in children, and a healthy, productive life for adults, with poor nutrition having adverse consequences. This course promises to take you on a journey through what we know about the physiological requirements and functions of the nutrients in food that determine our health and disease. Topics include the roles of the nutrients in growth, health maintenance and disease prevention throughout life; nutrients' dietary sources; intake recommendations as well as choosing a diet for a healthier planet. After the course you will be empowered to apply the logic of science to manage not only your own and your family's nutritional environment, but also to move toward a career contributing to the design of effective strategies to healthier nutrition for yourself, your family, community, nation and world.

PHST/BIOL 3005: Principles of Biostatistics

This is an introductory course of biostatistics that will acquaint the students with the basic concepts of biostatistics and its appropriate uses and common misuses in public health. The course will involve practice in the application of statistical procedures along with introduction to appropriate statistical software. With the completion of the course the students are expected to have a basic understanding of biostatistical approaches in public health, as well as the ability to perform basic biostatistical analyses.

PHST 3500: Introduction to Epidemiology

This course will introduce students to basic principles and concepts of epidemiology. The course is designed to provide an overall understanding of descriptive epidemiology, study design, and methodological concerns in epidemiological studies. The format includes lectures, case studies, class discussion, and class exercises. The overarching goal of this course is to give students an understanding of the fundamentals of epidemiology particularly relevant in describing the pattern of disease in population and developing research design to investigate disease etiology, as well as the ability to think critically about epidemiological studies. Moreover, it is important for students to understand how this information is applied to real-world scenarios. At the end of the course the students are expected to have the basic understanding regarding the usefulness of epidemiological measures and methods in public health.

Prerequisite(s): Concurrent enrollment in Principles of BIOL 1004: Biostatistics

PHST 4000: Research Methods in Epidemiology

This is an intermediate/advanced level course that focuses on extending the student's knowledge of epidemiological methods beyond what they have learned in PHST3500. The course will familiarize the students with advanced concepts of study design, ascertainment of study subjects, questionnaire development, various methodological issues in data analysis and interpret including bias, measurement error, confounding and effect modification. Selected epidemiological studies including case-control, cohort, environmental and occupation study designs will be covered to highlight study design, exposure assessment, data analysis and interpretation.

Prerequisite(s): Introduction to Epidemiology

PHST 4001: Data Analysis

The data analysis course is an intermediate level course to familiarize the students with the theoretical concepts of multivariate data analysis and develop the skills to analyze complex data with the use of statistical software like SAS/SPSS. This course builds on prior knowledge on basic biostatistics (BIOL1004 or similar) and extends the student's knowledge beyond univariate analysis. The students are expected to learn the theoretical concepts of ANOVA, multivariate linear, regression, logistic regression and meta-analysis, analyze data applying those concepts, and prepare reports.

Prerequisite(s): Principles of biostatistics.

PHST 4005: Maternal and Child Health

Maternal and child health are two areas of public health's unfinished business for improving the health of our most vulnerable populations across the globe today, particularly in nations where resources are scarce. Two of the 10 Millennium Development Goals aim specifically to improve maternal and child health, and several others, such as gender equality and HIV/AIDS, are critical aspects of Maternal and Child Health. In this upper division course, students will discover the trends, deep roots, multifaceted forces, issues and methods of today's maternal and child health enterprise. Students will be presented with real-life practical, ethical and theoretical challenges that will develop critical and analytical thinking skills while providing practice models that they can use in their present and future thinking and work so that they will be able to ask the right questions and advocate for, point to and deliver much needed effective, perhaps innovative and evidence-based solutions.

BIOL 4101: Abbvie Lectures: Scientific Research with Applications in Medicine and Public Health

Abbott scientists will present practical applications of their scientific research in pharmacology, medical science and public health. Topics include drug discovery and development, regulation of the drug industry, and control of disease; the topics complement material studied in the course Human Anatomy and Physiology. Students will be assigned papers to read before a weekly teleconference, during which the research process and outcome will be discussed with the leading scientist. This is a 1-credit course, and assessment will be based on participation in group discussions.

Prerequisite(s): Concurrent enrollment in Human Anatomy and Physiology is required.

PHST 5000: Senior Thesis/Seminar I Public Health

This required course is the first semester of a one-year public health research project under the supervision of one or two faculty members. Research work may commence as early as during the summer immediately preceding the student's final year of attendance, and continue through the student's final semester. Students will survey the relevant literature, determine a research question, collect their own data or identify an appropriate data set, manage and analyze the data as appropriate, and interpret the findings. Students will meet periodically with the supervisor(s) to discuss their progress and review the work. These discussions will culminate in a 30-minute research seminar presented at the end of the first semester.

PHST 5001: Senior Thesis/Seminar II Public Health

This required course, to be taken in the student's final semester, is a continuation of Senior Thesis I. During this term, the student will, using the public health research project undertaken in the first semester and the feedback from the seminar presented at the end of the term, produce a comprehensive written thesis which will be submitted for assessment at the end of the student's final term of attendance. Throughout the second term, the student will again meet periodically with her supervisor(s) to guide the thesis preparation.

Additional Courses

CHEM 1100: Chemistry I (with Lab)

Chemistry I is the first semester of a two-semester series that will cover general, inorganic chemistry topics and prepare you for further studies in scientific majors. I will also emphasize green chemistry theory and highlight chemistry in everyday life and society. This course will consist of lectures, laboratory exercises and a weekly discussion/problem solving session. We will cover topics such as the mole, stoichiometry, the periodic table, various types of chemical reactions, phases of matter, intermolecular forces and bonding theory.

CHEM 1101: Chemistry II (with Lab)

Chemistry II is the continuation of Chemistry I that will cover physical chemistry topics and will help you to prepare yourself for the scientific majors. Students who have successfully completed Chemistry I can only take this course. Similar to Chemistry I, this course will also have lectures, laboratory and a weekly discussion/ problem session. This course will cover topics such as thermochemistry, chemical kinetics, chemical equilibrium, acids-bases, solubility, entropy and free energy, electrochemistry and nuclear chemistry. This is a course that requires hard working, continual studying, homework and assignments in order to keep up with the material for successful completion.

Prerequisite(s): Satisfactory completion of Chemistry I

CHEM 2000: Organic Chemistry (with Lab)

The course presents fundamental facts about the chemical properties of organic compounds and is meant to be an introduction to organic chemistry for students who intend to pursue a career in science. Students who have successfully completed Chemistry I and II can only take this course. This course consists of lectures, laboratory experiments and a weekly discussion/ reviewing session. It covers topics such as Lewis structures, bonding, hybridization, acids-bases, stereochemistry, and different type of organic reactions mechanism such as electrophilic addition, substitution reactions and nucleophilic addition, substitution reactions. This is a course that requires hard working, continual studying, homework and assignments in order to keep up with the material for successful completion.

Prerequisite(s): Satisfactory completion of Chemistry I and II

MATH 3000: Differential Equations

Most "real life" systems that are described mathematically, be they physical, biological, financial or economic, are described by means of differential equations. Our ability to predict the way in which these systems evolve or behave is determined by our ability to model these systems and find solutions of the equations explicitly or approximately. Topics covered are: definition and constructions of ordinary differential equations (ODEs) with classification; techniques of solving ordinary differential equations (ODEs): first order, first degree, and higher degree equations; Further techniques: Method of

variation of parameters, Method of undetermined co-efficients; Higher order linear differential equations; Partial Differential Equation: Definition of Partial differential equations (PDEs), Construction of PDEs, Geometrical meaning of PDEs and their solutions, Classification of PDEs. Techniques of solving PDEs.

Pre-Requisites: Satisfactory completion of Calculus I and II.

MATH 3001: Linear Algebra

Linear algebra is a branch of mathematics that studies systems of linear equations and the properties of matrices. The concepts of linear algebra are extremely useful in economics and social sciences, natural sciences, and engineering. We will cover the topics including Matrices; determinants; Systems of Linear Equations; Vector spaces and linear transformations; Eigenvalues, Eigenvectors and diagonalization; Inner product spaces, Orthogonality. Numerous applications of linear algebra in different fields will be discussed in this course.

Prerequisite(s): Satisfactory completion of Calculus I

MATH 3005: Numerical Methods and Computer Programming

Concept of Numerical computation: - Computer Arithmetic: Floating-point representation of numbers, arithmetic operations with normalized floating-point numbers and their consequences, significant figures. Error in number representation-inherent error, truncation, absolute, relative, percentage and round-off error. **Solution of Nonlinear (Transcendental & Polynomial) Equations:** - Iterative Methods: Bisection, False position, Newton-Raphson method. Iteration method, discussion of convergence, Barstow's method.

