

BS ENGLISH PROGRAM
REVISED SCHEME OF STUDIES
2023



DEPARTMENT OF ENGLISH
THE UNIVERSITY OF POONCH

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COURSE OUTLINES

Semester wise division of the Courses

Year	Semester	Course Code	Course Title	Credit Hrs.	
First Year	1 st	ENG-310 1	Functional English	3(3-0)	
		GEN-310 2	General Science	3(2+1)	
		GEN-310 3	Quantitative Reasoning-I	3(3-0)	
		ENG-310 4	Introduction to Linguistics	3(3-0)	
		ENG-310 5	History of English Literature-I	3(3-0)	
		MGT-310 6	Introduction to Management	3(3-0)	
	Semester Total Credit Hours				18
	2 nd	ENG-320 1	Expository Writing	3(3-0)	
		GEN-320 2	Arabic	2(2-0)	
		GEN-320 3	Application of Information & Communication Technologies	3(2+1)	
		ENG-320 4	Phonetics & Phonology	3(3-0)	
		ENG-320 5	History of English Literature-II	3(3-0)	
		ANT-320 6	Introduction to Anthropology	2(2-0)	
Semester Total Credit Hours				16	
Second Year	3 rd	GEN-430 1	Islamic Studies	2(2-0)	
		GEN-430 2	Entrepreneurship	2(2-0)	

		GEN-430 3	Quantitative Reasoning-II	3(3-0)
		ENG-430 4	Advance Academic Reading & Writing	3(3-0)
		ENG-430 5	Classical & Renaissance Drama	3(3-0)
		EDU-430 6	Introduction to Education	3(3-0)
	Semester Total Credit Hours			16
	4 th	GEN-440 1	Introduction to Sociology	3
		GEN-440 2	Civics & Community Engagement	3
		GEN-440 3	Ideology & Constitution of Pakistan	2
		ENG-440 4	Introduction to Classical Poetry	3
		ENG-440 5	Introduction to Morphology	3
		INT-4406	International Relations	3
	Semester Total Credit Hours			17

FIRST SEMESTER

Course Title: Functional English

Course Code: ENG-3101

Credit Hours:03

Objectives:

- The aim of this course is to introduce the students with some of the basic concepts of English grammar in order to enable them to understand, analyze and enhance their own grammatical competence

To enable the students to understand and use English to express ideas and opinions related to students' real life experiences inside and outside the classroom.

- To enhance basic knowledge of English language and English language skills.

To enable the students to read a text to:

- identify main idea/topic sentences
- find specific information quickly, distinguish between relevant and irrelevant information according to purpose for reading
- recognize and interpret cohesive devices
- distinguish between fact and opinion

Contents:

Basics of Grammar

Use of Tenses

Parts of Speech

Use of articles and prepositions

Sentence structure

Use of active and passive voice

Analysis of Phrase, Clause and sentence structure

Punctuation

Practice of Unified sentences

Paragraph Writing

(Topic to be chosen at the discretion of the teacher)

Comprehension(Reading from different sources at the discretion of the teacher)

Translation Skills (From Urdu/English Vice Versa)

Reference Books:

1. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). Oxford English for undergraduates. Karachi: Oxford University Press.
2. Eastwood, J. (2004). English Practice Grammar (New edition with tests and answers). Karachi: Oxford University Press.
3. Murphy, R. (2003). Grammar in use. Cambridge: Cambridge University Press.
4. Pedagogical Grammar by Fiaz ul Hassan

GEN-3102 General Science Credit Hours: 3(2-1)

CREDIT Hours: (2-1)

Objectives:

- Understand scientific concepts
- Differentiate between scientific products and scientific processes
- Understand the underlying principle of science education

Course Outline

Unit I:

Observations 1.2. Hypothesis 1.3. Theory

Unit II:

- Types of matters
- Atomic theory of Matter
- Elements and Compounds
- Mixtures and Solutions
- Force
- Motion
- Speed, Velocity and Acceleration
- Laws of Motion