Solving Sets of Linear Equations: - **Solution of Simultaneous Linear Equations:** Gauss-Elimination methods, pivoting, Ill-conditioned equations, refinement of solution. Jacobi Iterative method, Gauss-Seidal iterative method, Polynomial interpolation & Approximation: - Polynomial interpolation: Newton, LaGrange's, Difference tables, Approximation of functions by Taylor Series. Chebyshev polynomial: First kind, Second kind and their relations, orthogonal properties. **Numerical Differentiation and integration:** - Differentiation formulae based on polynomial fit, pitfalls in differentiation, Trapezoidal & Simpson Rules, Gaussian Quadrature. **Solving Ordinary Differential Equations:** - Euler method, Euler modified method, Taylor-series method, Runge-Kutta methods, Predictor-Corrector methods.

MATH 3100: Mathematical Programming

Mathematical programming is the study of techniques for finding an optimal value of some objective function subject to a set of constraints. Problems of this nature arise as models of decision processes in many areas of business, engineering and other fields. This course will cover the essential mathematical foundations of various mathematical programming problems and solution methods. In particular, the topics will include elements of convex analysis, linear programming (LP) and the simplex method, duality and sensitivity analysis, transportation problem, Integer programming. In addition we will look at applications of optimization techniques in areas such as production/distribution, scheduling, routing, budgeting and resource allocation. We will consider LP as the main part of the course.

MATH 3006: Discrete Mathematics

Discrete Mathematics will cover the following concepts: Logic and its applications: Propositional Logic, Predicates & Quantifiers, Rules of inference, Methods of proofs, Normal forms, Proving Programs Correct; Sets, Relations and Functions: Sets, Set operations, Relations & their properties, Functions, Sequences and summations, Ordered Sets and Lattices; Graph Theory: - Representing relations, Graphs & graph models, Euler & Hamilton path, Trees; Induction and recursion: Mathematical induction, Recursive definitions & Structural induction; Combinatorics: Basics of counting, Pigeonhole principle, Permutations and Combinations, Binomial coefficients; Recurrence Relations and Generating Functions; Algebras: Groups, Semi-groups, Rings, and Fields.

PHYS 1100: Physics I

Physics I will cover the following concepts of dynamics: Newton's law of motion; motion and force; work, energy, and power; linear motion of particle; two dimensional motion; waves and oscillation; momentum of particles; conservation of energy; and application centered with these in the physical world; as well as these concepts of thermodynamics: heat and work; applications of the 1st and 2nd law of thermodynamics; the zeroth law of thermodynamics; kinetics theory of gases; specific heat of gases; equi-partition of energy; mean free path; Maxwell's distribution; reversible and irreversible process, Carnot's theorem and cycle; and thermodynamic function.

Prerequisite(s): Satisfactory completion of Calculus I.

PHYS 1101: Physics II

Physics II is a continuation of Physics I and will cover electricity, magnetism and electromagnetic fields and forces. Electromagnetic forces quite literally dominate our everyday experience. The very tiny charge particle does not fall through the floor to the center of the earth rather it is floating on electrostatic force fields, because electromagnetic forces are so enormously strong almost 10⁴⁰ times stronger than gravity. In our everyday experience, matter is electrically neutral and our direct experience with electromagnetic phenomena is disguised by many subtleties associated with that neutrality. This is very unlike our direct experience with gravitational forces, which is straightforward and unambiguous.

Prerequisite(s): Satisfactory completion of Physics I.

LISTINGS FOR THE MINORS

Asian Studies

ASIA 2103 Creative Writing: Introduction to Fiction

In this course we will study the basics of writing fiction: plot, character, setting, point of view, and theme. We will read a range of fiction and study it for its craft, rather than for its value as literature. The course will be managed as a workshop focusing on the work of students, who will each produce multiple drafts of at least 3 short stories. All drafts will be read by the entire class and serve as our discussion topics during our workshops. In addition to studying and producing fiction in the western/international tradition, students in this course will study various forms of creative writing from East, Southeast and South Asia

ASIA 3002: Globalization and Culture: An Asian Perspective

This course takes an interdisciplinary approach to Globalization and Culture. Globalization and Culture are two terms which are difficult to explain on their own, they become very complex, yet they also become exceptionally relevant to our daily lives when we explore them together. Therefore, this class will explore the cultural dimensions of globalization in our everyday lives, with a particular focus on Asia. We will look at different actors on the global stage of Culture, including, but not limited to the tourist, the migrant worker, the film actor, the signer, the politician, the art critic, to name only a few. We will explore how global flows transform cultural experiences at the local level and therefore how they affect local identities.

ASIA 3003: Gender Identities in South Asian Film

In this upper-level course, we will engage with a wide variety of films and documentaries by film makers from South Asian countries (Bangladesh, India, Nepal, Pakistan). We will use these films and documentaries to explore and contextualize representations of gender-related questions. We will pay particular attention to how the films and documentaries are embedded in contemporary discourses about gender and sexuality as well as to how issues of gender, sexuality, 'race,' and class intersect. In our exploration of the films and their topics, we will also consult theoretical articles that develop a framework of South Asian film as a contemporary medium that can inspire and bring about social changes in societies with regards to gender. Students should be prepared to participate actively in discussions, give a short presentation in class, and write several papers. The movies will be screened during weekly movie

ASIA 3004: Gender and Sexuality in Asia

This course examines gender, sex and sexuality in contemporary 'Asia'. Our fundamental premise is that social life is gendered and gender inequalities stem from social constructions of gender rather than biology. In exploring how gender is socially constructed, represented and enacted, we challenge notions of gender as stable, dichotomous and innate, or something internalized through socialization. Ideas about femininity and masculinity shift in different contexts and are constantly redefined. We consider the ways people perform or 'do gender' in everyday interactions and the diversity of femininities and masculinities created out of those interactions. Drawing on a range of feminist scholarship and other literature, case studies, reports, NGO material, and media, we explore gender relations in the region through a transnational perspective and the lens of intersectionality –how gender as a system of power intersects with other power relations, such as class, race, ethnicity, sexuality, religion, nationality and age. The course addresses social relations of gender (material practices and institutions), and gender as discourse and the politics of representation (for example, social constructions of masculinities and femininities that sustain gender inequality). Topics include gender, sexuality and power; Orientalism; sexualities in 'Asia'; feminization of labor migration; transnational marriage migration; gender, sexuality, imperialism and nationalism; gendered violence; and activism around gender and sexuality. Our framework for examining these issues is the complex interaction between globalization and localized political, economic and cultural factors.

ASIA 3005: South Asian Literature

Significant writers from the 19th and 20th centuries will be studied to establish the Asian literary tradition in the developing world. The course will explore the continuity and change in society and culture depicted in the works. The course will also focus on three major literary theories, Orientalism, Subaltern Studies and Gender and Sexuality. Asian Scholars have been critiqued for succumbing to the image created by the West—Orientalism. And we will trace how Asia writes back. We will

also examine the texts where the gendered subaltern has been represented. Gender and Sexuality will be the third theory we will discuss through prescribed readings and see how gender and sexuality is not in fact a theory and/or practice imposed by the West.

ASIA 3008: Women, Gender and Globalization

This interdisciplinary course explores current issues and debates relating to gender and globalization. As with other progressive activists and thinkers, feminists are increasingly interested in the implications of global connections and inequalities. Feminist contributions to understanding globalization have gone beyond abstract entities, like governments or markets, focusing on concrete impacts on the everyday lives and experiences women-workers, on images of women and femininity, on the environment. In this course, we will examine globalization as it unfolds in a range of geographical contexts (with a focus on South and South East Asia), and from a variety of perspectives. We will explore a range of questions: What is globalization? What does a focus on “women” bring expose when studying globalization? What does a “gender perspective” bring to light? How do globalizing processes shape what it means to be a woman or man in different contexts? What are the gendered effects of these processes, and how do they intersect with categories like race and class? What challenges exist for those advocating women’s rights across borders? We begin by establishing working definitions of globalization and some of the primary ways in which gender (and other categories) relate to globalizing processes. We will explore the gendered effects of globalization across several key areas: international politics and war, economic globalization, domestic labor in a transnational perspective, sex and love, media and images, and local struggles and transnational alliances. In this interdisciplinary course, we will develop our “gender lens.” This lens provides will us with a useful tool for working across conventional borders to address certain complex problems or questions. We will use our gender lens to bring into focus the many, interconnected factors that shape women’s lives.