- Light and splitting of its into its color and various phenomena associated with light i.e., refraction

Unit III:

- Energy and Work ,
- Types of Energy ,
- Conversion of Energy from one form to another
- Law of conservation of energy

Unit VI:

- Structure of animal and plant cell
- Cell division
- Cell Theory

Unit V:

- Blood circulatory system ,
- Digestive system ,
- Reproductive system ,
- Excretory system

Unit VI:

- pH
- Acids
- Bases
- Difference between metals and non metals
- Formulae of different compounds
- Extraction of Metals from its ore
- Alloys
- Rusting and corrosion

Unit VII: A brief description of planets of solar system

Lab:

- Finding pH of samples by using pH paper
- Studying the properties of acids and bases on the basis of their reaction with metals and nonmetals
- Experimentally show that carbon dioxide is given out during respiration
- Tracing the path of ray through prism
- Tracing the path of a ray of light through a slab. Measure angle of incidence and refraction
- Onion peel experiment

Text books

- General Science text book for class 8th and 10th Punjab Text book Board Lahore
- **Recommended Books**
- Agha Khan University Examination Board (2002) General Science IX- X (based on National Curriculum 2002). Karachi: AGKEB. William Lewis
- Eikenberry (2008) The teaching of general science, The University of Chicago Press.

Course Title: Quantitative Reasoning-I

Course Code: GEN- 3103

Credit Hours: 03

Description

Quantitative Reasoning-I is an introductory-level undergraduate course that focuses on the fundamentals related to the qualitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' ability to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises. This course will also enable students improve their quantitative literacy and problem solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific field of study.

Course Learning Outcomes

Fundamental literacy to enable learners work with numbers, understand their meaning and present data accurately

Understanding of basic mathematical and statistical concepts

Basic ability to interpret data presented in different formats including but not limited to tables, graphs, charts and equations etc.

Syllabus

Numerical Literacy

- Number system and basic arithmetic operation;
- Units and their conversions dimensions, area. Parameter and volume;
- Rates, ratio, proportions and percentages;
- Types of sources of data;
- Measurement scale;
- Tabular and graphical presentation of data;
- Quantitative reasoning exercises using number knowledge.

Fundamental Mathematical Concepts

- Basic geometry (lines, angles, circles and polygons)
- Sets and their operations;
- Relations, functions and their graphs;

- Exponents, factoring and basic algebraic expressions;
- Algebraic and graphical solutions of linear and quadratic equations and inequalities
- Quantitative reasoning exercises using basic fundamental concepts.

Fundamentals of Statistical Concepts

- Population and Sample;
- Measures of central tendency, dispersion and data interpretation;
- Rates of counting (multiplicative, permutation and combination)
- Basic probability Theory;
- Introduction to probability variables and their probability distribution;
- Quantitative Reasoning exercises using statistical concepts.

Recommended Textbook (Latest Available Edition)

• Fundamental of Mathematics

• Jeffrey O. Bennett, William L. Briggs

A Quantitative Reasoning Approach (7th Edition)

• Richard N. Aufmann, Joanne S. Lockwood, Richard D. Nation

- Mathematical Thinking and Quantitative Reasoning

Company (2008)

• Ethan Bueno de Mesquita, Anthony Fowler

Guide to Quantitative Reasoning and Analysis

(2021)

- (Chapman and Hall_CRC Texts in Statistical Science) Chatfield, Chris

Statistics for Technology_ A Course in Applied Statistics, Third Edition

Routledge (2018)

- Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, Eric F. Lock, Dennis F.