ASIA 3010: Asian Art History; Questions of modernity, postmodernity and contemporaneity through Asian Art

In this class, we will investigate the concepts of modernity, postmodernity and contemporaneity using Art as a medium. Rather than to look at regional iconographic and stylistic Art Historical specificities, we will look at the transformative power of Asian art, starting with the modern era. We will investigate questions of modernities and contemporaneity in Asia and examine how they affect/ed the production and the reception of both traditional and ‘new’ Asian art forms. Modernity, contemporaneity, nationalism, traditionalism, globalization, localism, Diaspora and representation, are some of the key terms we will study in this class. We will investigate how contemporary Asian artists see themselves in the contemporary global art community. This class includes a Field Trip to Dhaka, where we will visit art galleries and artists studios.

ASIA 3011: Asian Art History: Pre Modern To Modern Era.

This course is designed as an overview of historical Asian art from pre-history to the early modern era. The political, social, philosophical and religious principles underlying the architecture and the art, including, painting, sculpture and ritual of different geographical regions will be examined. Emphasis will be on learning to formulate ideas and develop writing skills adequate to Asian art history.

ASIA 3013: Education in Asia (WI)

What is education? What is its purpose and impact? What processes and structures influence whether educational practices/institutions/policies are successful or not, what kind of impact it has? This course starts with these questions and contextualizes these questions through case studies in Asia, as well as research in the field of sociology of education and knowledge. The course is an opportunity to debate and discuss the meaning, purpose of education and knowledge. The course is an opportunity to debate and discuss the meaning, purpose and politics of education, while at the same time becoming familiar with actual practices of education in Asia. This course is an invitation to think about how we can improve educational practices and institutions in our communities and the challenges that accompany these aspirations for change.

ASIA 3013: Gender and Visual Culture in Asia (AS, FA, GS)

Visual Culture investigates how meaning is visually produced, coded and received in different cultural regions, periods and contexts, such as public art, museums, advertisement, television, political posters, etc. We will examine how Asia, Women, and Asian Women in particular have been imagined and represented in the past and how they are still represented today. In this class students will develop their critical and analytical skills and understandings of Visual Culture in relation to Gender and what is commonly referred to as ‘Asia’. Topics to be explored in this course include popular visual culture, the modern and contemporary art museums, the tourist industry, the music industry, and the political imagining.

ASIA 3100 Directing and Producing for Theatre

Students will be introduced to basic directorial skills including communication with actors, designers and technical crew and will utilize script analysis and staging techniques to direct and produce a theater event. Students will develop technical theater skills through familiarity with stage craft of lighting, set and costume design. Stage management and producing skills will be emphasized in all phases of the preproduction, rehearsal, performance process. The final production will be based on dramatic literature of Asia.

This course is not open to students who are taking LCSA 1013, Acting, Voice and Movement (Spring 2014)

ASIA 3101: Cultural Commentary through Contemporary Writings

A number of writers have emerged in the contemporary Asian literary scene contributing immensely to world literature. The contents of the course will display an interplay of literary traditions and diasporas that are widely cast. Influences as varied as the Mahabharata and Dickens will be evident while working with historical and cultural background elements that are important to fully understanding of the texts. By adopting Postmodern literary techniques, English contained in local cadences, and playing around with the boundaries of languages, we will also study how writers coax contemporary stories out of classic epics.

ASIA 3102: Gender and Sexuality in Asian Religion

This is an upper-division interdisciplinary Asian Studies course, and will explore issues of gender and sexuality in Asian Religions. While covering the Asian religious traditions broadly, the course will focus primarily on issues of gender and sexuality in Hinduism, Buddhism, and Islam, and will approach each tradition according to the three following categories: 1. scripturally and textually; 2. culturally and historically; and 3. contemporary and critically. Thus, we will examine the depiction of men and women, gender roles, and sexual ethics by reading the primary scriptural texts of each religious tradition, such as the *Vedas*, *Tripitika*, and *Qur'an*, how these texts have been interpreted differently both historically and culturally, and contemporary challenges to gender norms and sexuality from feminist and other religious studies scholars. No prior knowledge of Asian religions or gender studies is required for this course, though an active, critical approach toward the readings, viewings, and class discussions is necessary.

ASIA / PPE 3201: Civil Society and Social Movements What do we mean by civil society and why do we think it is important? What is the role of civil society in making a society stronger? What are the “uncivil” dimensions of civil society? In this course we will look at the dimensions of civic associations that can help to mediate conflict and build trust or exacerbate conflict and increase the separateness between communities. Conceptualizing social movements as an important kind of social action in the realm of civil society, we will then examine various cases of social movements in Asia to develop a better understanding of what is a social movement, how it is built and sustained, and what are its outcomes, at both local and global levels.

ASIA / PPE 3203: Politics in South Asia

This course provides an introduction to the politics of India, Pakistan, Bangladesh, Sri Lanka, and Nepal. The first part of the course constitutes a brief survey of the political histories of each country. The second part explores the following topics and invites comparison among the different countries: Caste, Class, and Ethnicity; Communalism, State Structures, and Civil Society; Political Movements, Insurrections, and Revolution; Local Structures of Power; Culture, Religion, and Gender; The Political Economy of Development; and Parties & Elections.

ASIA 3205: Political Identities in ASIA

How do identities become politicized? How are identities constructed to impact on power? Who controls the meaning of a given identity in society? How do we understand and analyze the “us” vs. “them” identity conflicts in our societies? This course will draw on theories from sociology, political science, anthropology and economics to explore these questions from a comparative perspective in both Asia and elsewhere. We will utilize readings, projects, discussions and films to delve not only into the politics of identity regarding nation, class, religion and gender, but also lifestyles and differing visions of the good society.

ASIA / PPE 3206: Political Identities

How do identities become politicized? How are identities constructed to impact on power? Who controls the meaning of a given identity in society? How do we understand and analyze the “us” vs. “them” identity conflicts in our societies? This course will draw on theories from sociology, political science, anthropology and economics to explore these questions from a comparative perspective in both Asia and elsewhere. We will utilize readings, projects, discussions and films to delve not only into the politics of identity regarding nation, class and gender, but also lifestyles and differing visions of the good society.

ASIA 3210: Migration

This course examines migration in the context of ‘Asian’ societies and diasporas through a gendered, intersectional, transnational and human rights perspective. It is designed so that we critically reflect on how migration impacts on our own lives. Drawing on academic literature, case studies, reports, migrant advocacy networks, media and other material, we explore the various ways migration and diasporas are gendered and how gender intersects with race, ethnicity, class, sexuality, religion, nationality, age, and so on, to shape migratory processes and experiences. The course addresses the social, economic and political relations of migration (material practices and institutions that motivate and sustain migration) as well as representation and identity (social constructions of masculinities and femininities, such as gendered, racist and classist ideologies that shape international demand for migrant female domestic workers). We bring a critical lens to the study of topics including labor migration and its feminization; forced migration – refugees and trafficking; transnational migration – transnational families and marriage migration; migration and human rights; gendered violence and social justice, migration and development; transnational politics; and the relationship between migration and digital technologies. Our exploration of transnational intimacies in the form of marriage migration and so called ‘mail order brides’ will provide better understanding of how people engage in emotional and sexual intimacy cross-culturally. .

ASIA 3215: Women in Theater: A Comparative Study

In many countries across Asia, theater has been a public arena for entertainment. Rulers, monarchs and feudal lords have been entertained in public and private spaces by theater groups. Temples and streets have been seen as public stages where religious and social rituals and festivals have vied for attention of the public. These traditional spectacles gradually gave way to modern day performances and arbitrary articulations of theater as a masculine institution. In this course we will see what roles have been doled out to women, or how they have become agents in bringing about change in the perceptions of theater as a form of entertainment for all and a voice for change, -a forum for feminist redefinitions. In the process of learning and redefining women’s roles in theater we will draw upon non-Asian theaters/texts and women’s roles in them. The comparative assessment will create a dialogue on the position of women in theater today across the multi-cultural landscape, and the analysis of theatrical spaces will reveal the changing conceptions of woman's position in the family and in society.

ASIA/PPE 3219: Asian Philosophies

This course is designed to provide both a historical understanding of the ancient philosophies of India, China, Hawaii and the Pacific Islands and a consideration of core ideas generated from these philosophies as evidenced in ancient and modern text, religious practices and socio-political institutions. Students will use a comparative approach allowing for a thematic consideration of such questions as the purpose of the material world, the role of the mind, and how knowledge is defined in each philosophy.

ASIA 3301: East and West: A Comparative History

This course examines the history of the East and the West comparatively and prepares students to understand each of the societies in a comparative context. We will read extensively the classical works on historical trajectories of the East and the West. Students in this course will be familiarized with important historical and social theories and research methods. Some of the important questions we explore in this course include: why did the West succeed in industrialization by the early 19th century but the East did not? How did the West rise in world history? How did different variables, such as geographical locations, natural resources, population, technology, social institutions, and mentality, etc. play a role in determining the divergent trajectories of the East and the West? This course is designed as a senior reading seminar and requires the students to prepare for the seminar and participate actively in the discussion. We mainly use scholarly books and articles. Occasionally we will use travelers’ logs, videos and movies in a classroom setting.

ASIA 3310: Asexuality in Contemporary Global Fiction

Asexuality, often defined as “a lack of sexual desire or attraction,” is currently in the process of being acknowledged as a sexual orientation. But what is so different or even radical about not wanting to have sex? In this upper-level class, we will examine the concept of asexuality and a variety of representations of asexuality in literature, film, and popular media. We will look at how characters who are identified by others as asexual or self-identify as asexual are represented in fiction from all over the world. While our focus will be on Asia, we will also look at texts from the Americas, Africa, New Zealand, and Europe. Students should be prepared to participate actively in class, lead discussions, and write several papers to help them develop their academic writing skills.

This class is cross-listed for the Asian Studies major and the Gender Studies minor

ASIA 3403: Comparative Literatures

In this course, we will engage with a wide variety of texts by authors from Asian countries such as Bangladesh, Vietnam, Japan, India, Korea, China, Sri Lanka, Burma/Myanmar, Pakistan, and Thailand. We will use short stories, novels, speeches, letters, and films to explore and contextualize representations of gender-related questions, political controversies, social justice issues, and immigration policies. We will pay particular attention to how the texts might speak to one another with regard to these and other topics. In our exploration of the connections between the various texts and topics, we will also consult theoretical articles that develop a framework of ‘comparative literature’ as an interdisciplinary field that goes beyond national boundaries and similar approaches such as ‘world literature’ or ‘transnational literature.’

ASIA 3404: Asian Dramatic Culture

The course will chart the development of Asian Drama, evoking myths and socio-cultural traditions, major trends in dramatic writings, and theatrical conventions, through representative works. The class will also analyze philosophical ideas and performance theories as they relate to a variety of imaginative forms. The second semester will be a comparative study of Asian and Western drama and the variety of other dramatic forms.

ASIA 3406: Consumption Culture and Politics in Asia This course explores how diverse cultural, economic, and social values are intertwined with consumption and spending practices. We will explore classic and contemporary theories about consumption and spending as well as diverse cases in Asian countries. Some of the topics we explore include fair trade movements, ethical spending, as well as the effect of advertisement.

ASIA 3407: Socially Engaged Buddhism

This course will explore traditional and contemporary Buddhist views on the relationship between Buddhist wisdom and social justice, and will examine how the ideals of Buddhist leadership and social justice are practiced by contemporary Buddhists in Asia and across the globe. The first sections of the class will focus on an in-depth textual analysis of Buddhist doctrine and the ideas of leadership, justice and morality in early Buddhism, and will analyze the nature of ethics, wisdom, and leadership in classical Buddhist texts. The latter sections of the course will examine contemporary movements of “Socially Engaged Buddhism,” which emphasize the social and political nature of the historical Buddha’s teachings and apply those teachings to issues of poverty, globalization, environmental destruction, war, and sex-trafficking. Along with studying traditional Buddhist texts, we will also read contemporary Buddhist thinkers such as Thich Nhat Hanh, Suu Kyi, the Dalai Lama, Ambedkar, Sulak Sivaraksa, Dhammanana, as well other American and Western Buddhist thinkers.

ASIA 3408: Qualitative Research Methods for Asian Studies

This course is appropriate for any student interested in developing their knowledge and skills in qualitative research methodology and the ethics of research. Although offered as a psychology elective, this course explores a range of approaches and practical techniques in the behavioural and social sciences that will assist students in designing, conducting and writing-up their own qualitative research. We examine the roots of qualitative inquiry, and the role of psychological, sociological, and anthropological research. Ethical considerations inform every aspect of research involving humans and are, thus, a central concern in the course. Cultural and social awareness as well as understanding the role of ‘self’ in research are critical to the design and implementation of any ethical and rigorous research. These aspects will be discussed in detail in this course. Other key topics include qualitative research design, data collection, interpretation and analysis, bias and validity, ethical issues and the politics of research, including relationships with participants, and self-reflexivity. The course will focus on how to understand and study some key psychosocial issues including domestic violence, suicide,

childhood, migration, refugeehood, and displacement. Class work will include lectures, discussion and seminars (some student led) and there will be an opportunity for a research study to be conducted during the semester. This research methodology course will equip students with practical skills of fieldwork and research that are important for work in the public sector, in the private sector and in the civil society sector. Research methodologies provide important transferable skills and behavioural and social science research methodologies are relevant in all disciplines working with human beings. In the modern world, the ability to critically evaluate information and the ability to produce new knowledge are central. This course will also help students to think through practical, scientific, psychosocial, and philosophical concerns in the process of doing research.

ASIA 3500: Religion & Violence in Asia

This course provides an overview to the major theories and problems of global justice. It will examine Classical and contemporary views of justice with an international focus and from a variety of Asian and Western perspectives, and will deal with issues relating to human rights and nationalism, globalization, distributive justice and poverty, environmental destruction, and violence against women, children, and minorities. The beginning sections of the course will examine general theories of justice by thinkers such as Plato, Kant, J.S. Mill, the Buddha and Chuang Tzu, The remaining sections of the course will apply these theories to particular problems and issues in the modern world. Students in the course will learn to critically evaluate the ethical dimensions of global justice that underlie most contemporary debates in international politics, and will have the opportunity to develop their own views and assessments of global justice.

ASIA 3505: Gender and Sexual Identities on Stage

The course examines the various stages and images of gender and sexual identities on the Asian stage. Using theories from gender studies we will explore the different processes and practices of how masculinity and various other sexual identities are (re)presented on stage as we move from historical evidences to popular culture. Through dramatic texts we will analyze, acts of gender, as well as practices of anxiety, anger, and violence, fear and intimacies of other sexual identities. Even while the course will be rooted in Asia, we will however draw on examples of global sexual identities through dramatic texts.

ASIA 3600: Beginning Mandarin I

Beginning Mandarin I is the first in a series of four semester-long courses intended to help students communicate effectively using Mandarin Chinese. The course will introduce the fundamentals of the language to students without prior knowledge of Chinese with a strong focus on speaking and listening skills needed for common daily life interactions. In particular, students will learn how to have basic conversations with people they meet, talk about food, make purchases, and get around in China. The course will develop student mastery of pinyin pronunciation, basic grammar, and practical vocabulary. While learning activities will rely on pinyin, students will also be expected to learn to recognize and write a small number of common Chinese characters. In addition, periodic cultural presentations and discussions will be held to increase students' familiarity with China and its people.

ASIA 3601: Beginning Mandarin II

This is the second in a series of six semester-long courses intended to help second language learners communicate effectively using Mandarin. This course will continue to strengthen your grasp of fundamentals such as pronunciation and grammar, while introducing vocabulary and structures necessary for engaging in increasingly complex social interactions. More specifically, the focus will be on the speaking and listening skills needed for common activities like shopping for clothes, ordering food in a Chinese restaurant, renting an apartment, asking for help and traveling. In addition, this semester will introduce you more formally to Chinese characters and will have a greater emphasis on recognizing and writing Chinese. This is necessary to insure a smooth transition to the Intermediate level of Chinese study. Finally, periodic cultural presentations and discussions will continue to be held to increase your familiarity with China and its people.

ASIA 3602: Intermediate Mandarin I

Intermediate Mandarin I is the third in a series of six semester-long courses teaching students how to communicate effectively using Mandarin Chinese. Students who enroll in this course should already have mastered the basic pronunciation, grammar, and vocabulary needed for common daily life interactions. This course will introduce vocabulary and grammar suitable for increasingly complex social interactions, such as talking about health problems and taking part in job interviews. In addition to conversational dialogs, in class activities will increasingly expect students to participate in

discussions, tell stories and jokes, and present their own opinions and ideas. Outside of class, students will be responsible for looking up information in Chinese in order to write essays and give class presentations, reading level-appropriate news articles, short stories and novels, and meeting with the instructor to discuss their readings. Furthermore, this course will expect students to make extensive use of 汉字 (Chinese characters) for reading and writing, rather than relying on *pinyin*. A realistic goal is that students will be able to write about 500 Chinese characters by the end of the course.