Lock - Statistics_ Unlocking the Power of Data, 3rd Edition

Inc. (2021)

5. Course Title: Introduction to Linguistics Course Code:ENG- 3104

6. Credit. Hours: 03

Aims and Objectives:

The aim of this course is to introduce students to the basic concepts of language which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been deferred to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

Contents

1. Introduction to Linguistics

- Linguistics and its scientific nature
- Historical development of linguistics
- Scope of linguistics

- Difference between traditional grammar and linguistics
- Schools of linguistics
- 2. Introduction to language
 - Origin of language
 - Properties of language
 - Development of writing systems
 - Difference between human and animal language
- 3. Sound patterns of language
 - Introduction to Phonetics
 - Introduction to basic concepts of Phonology
 - Practice of phonetic transcription at word level
- 4. Lexis
 - Word formation processes.
- 5. Morphology
 - Morpheme and its classification
 - Allomorph and its classification
- 6. Grammar and Syntax
 - Types of grammar
 - Traditional grammar
 - Descriptive grammar and methods of structural analysis
 - (Test frames, IC analysis, labeled bracketing, tree diagrams)
 - Generative grammar

7. Semantics

- Semantics Concepts
- a. Synonyms
- b. Antonyms
- c. Hyponyms
- d. Polysemy

8. Psycholinguistics

- First language acquisition
- Second language learning

9. Sociolinguistics

- Language varieties
 Pidgin, creole, dialect
- Language, society and culture

Reference Books:

Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.

Akmajian, A., Demers, R.A., Farmer, A.K. & Harnish, R.M. (2001). *Linguistics: An Introduction to Language and Communication*. Massachusetts: MIT.

Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.

Farmer, A.K, & Demers, R.A. (2005). *A Linguistics Workbook*. M.I.T Press.

Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.

Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth Edition). New York: Heinley.

Radford, A., Atkinson, M., Briatain, D., Clahsen, H., Spencer, A. (1999). Linguistics: An Introduction. Cambridge: CUP.

Todd, L. (1987). An Introduction to Linguistics. Moonbeam Publications.

Yule, G. (2006). The Study of Language. C.U.P.

6. Course Title: History of English Literature-I

Course Code: ENG-3105

Credit Hours: 03

Description

To make the students understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular nation and age mould and shape the thinking of the writers. Although the scope of the course is quite expansive, the students shall focus on the historical survey of various genres of literature (Poetry, Prose, Novel, Drama, Short Story, Essay, etc) and literary periods/movements from 14th century to 21st century.

Course Objectives

1. To study the history and practice of English as a scholarly discipline.
2. To study the history and development of each genre through excerpts of literary texts.
3. To do close reading of texts and analyze them with different critical frameworks.
4. To analyze and criticize the works of literature in their cultural and historical contexts.
5. To assess the influence of literary movements in Britain on English

Literature from all parts of the world.

Topics

1. Introduction to Literature
2. Old English/Anglo Saxon Age
3. Middle English/Anglo Norman Period
4. The Age of Chaucer, 14th Century
5. The Renaissance Period
6. Elizabethan Age

7. 17th Century Literature (The Puritan Movement , Metaphysical & Cavalier Movements)
8. Restoration Period
9. Classical Age
10. Romantic Age
11. Victorian Age
12. 20th Century or The Modern Age
13. 21st Century or The New Millennium Literature

Reference Books

- Alexander, Michael. *A History of English Literature*
- Louis Cazamian, *A History of English Literature*, London: J.M.Dent
- Cuddon, J.A. *The Penguin Dictionary of Literary Terms & Literary Theory*
- David Daiches, *A Critical History of English Literature, Vol.14 London*
- Fletcher, Robert Huntington. *A History of English Literature*. 2005.