ASIA 3603: Intermediate Mandarin II

Intermediate Mandarin II is the fourth in a series of six semester-long courses intended to help second language learners communicate effectively using Mandarin Chinese. To enroll in this course you must have already mastered the pronunciation, grammar, and vocabulary needed for daily social interactions. You should also feel confident to read and write most common 汉字. This course will expand your knowledge of vocabulary and grammar suitable for more complex interactions, such as opening a bank account, participating in a wedding, and handling emergencies. In class activities will increasingly expect you to take part in discussions, retell stories and jokes, explore Chinese culture such as Spring Festival and Beijing Opera, and present your own opinions and ideas. In terms of writing, you will need to continue your daily writing practice in order to further develop your ability to communicate freely about your own life and experiences. You will also be asked to read a greater variety of texts with more in-depth stories, and then express your own reaction to the stories in both written and oral form.

ASIA 3604: Advanced Mandarin

In Advanced Mandarin I students will develop their ability to interact socially and occupationally in Chinese. They will increasingly be able to tailor their speech and writing to match a given context, and will be able to participate in increasingly formal and extended conversations. The course will consist of readings and discussions related to current topics including population, housing, education, university graduates' employment opportunities, marriage, and women's status in the family. In speaking situations, students will be asked to practice expressing complete arguments without the benefit of advance preparation. The length and complexity of reading assignments will approach the level read by the general public in China. Writing assignments will ask students to research topics in Chinese and incorporate what they find into their arguments.

ASIA / PPE 3701: Gender and International Development

After many decades to promote development around the world, why does so much poverty persist? What are some of the causes of inequality, and how do they relate to economic transformations, political reforms, and development interventions? Why do various development policies often have different consequences for men and women? The course provides ample opportunities to explore these issues. We begin with an introduction to the history of development itself, its underlying assumptions and its range of supporters and critics. We pose fundamental questions about how development has incorporated gender – and race, class, and other forms of difference. We consider various experiences with and meanings given to development by women and men in different contexts – as residents, aid workers, policy makers and government officials. In considering how development projects and policies are experienced in everyday life in rural and urban areas, the course asks: What are the underlying political, economic, social, and gender dynamics that make “development” an on-going problem worldwide?

ASIA 3704: Issues of Social Justice in South Asian Films

In this course, we will engage with a wide variety of films and documentaries by film makers from South Asian countries (Bangladesh, India, Nepal, Pakistan, and Sri Lanka). We will use these films and documentaries to explore and contextualize representations of gender-related questions, sexuality, political controversies, immigration policies, disability, and HIV/AIDS. We will pay particular attention to how the films and documentaries are embedded in contemporary discourse about these and other issues of social justice. In our exploration of the films and their topics, we will also consult theoretical articles that develop a framework of South Asian film as a contemporary medium that can inspire and bring about social changes in societies. Students should be prepared to participate actively in discussions, give a short presentation in class, and write several papers. The movies will be screened during weekly movie nights which are considered part of this class and thus compulsory to attend for students taking this class.

ASIA 4000: South Asian Literature

Significant writers from the 19th and 20th centuries will be studied to establish the Asian literary tradition in the developing world. The course will explore the continuity and change in society and culture depicted in the works. The course will focus on three major literary theories, Orientalism, Subaltern Studies and Gender and Sexuality. Asian Scholars have been critiqued for succumbing to the image created by the West—Orientalism. And we will trace how Asia writes back. We will also examine the texts where the gendered subaltern has been represented. Gender and Sexuality will be the third theory we will discuss through prescribed readings and see how gender and sexuality is not in fact a theory and/or practice imposed by the West.

ASIA 4001: Literatures of the South Asian Diaspora

In this upper-level course, we will engage with a wide variety of texts by authors from the South Asian Diaspora. We will use short stories, novels, plays, and films to explore and contextualize representations of gender-related questions, political controversies, social justice issues, and immigration policies. We will pay particular attention to how the texts might speak to one another with regard to these and other topics. In our exploration of the connections between the various texts and topics, we will also consult theoretical articles that analyze the fictional texts critically and/or that reflect on the topics discussed in the fictional texts. Students should be prepared to participate actively in discussions, give a short presentation in class, and write several papers.

ASIA 4100: Philosophy and Film (ASIA/PHIL)

This course will explore philosophical issues related to the study of film and will critically examine philosophical themes in films from across the globe. We will study classical philosophical texts and ideas in a comparative context, including Plato, Descartes, the Buddha, Nietzsche, Camus, and Confucius, and we will view films from various countries, including Korea, Tibet, Bhutan, Thailand, the U.S, and Europe. No prior knowledge of philosophy or film theory is required for this course, though an active, critical approach toward the readings, viewings, and class discussions is necessary.

ASIA 4105: South Asian Masculinities (AS/ GS)

The course will explore what it means to be a 'man' in the South Asian contemporary society. We will examine how both society and men actively construct multiple 'masculinities' in different socio- historical contexts and at different stages of their lives with different consequences for both men and women. The course will not only explore the social construction of masculinity and maleness but will also chart their functionality within the structures of class, caste, gender, ability and sexuality. The course will interrogate how the discourses of power influence, mobilize and put into practice the functions of cultural formation in Asia at the local and regional levels.

ASIA 4110: Contemporary South Asian Literatures in the Global Context (AS)

In this upper-level course, we will engage with a wide variety of texts by authors from South Asian countries (Bangladesh, India, Pakistan, Sri Lanka, and Nepal). We will use short stories, novels, plays, and films to explore and contextualize representations of gender-related questions, nationalism, political controversies, and issues of social justice. In our exploration of the connections between the various texts and topics, we will also consult theoretical articles that reflect on and analyze the fictional texts critically. Students should be prepared to participate actively in class, lead a discussion, and write several papers to help them develop their academic writing skills.

ASIA 4200: Postcolonialism and Gender (AS, GS, DS) This upper-level class looks at postcolonialism through a gendered lens. We will position gender as our central point of reference as we explore theories and topics within postcolonialism, which will also lead us to examine what role gender has played in the contexts of colonialism, nationalism, and globalization. In addition to our exploration of postcolonial and gender theories, we will also make ample use of fictional examples that examine the relations between gender and postcolonialism. While our focus will be on Asia, we will also look at texts from other postcolonial contexts in Africa and Latin America. Students should be prepared to participate actively in class, lead a discussion, and write several papers to help them develop their academic writing skills.

ASIA 4210: Gendered Violence (AS/GS)

Gendered violence refers to violence that is directed towards a person or group on the basis of gender. It is an expression of power and control, linked with a sense of entitlement, which maintains gender inequalities. Gendered violence includes

rape in war, sexual assault, domestic violence (DV) in heterosexual and same sex partnerships, sexual harassment, and trafficking. Men are the main perpetrators of violence against women (VAW) and other men. However, not all men are violent, men and boys may experience gendered violence and women have the potential to be perpetrators. Violence can occur in same sex relationships. Women and children are most at risk of abuse in their homes at the hands of their intimate male partners, ex-partners or fathers. In contrast, men are more likely to be abused in public places by male strangers, for example, because they do not conform to dominant constructions of masculinity. The term gendered violence highlights power in the exercise of violence and stresses that biological sex does not determine access to power.

ASIA 5000: Senior Thesis in Asian Studies I

An intensive research project undertaken with the permission of and in collaboration with a faculty member.

ASIA 5001: Senior Thesis in Asian Studies II

Senior Thesis in Asian Studies may be extended to 2 semesters with the permission of the supervising faculty member and the department.

Biological Sciences

BIOL 1002: Conservation Biology

This Course will cover the following ideas resulting in an understanding of biodiversity: Levels of Biodiversity; How biological knowledge can predict changes in biodiversity; Factors threatening different species' persistence; Strategies Biologists use to protect Biodiversity; Population Conservation; Landscape & Regional conservation; Restoration ecology; Sustainable development for human condition. This Course will cover the following ideas resulting in an understanding of why and how biodiversity should be conserved: Ecological & Economic values; Ethical grounds; Habitat conservation; Identifying places rich in species; Areas rich in endemics; Representative habitats; Theory and Practice of Reserve Design (single species approach); Establishing Protected Areas; Principles of Wildlife Management; Habitat management; Habitat measurement; Wildlife management; Perennial patterns of abundance; stable population; Unstable population, Cyclic population, Eruptive population; Region-wide synchronous population; Biodiversity hotspots; Mega-biodiversity countries, World Heritage sites.

BIOL 1100: Biology I (with Lab)

General Biology I can fulfill one of the Science/Math course requirements in the core curriculum for any student, and is also a required course for students intending to major in Biological Science, Environmental Science, and Public Health. Biology I will provide students with an understanding of the diversity of animal life at the level of biomolecules, cells and whole organisms, together with an appreciation of a range of fundamental themes in contemporary biology (including cell theory, biological systems, biodiversity, heredity and evolution). Topics will include the basic structure and function of cells, cell energetics and respiration, photosynthesis, trans-membrane transport, signal transduction, intra and inter cellular transport, heredity, the structure and function of DNA, the control of gene expression, cell division, the evolution of multicellularity, tissue structure and function, organ systems, respiration, reproduction, digestion, excretion, and immune system. Students will also conduct a range of laboratory procedures relating to the organization and function of living organisms at the molecular, cellular and whole organism level. Specific experiments investigating scientific method, instrumentation, membrane transport, enzymes kinetics, respiration, mitosis & meiosis, translation, digestion, cell specialization and biotechnology will be carried out.

BIOL 1101: Biology II (with Lab)

General Biology II can fulfill one of the Science/Math course requirements in the core curriculum for any student, and is also a required course for students intending to major in Biological Science, Environmental Science, and Public Health. Within the overarching theme of evolution, we will build upon your understanding of topics in General Biology I and examine the animals and plants in different ecosystems, including their adaptations and interactions, and role in energy cycling and nutrient cycling. Practical classes will include field trips and collections, simulation and modeling exercises, microscopy, and experiments. Students will also build professional skills in experimental design and scientific writing. Prerequisite(s): Satisfactory completion of Biology I or at the discretion of the instructor.

Prerequisite(s): Satisfactory completion of Biology I

BIOL 3002: Biochemistry (with Lab)

Biochemistry encompasses the chemical and physical nature of biological macromolecules. We will study biochemical pathways in living organisms, with emphasis given to the synthesis and metabolism of the four major classes of macromolecules, carbohydrates, lipids, proteins and nucleic acids, and their key roles in life processes. Discussions will also include biochemistry in nutrition and its influence on eating behavior and biochemical connections with diseases. Lab sessions will cover the principles and techniques of experimental biochemistry, focusing on isolation methods and techniques for analyzing structure and function, and qualitative and quantitative studies of macromolecules within the cell.

Prerequisite(s): Successful completion of General Biology I and II, and General Chemistry I and II and Organic Chemistry, or at the discretion of the instructor.

BIOL/ ENVS 3003: Ecology (with Lab)

In this course we will study the relationships among living organisms and their physical environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Students should improve their ecological literacy by learning the basic facts, principles and concepts of the field of ecology, improve scientific literacy by learning how ecologists construct knowledge and improve their analytical and writing skills through analysis and interpretation of ecological data.

Prerequisite(s): Satisfactory completion of, or concurrent enrollment in, Biology II

BIOL/PHST 3004: Human Form and Function (with Lab) This is a one-term course on human form and function (anatomy and physiology). We will use a systems approach and focus on the relationship between form and function from the microscopic to gross level of organisation; the principle of homeostasis, events that disrupt homeostasis, and feedback pathways that maintain homeostasis; and, causal mechanisms in the human body. Topics will include basic anatomical and directional terminology, homeostasis, and the integumentary, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, excretory and reproductive systems. Instruction will use a combination of discussions, lectures and practical sessions, including case studies, dissections, experiments and simulations, to help you achieve a detailed understanding of human form and function. As a writing intensive course, instruction in writing is a major component of the course and will form a significant part of your assessment. Workshops on the 'anatomy' of a scientific paper, how to read a scientific paper, and dialectical note-taking will prepare you for the process of critically reading, interpreting, and evaluating a scientific paper. These are essential skills for science professionals, and will be of value to you during your undergraduate studies at AUW, in addition to your potential graduate studies and/or career.

Pre-requisites: Successful completion of General Biology I and II and General Chemistry I and II or at the discretion of the instructor

BIOL/PHST 3005: Principles of Biostatistics

This is an introductory course of biostatistics that will acquaint the students with the basic concepts of biostatistics and its appropriate uses and common misuses in public health. The course will involve practice in the application of statistical procedures along with introduction to appropriate statistical software. With the completion of the course the students are expected to have a basic understanding of biostatistical approaches in public health, as well as the ability to perform basic biostatistical analyses.

Prerequisite(s): Satisfactory completion of Algebra

BIOL 3111: The Scientific Process

Many science students dream of making an important discovery that contributes to our understanding of biological processes, solves environmental problems, or advances medical research and public health. But how do scientists develop their idea into a research project, obtain funding for their study, and then share their results with the scientific community? This professional development course will follow the pathway from idea to publication and includes topics such as finding

relevant literature; developing a research proposal; applying for grants; experimental design; collection and storage of quantitative and qualitative data; field and laboratory research; data repositories, data sharing, and data confidentiality; attending conferences, patents, and publishing your results in international journals. We will use your research ideas to illustrate the different stages, and share your progress and obstacles. The Scientific Process is a 2 credit point course designed for UG3 and UG4 biological science, environmental science and public health students, and will be of particular benefit to those considering senior these or graduate school. It is a Pass/Fail course and will not contribute to your GPA, but will be listed on your transcript.

BIOL 3600: Genes and Genomics (with Lab)

The discipline of genetics has been developing rapidly since the discovery of the famous Watson & Crick structure of DNA in 1953. Classical genetic studies have been replaced by techniques in molecular genetics, and, most recently, genomics and bioinformatics as methods to study the mechanisms of inheritance. This course will discuss genetic approaches to the study of biological function with particular focus on experimental design. The topics include: structure and function of genes, chromosomes and genomes, biological variation resulting from recombination, mutation, and selection, use of genetic methods to analyze protein function, gene regulation and inherited disease. We will also consider the social, medical and agricultural applications of genetic technologies with particular focus on their impact on countries in S. Asia in comparison with the U.S. and Europe.

Prerequisite(s): Satisfactory completion of Biology I & Biology II, Chemistry I & Chemistry II or at the discretion of the instructor.

BIOL 3601: Cell & Molecular Biology (with Lab)

This course provides an in depth study of the molecular and biochemical bases for cell structure and functions. Membrane organization, solute translocation, endocytosis and exocytosis, mechanisms of signal transduction, growth control, and oncogenesis will be covered. Mechanisms of DNA replication, repair, as well as mechanisms of gene expression in both prokaryotes and eukaryotes will be discussed. Modern techniques for DNA manipulation will also be examined.

Prerequisite(s): Satisfactory completion of Biology I & Biology II, Chemistry I & Chemistry II or at the discretion of the instructor.

BIOL 4002: Environmental Microbiology (with Lab) Microbes are present in the soil, air and water around us, and even an important component of our own body. Environmental microbiology specifically studies the use of these microbes to benefit society, so students in this course will first discover the diversity of microbes in various environments and their interaction with each other, before examining the role of microbes in biogeochemical cycles, bioremediation, wastewater treatment, environmental monitoring, conservation, and human disease. Important skills in microbial culture and identification will be developed in lab classes, and the class will conduct large experiments to compare common sterilisation techniques that provide safe drinking water, and the effect of chemical contamination on microbes in the environment.

Prerequisite(s): Successful completion of General Biology I and II, and General Chemistry I and II, or at the discretion of the instructor.

BIOL 4101: Abbvie Lectures: Scientific Research with Applications in Medicine and Public Health

Abbott scientists will present practical applications of their scientific research in pharmacology, medical science and public health. Topics include drug discovery and development, regulation of the drug industry, and control of disease; the topics complement material studied in the course Human Anatomy and Physiology. Students will be assigned papers to read before a weekly teleconference, during which the research process and outcome will be discussed with the leading scientist. This is a 1-credit course, and assessment will be based on participation in group discussions.

Prerequisite(s): Concurrent enrollment in Human Anatomy and Physiology is required.

Similarly Abbvie Lectures in other Science field (Biology, Organic Chemistry and Biochemistr are available)

BIOL 5000: Senior Thesis in Biology I

An intensive research project undertaken in collaboration with a faculty member. The student will be expected to write a short proposal, conduct a literature search, design and conduct some independent research (laboratory, field, computational, or library), and present the results in oral and written (thesis) form.

BIOL 5001: Senior Thesis in Biology II

Senior Thesis in Biology may be extended to 2 semesters with the permission of the supervising faculty member and the department.

Computer Science

CS50 Introduction to Computer Science

Introduction to the intellectual enterprises of computer science and the art of programming. This course teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, software engineering, and web development. Languages include C, PHP, and JavaScript plus SQL, CSS, and HTML. Problem sets inspired by real-world domains of biology, cryptography, finance, forensics, and gaming. Designed for concentrators and non-concentrators alike, with or without prior programming experience.