Course Title: Introduction to Management

Course Code: MGT-3106

Credit Hours: 03

Aims:

- The students should be able to hold informed conversations with functional specialists and understand how to draw effectively on their enterprise in managing organizations.
- To understand the relevance of the western management principles and theories, for local settings.
- To understand the Islamic perspective of managing business and organizations.
- Apply course concepts and theory in a practical context.
- Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

Contents

- Introduction to Management Organization

- The Management Process
- The History and Evaluation of Management
- Organizational Theories and Different Approaches to Management
- The Organizational Culture and the Manager
- The External Environment and the Manager
- The Internal Environment and the Manager
- Foundations and Basic Elements of Planning
- Process of Planning and MBO
- Effective Strategic Planning
- Decision Making Process
- Basics of Strategic Management, Case of Strategic Management

Recommended Books

Mary Coulter & Robbins, Management, International ed

SECOND SEMESTER

Course Title: Expository Writing

Course Code” ENG-3201

Credit Hours: 3(3-0)

Course Objectives: The course is developed with the aim to enable the students to meet their real life communication needs by

- Helping them learn and understand basic concepts of communication process
- Practically implementing theoretical aspects in the real life situations

Course Contents:

What is Communication?

- Process of communication, effective steps of communication, basic communication skills

Paragraph Writing;

- Practice in writing a good, unified and coherent paragraphs
- Paragraph writing leading towards the writing of five to seven paragraphs long essay
- Stages of writing (brain storming, researching, drafting and editing)
- Methods of writing (cause and effect, problem solutions, comparison and contrast)

Essay Writing;

- Basic structure of essay, topic sentence, supporting sentence, concluding sentence, thesis statement
- Unity and Coherence, Introduction and Conclusion

CV and Job Application;

- Preparing a Curriculum Vitae
- Writing a formal job application

Translation Skills;

- Urdu to English

(Practice at advanced level)

Study Skills;

- Skimming and scanning, intensive, extensive and speed reading
- Summary and precis writing
- Comprehension (at advanced level)
- (sQ3R and Sq4r methods)

Academic Writing;

- Letter/ Memo writing, Minutes of Meeting, use of Dictionary, Library and Internet

Presentation Skills;

- Personality development (emphasis on content, style and pronunciation)
- Preparation stage, audience analysis, handling and asking questions, managing time, handling non-verbal means, feedback

Academic Writing;

- How to write a research proposal for research paper/term paper?
- How to write a research paper/ term paper?
- (Emphasis on style, content, language, form, clarity , consistency)

Report Writing;

- Technical Report writing
- Progress report writing
- Preparation and planning

E-mail writing;

- Creating e-mail account
- Writing and sending e-mails

Preparing for Interview and Research proposal/ research paper defense

Note: Documentaries to be shown for discussion and review

Recommended Books:

Communication Skills

- a) Grammar
1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
- b) Writing
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
 2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- c) Reading
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
 2. Reading and Study Skills by John Langan
 3. Study Skills by Richard York.
- d) Speaking
4. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
 5. Hargie, O. (ed.) Hand book of Communications Skills
 6. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
 7. Mark, P. 1996. Presenting in English. Language Teaching Publications.

GEN-3202

Arabic

Credit Hours: 2(2-0)

Objectives of the Course	<p>۱۔ طلباء کو عربی زبان کی علوم اسلامیہ میں اہمیت سے آگاہ کرنا</p> <p>۲۔ طلباء کو علم صرف اور نحو کے بنیادی قواعد سے آگاہ کرنا تاکہ اسلامی علوم سے کما حقہ استفادہ کیا جا سکے</p> <p>۳۔ طلباء کو علم صرف کے بنیادی اصولوں سے آگاہ کرنا</p> <p>۴۔ قرآن مجید سے قواعد عربیہ کی عملی مشق کروانا۔</p>
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Week	Lecture .No	قواعد	عملی مشق	
Week 1	Lecture 1	• اسم کی پہچان	• تَعَوُّذُ اور سورۃ الفاتحة	(1-4)

	Lecture 2	• هُوَ، هُمْ، ...ضمائر منفصلة	• سورة الفاتحة (5-7)، تكبير، ثناء، تسبيحات	
Week 2	Lecture 3	• لِ، مِنْ، عَنْ، مَعَ حروف جار	• تشهد، درود، دعا	
	Lecture 4	• فعل ماضى: فَعَلَ	• سورة الإخلاص	
Week 3	Lecture 5	• فعل مضارع: يَفْعَلُ	• سورة الفلق	
	Lecture 6	• فعل امر، فاعل، مفعول، فعل	• سورة النَّاس	Quiz # 01
Week 4	Lecture 7	• نَصَرَ، عَبَدَ	• سورة النصر	Assignment # 01
	Lecture 8	• ضَرَبَ، ظَلَمَ، سَمِعَ، عَلِمَ	• سورة الكافرون	
Week 5	Lecture 9	• كمزور أفعال: وَهَبَ، وَعَدَ	• سورة البقرة: 1-5	
	Lecture 10	• كمزور أفعال: قَالَ، زَادَ	• سورة البقرة: 6-10	
		•	•	
		• Mid Term		
Week 6	Lecture 11	• همزه والى أفعال: أَمَرَ	• سورة البقرة: 11-13	
	Lecture 12	• يكسان حروف والى أفعال: ظَنَّ، ظَلَّ	• سورة البقرة: 14-18	
		•	•	
Week 7	Lecture 13	• فعل مجهول: نُصِرَ، جُعِلَ	• سورة البقرة: 19-20	
	Lecture 14	• فعل مجهول: وُعدَ، أُمِرَ	• سورة البقرة: 21-22	
		•	•	

Week 8	Lecture 15	● مزيد في: حَاسَبَ	● سورة البقرة: 23-25	
	Lecture 16	● مزيد في: أَسْلَمَ، اِخْتَلَفَ	● سورة البقرة: 26-29	
		●		
Week 9	Lecture 17	● مزيد في: اِسْتَعْفَرَ	● سورة البقرة: 30	Quiz # 02
	Lecture 18	● مزيد في: تَدَبَّرَ، تَدَارَسَ، اِنْقَلَبَ	● سورة البقرة: 31-35	
		●	●	
Week 10	Lecture 19	● مزيد في: وَلَّى	● سورة البقرة: 36-37	Assignment # 02
	Lecture 20	● مزيد في: نَادَى، اَقَامَ	● سورة البقرة: 38-42	
		●	●	
Week 11	Lecture 21	● مزيد في: اِنْقَى، سَنَقَمَ	● سورة البقرة: 43-46	
	Lecture 22	● مؤنث ضمائر	● سورة البقرة: 47-50	
Week 12	Lecture 23	● مؤنث فعل كا تُبَيِّل	● سورة البقرة: 51-53	
	Lecture 24	● مؤنث فعل كا تُبَيِّل، تنثيه (دو) تُبَيِّل	● سورة البقرة: 54-57	
		●	●	
Week 13	Lecture 25	● فعل مجهول (مزيد في) عَلَّمَ، اُنزَلَ	● سورة البقرة: 58-59	
	Lecture 26	● فعل: كَرَّمَ، مَّ اور فعل مضارع	● سورة البقرة: 60-61	
		●	●	

Week 14	Lecture 27	● لَمْ اور مضارع مزيد في افعال	● سورة البقرة: 62
	Lecture 28	● لَنْ اور فعل مضارع, اسم مكان	● سورة البقرة: 63-66
		●	●
Week 15	Lecture 29	● اسم مكان	●
	Lecture 30	● جمع تكسير ، جمله اسميه	● سورة البقرة: 67-70
		●	●
Week16	Lecturer 31	● جمله فعليہ	● سورة البقرة: 71-73
	Lecturer 32	● مضاف، مضاف اليه، موصوف، صفت	● سورة البقرة: 74
		●	●
Week 17		Terminal Examination	

نصابی کتب

نام کتاب	نام مصنف	نمبر شمار
عربی کا معلم (چاروں حصہ)	عبدالستار خان	1
تمرین صرف	معین اللہ ندوی	2
تمرین النحو	محمد مصطفیٰ ندوی	3
معلم الانشاء	مولانا عبدالماجد ندوی	4
مختار النحو	مولانا مختار احمد	5