This course is an online course

CSCI 1100: Global Information Society

This course is a broad introduction to the information technologies of today, their regulation and their socioeconomic impacts. The course will begin with a historical review of the modern day "Information Society", and then will describe the development of new competitive environments. (An introduction to the relevant principles of economics and regulation will be provided as needed). Students will be introduced to the Internet, international telecommunications networks and how they are regulated nationally and internationally. A review of the World Trade Organization (WTO) and the Information and Communication Technology (ICT) and telecommunications commitments made by members will be covered. This course will also explore issues including: the socio-economic impacts of different ICT based options in daily life (urban and rural), the regulatory evolution of the telecom and ICT industries in different developing regions (mainly focusing on greater Asia), the potentials and regulatory challenges for mobile telephony and the Internet etc. Students will explore issues related to freedom of speech in the age of Internet, privacy, synergy between different high and low end technological options, the challenges for the future for both regulatory agencies and telecommunications operators/providers. Detailed case study about the telecom and ICT industry in several developing countries will enable the students to see how the principles are applied in various contexts.

CSCI 1101: Fundamentals of Computer (with Lab)

This course aims to provide a brief idea about the basics of computers Systems and Computing, the role of Computers in the society. It will introduce the components of computer (Hardware and software), operating system, networking and Database basics. How a computer program solves the problem and the total procedure to design and implement a program will be experienced in the course. Lab session will focus more on network design, introducing different application programs and web programming.

CSCI 1102: Problem Solving and Decision Making Efficient decision making is of utmost importance in any aspect of an individual's life. People who are able to consistently identify the problem and gauge its importance tend to be in a better position of solving it by choosing the best option among multiple alternatives. The decisions of these people are generally imaginative, logical, solid, and defensible. In this course, students will be equipped with knowledge and tools necessary to become an imaginative, logical problem solver/decision maker. They will explore a structured way to approach and dissect problems, and learn to clarify problems in terms of objectives and issues, with a view toward possible outcomes. Finally, the students will apply their acquired knowledge to handle a relevant IT-related project as a hands-on exercise.

CSCI 2000: Introduction to Computing & Programming (with Lab)

This course is the fundamental course for learning a programming language. It aims to provide a brief idea about basics of computers Systems, Computer-oriented problem-solving methods and hands-on introduction to the structured programming using C programming language. High level programming language and interactive environment MATLAB® used for numerical computation, visualization, and programming will also be introduced in the laboratory session. This course includes the topics such as numbering systems, processor and memory organization, input/output devices, the basic C language syntax, variable declaration, data types, basic operators, program flow and control structures, defining and using functions, simple data structures such as array, pointers. The methodological approach to program design, implementation and debugging, with emphasis on problem-solving, will also be covered.

CSCI 3000: Computer Communications Networks

This course provides an in-depth discussion on data communications principles and technologies, different network models and layers and examines the protocols, designs, implementation, and analysis of computer networks performance. It gives a brief overview of the network infrastructure, network design phases and inspects how the network works to ensure end to end data delivery.

CSCI/ ENVS 3001: Numerical Methods and Computer Programming

Concept of Numerical computation: - Computer Arithmetic: Floating-point representation of numbers, arithmetic operations with normalized floating-point numbers and their consequences, significant figures. Error in number representation- inherent error, truncation, absolute, relative, percentage and round-off error. Solution of *Nonlinear (Transcendental & Polynomial) Equations:* - Iterative Methods: Bisection, False position, Newton-Raphson method. Iteration method, discussion of convergence, Barstow's method. Solving Sets of Linear Equations: - Solution of Simultaneous Linear Equations: Gauss-Elimination methods, pivoting, Ill-conditioned equations, refinement of solution. Jacobi Iterative method, Gauss-Serial iterative method, Polynomial interpolation & Approximation:- Polynomial interpolation: Newton, LaGrange's, Difference tables, Approximation of functions by Taylor Series. Chebyshev polynomial: First kind, Second kind and their relations, Orthogonal properties. Numerical Differentiation and integration: - Differentiation formulae based on polynomial fit, pitfalls in differentiation, Trapezoidal & Simpson Rules, Gaussian Quadrature. *Solving Ordinary Differential Equations:* - Euler method, Euler modified method, Taylor-series method, Runge-Kutta methods, Predictor-Corrector methods

CSCI 3002: Data Structure and Algorithms

The purpose of this course is to provide the students with solid foundations in the basic concepts of programming: data structures and algorithms. The main objective of the course is to teach the students how to select and design data structures and algorithms that are appropriate for problems that they might encounter. This course is also about showing the correctness of algorithms and studying their computational complexities. This course offers the students a mixture of theoretical knowledge and practical experience. The students will be using either structured programming language "C" to solve the problems and assignments in the laboratory.

CSCI 3003: Database Management System

Evolution of database management systems, Entity Relationship Modeling and Design, Relational Data Model and Relational Algebra, Structured Query Language, Transaction Processing, Concurrency Control and Recovery, Client Server and Distributed databases.

CSCI 3004: Java Object Oriented Programming

This course will cover topics such as Introduction to Java Language, Introduction to standard tools to program Java, OOP concepts: Encapsulation and Inheritance, Interfacing and abstraction, Polymorphism, Benefits of OOP over procedural programming, Threads, Network connections, Database, Swing/GUI, Servlets, Introduction to design patterns, and Introduction to software engineering.

CSCI 3005: Algorithmic Design and Analysis Introduction to Algorithmic Design, Algorithmic Analysis, Data Structures, Important Algorithmic Design Paradigm- Divide and Conquer, Greedy algorithm, Dynamic Programming, Branch and Bound, Sorting and Searching, Graphs, Sets and Strings, Numerical Problems, Combinatorial Problems, Computation Geometry.

CSCI 3006: Discrete Mathematics

Discrete Mathematics will cover the following concepts: Logic and its applications: Propositional Logic, Predicates & Quantifiers, Rules of inference, Methods of proofs, Normal forms, Proving Programs Correct; Sets, Relations and Functions: Sets, Set operations, Relations & their properties, Functions, Sequences and summations, Ordered Sets and Lattices; Graph Theory: - Representing relations, Graphs & graph models, Euler & Hamilton path, Trees; Induction and recursion: Mathematical induction, Recursive definitions & Structural induction; Combinatorics: Basics of counting, Pigeonhole principle, Permutations and Combinations, Binomial coefficients; Recurrence Relations and Generating Functions; Algebras: Groups, Semi-groups, Rings, and Fields.

CSCI 4001: Internet and Mobile Technologies and Applications (with Lab)

This course introduces today's Internet and its functioning to the students in detail. They will acquire clear concepts of inner working of today's Internet. The students will also be given a brief overview of wireless Internet, and various performance metrics which are crucial to investigate an Internet protocol. Moreover, they will be exposed to some Internet-oriented mobile applications from technical points of view which have become integral part of a person's daily life (e.g., Social Media, Banking, Multimedia Apps, Gaming, etc.). Description: Overview of Internet Architecture, Review of TCP/IP protocol stack, TCP in detail, Some TCP variants (Tahoe, Reno, SACK, etc.), Review of IP addressing, Internet Routing Algorithms (RIP, OSPF, BGP), Brief Introduction of Wireless Internet & Network Troubleshooting (basic tools like tcpdump, iperf, etc.). The course will incorporate laboratory sessions which will mainly concentrate on understanding/creating mobile applications running on top of Internet. The chosen mobile platform will be "Android".

Prerequisite(s): 1) Data Communication and Computer Networks, 2) Object Oriented programming

CSCI 4002: Artificial Intelligence

Artificial Intelligence is an advanced level course for the students intending major in Computer Science. The ultimate goal of Artificial Intelligence (AI) is to make a computer that can learn, plan, and solve problems autonomously. This course provides a broad introduction to artificial intelligence. Topics will include: problem solving, including search and game playing, knowledge and reasoning, including inference, planning, knowledge representation and reasoning under uncertainty and machine learning. We will cover selected topics in Artificial Intelligence. We will study modern techniques for computers to make good (in some cases optimal) decisions that are applicable throughout an enormous range of industrial, civil, medical, financial, robotic and information systems.

CSCI 4003: Computer Architecture and Operating System (with Lab)

This course exposes the students to the fundamental of computer architecture, and aims to equip them with the know-how of a modern operating system's working. Students will have a thorough knowledge of CPU performance metrics, processes, scheduling concepts, memory hierarchy and management, I/O, storage and file systems, data & control unit design, and pipelining. The students will also be given some brief overview of advanced topics like Parallel Computing, Distributed Systems, Lightweight OSes, Cloud Computing, the challenges inherent to OS/Computer Architecture for faster processing with the advance of hardware, etc. The course will include laboratory sessions as well for a hand-on experience with the topics covered in the lectures.

CSCI 4005: Information Systems and Software Engineering

The course will cover foundations of systems development, from a production and innovation perspective. Central concepts covered will be linear, spiral and agile approaches to software development, and techniques for bridging managerial concerns with design and construction of software. The students will acquire skills in design through modeling. Different ways to involve users in system development processes will be covered as well. The course will be delivered both through lectures and exercises. Prerequisite: Satisfactory Completion of Fundamentals of Computers.

CSCI 5000: Senior Seminar in CS & ICT

Senior seminar course is for final year student of Computer Science and ICT program. Students will be taught about how to create thesis proposals, do literature review and apply different approaches to attain the goals. They will be exposed to the current and upcoming research trend in computer science and ICT and they will be introduced with various simulation software, learn the technical know hows to use them. Students are expected to update weekly about their thesis progress.

At the end of the course, students will do an oral presentation of their research findings and submit a thesis report.

Psychology

PYSC 2204: Introduction to Counseling

This course offers a broad survey of the field of counseling. Students will learn theoretical approaches to case conceptualization and treatment, including humanistic, psychodynamic, cognitive, behavioral, and systems. Students will also develop basic skills in listening, attending and responding appropriately through audio-visual materials and role-playing.

PSYCH 3001: Psychology of Human Sexuality

Sexuality can be a source of great pleasure and profound satisfaction. Paradoxically, sexuality can also be a source of guilt and confusion, anger and disappointment, and a means of exploitation and aggression. This course is a broad introduction to the field of human sexuality. We will use biological, social, and psychological approaches to understand human sexuality. Some of the topics we will cover include: historical, cultural, and theoretical perspectives on human sexuality, female/male sexual anatomy, gender, sexuality during development, sexual response and behavior, variations in sexual attraction, orientation, and behavior, contraception, sexual function difficulties and treatment, sexually transmitted diseases, sexual explicit materials and sexual aggression.

PSYC 3201: Social Psychology

How people think, feel, and act is not simply a result of their personalities or predispositions but also a product the social situation in which they find themselves. What others around us think, feel, and do, have a great impact of the way we structure our own thoughts, emotions, and behavior. This is one of the main aspects of Social Psychology. Broadly, this course will cover the following: Making sense of the Self; How people and social situations shape our thoughts, feelings, and actions; how people and the social environments they create influence our attitudes, impressions, and explanations (Social Influence); Pressures to conform to group norms, obeying those in authority and adhering to rules (Social Pressure and Significance of Groups); How we explain others' behaviors, how we like and dislike others (Impression Formation, Attitudes, Attributions, Attraction and Relationships); Negative Attitudes (Prejudice, Racism); Aggression and Helping Behavior; and Persuasive Communication. The basic principle is that our thoughts and actions do not originate solely or simply from within, but that they are products too of the social situations in which we find ourselves.

PSYC 3202: Psychology of Gender

The discipline of psychology has historically had an androcentric view of human behavior, assuming that normal behavior can be identified through the study of male behavior and that female behavior is studied to determine how it differs from "the norm ." This course will provide you with an alternative perspective, in which the study of human behavior is just that -- inclusive of all humans, and one in which women's distinctive experiences are not dismissed as unimportant or considered distorted because they do not fit the male norm.

PSYC / PPE 3208: Political Psychology

Political psychology is an inter-disciplinary field of social science inquiry, with roots in political science and mainly social and cognitive psychology. Political psychologists attempt to understand the psychological underpinnings, roots, and consequences of political behavior. Hence, this field considers the relationship between human thought and political behavior - the psychological account of political phenomena and the political mind. A key theme that will run through the course is the role of emotions on 'rational' political decision making. Political psychology has a practical arm. It explores the dynamics of important 'real-world' phenomena in ways that provide valuable and useful information about politics and behavior. This helps us understand why political events unfold as they do. This course is divided into three sections -- considering psychological issues behind individual political figures and leadership; institutional behavior; and political perceptions, emotions, and motivated actions of the public. This will be examined mainly in the backdrop of personality and social influence. Thus, the course will address topics such as understanding behaviors of well-known political figures and historical/political events (past and present); voting behavior; media representations; leadership and decision making; public attitude formation; racism and prejudice; conflict, accepting and participating in violence.

PSYC 3209: Theoretical Approaches to Mental Health and Illness

This course will explore a range of theoretical approaches to mental health and illness proposed by bio-medical, psychological and sociological perspectives. In the first part of the course, students will examine biological determinants of psychological disorders put forth by genetic and neuroscience paradigms. Following this, the contributions made by psychoanalytic, cognitive and humanistic approaches within the field of psychology will be discussed. Finally, the course will turn to perspectives offered within sociology, including those of social determinism, social constructivism and realism. Students will therefore be encouraged to think critically about constructions and beliefs of mental illness and to develop a holistic and multi-disciplinary understanding of mental health and well-being.

PSYCH 3210 Research Methods in Psychology

A research methods survey course providing the fundamentals of research design and behavior, scientific writing using APA style, critical evaluation of research literature, and ethical issues in research. Students will actively engage in asking research questions, formulating research hypotheses, designing and conducting a research study, and presenting results.

Prerequisite: Probability & Statistics OR Biostatistics

PSYCH/PPE 3300: Leadership, Politics and Psychology

Political psychology explores the dynamics of important 'real-world' phenomena in ways that provide valuable and useful information about politics and behaviour. This helps us understand why political behaviours and events unfold as they do. This course considers psychological issues behind political leadership, institutional behaviour, political perceptions, emotions, and motivated actions. Leadership includes understanding the self as well as motivating, inspiring, managing, guiding, and supporting others to function ethically and effectively. The key aspect of this course is that it offers a theoretical understanding as well as a practical training to understanding political leadership behaviour from a psychological perspective. The theoretical component will focus on the political mind and behaviour of leaders and leadership from cognitive, social, and personality psychology perspectives. Leadership will be evaluated as a process of influence and empowerment, and types of leadership such as transformational, authentic, situational, and educational leadership will be critically assessed. The course will address topics such as understanding behaviours of well-known political figures and historical/political events (past and present). The theoretical component will also include understanding how the political context affects the individual, group dynamics, emotional intelligence, and inter-personal conflict. The practical component will focus on self-development, self-awareness, and self-confidence. Students will be encouraged to re-evaluate themselves in terms of how they perceive their personal and social world; improve the way they relate to other people in society; and improve their interactions with others in society. This course will help students understand functional leadership, learn to think like leaders and develop skills and competencies in leadership and mentoring roles. Students will also be encouraged to develop their own style of leadership, recognize and capitalize on existing strengths as well as developing key competencies critical to positive and effective leadership. These include self-discipline, positive thinking, confronting disappointment, criticism, and negative peer pressure, and perseverance. Essentially, this course offers rigorous theoretical knowledge on the psychology of leadership, and learning life skills and competencies so that students have essential tools to live better in society.

PSYC / ASIA 3420: Cultural Psychology

North American psychology has been characterized as "a child of its culture," and as bound by Western concepts of individualism. Psychology as a field has tended to focus on the behavior of members of North American and Western European countries. Recently, cross-cultural research in psychology has demonstrated that many psychological processes once assumed to be universal (i.e., shared by members of all cultures) are actually quite culture-bound. Although a few topics on psychology have a relatively long history of cross-cultural investigation, psychologists are becoming more aware that all of the topics on psychology must be examined from a broad cultural perspective. In light of the growing recognition of culture-bound aspects of American psychology, psychologists have increasingly examined ways in which Western psychological concepts can be used in ethnocentric ways, and are attempting to place psychology in a more global, diverse perspective. This course will explore the ways in which psychology is socially constructed. In contrast to the view that psychological processes are essentially the same everywhere, we will examine how psychological processes are inextricably linked to specific social, cultural, and historical contexts. Through discussions, readings, and activities, students can expect

to develop a broader, global perception of contemporary psychology and a useful set of critical-thinking tools with which to analyze and evaluate psychology. The academic standards and policies, courses, and curricula described in this *Bulletin* are subject to change or cancellation by official action of the Asian University for Women. Failure to read this *Bulletin* does not excuse students from the requirements and provisions described herein. Every effort has been made to ensure the accuracy of the information in the *Bulletin*.

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