حوالہ جاتی کتب

نام کتاب	نام مصنف	نمبر شمار
النحو الواضح	علی جارم	1
اساس عربی	نعیم الرحمن	2
مبادئ العربية في الصرف و النحو	رشيد الشراطوي	3
کتاب النحو	عبدالرحمن امرتسری	4
تمرین النحو	محمد مصطفیٰ ندوی	5
قواعد القرآن	عبدالرحمن طاہر	6
اللغة العربية لغير الناطقين بها	جامعة الملك السعود، رياض	7
قرآنی عربیك	ڈاکٹر ابراہیم سورتی	8

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5

Course Title: Introduction to Phonetics & Phonology

Course Code: ENG-3204

Credit Hours:03

Course Description

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language
- develop knowledge of segmental and suprasegmental speech
- help students understand the features of connected speech

Course Contents

1. Basic definitions

- Phonetics
- Articulatory, Auditory & Acoustic Phonetics
- Phonology
- Phoneme
- Vowels
- Consonants

- Diphthongs
 - Triphthongs
 - Voicing
 - Aspiration
 - Minimal pairs
2. Organs of Speech
3. Phonemes
- Consonants(place and manner of articulation)
 - Vowels (vowel trapezium/quadrilateral)
 - Monophthongs
 - Diphthongs
 - Triphthongs
4. Rules
- Rules of Voicing
 - Rules of /r/
 - Rules of /ŋ/
5. Practice of phonemic transcription
6. Definitions
- Homophones
 - Homographs
 - Homonyms
 - Homophenes

7. Fluency Devices

- Assimilation
- Elision
- Weak forms/Strong forms
- linking

8. Sound Values

9. Stress and Intonation

10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) *Practical Phonetics and Phonology: A Resource Book for Students*. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). *Introducing Phonetics & Phonology*, 3rd edition. Hodder Education
- Roach, Peter. (2009). *English Phonetics and Phonology: A Practical Course*. 4th Edition. Cambridge.

Course Title: History of English Literature II

Course Code: ENG-3205

Cr. Hrs 03

Aims & Objectives:

This course will focus on some of the major literary movements of the 20th Century. The spirit of the course should be taken as an extension of any of the previous courses suggested

in the literary history; like the one in Year 01, Semester 1, but this time the historical topics are to be accessed a bit differently. Here the students are to explore the history of Modern literature from the perspective of overlapping major literary trends and tradition of the time. For example, at its core, the course will explore the changing forms of Realism as a literary requirement during the 20th century. It will explore some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and many others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and 20th century “Romanticism” as types of Realism! This course on the one hand supplements historical survey while on the other it offers an exposure to forms of Modern drama, fiction, and poetry, the courses to be offered in the coming semesters.

Contents:

19th Century Realism
Modernism and the 20th Century
Post-Modernism and the Contemporary

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benvensite, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)

4. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
- 5.
6. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)

Course Title: Introduction to Anthropology

Course Code: ANT-3206

Credit Hours: 2(2-0)

. Introduction

- a. Definition of Anthropology
- b. Fields of anthropology
- c. Anthropological research methods
- d. Anthropology and other social sciences
- e. Significance of anthropology

2. Culture

- a. Definition, properties and taxonomy
- b. Evolution and growth of culture
- c. Evolution of man: religious and modern perspectives
- d. Evolution of culture

3. Language and culture

- a) Communication
- b) Structural linguistics
- c) Historical linguistics
- d) Sociolinguistics
- e) Relationship between language and culture
- f) Sapir Whorf Hypothesis

4. Economic system

- a. Economic anthropology
- b. Adaptive Strategies
 - Foraging
 - Pastoralists
 - Horticulture
 - Agriculture
 - Industrial
- c. Distribution and Exchange

- Market exchange
 - Redistribution
 - Reciprocity (types)
 - Barter
- d. Kula Ring
- e. Pot latching
- 5. Marriage and family**
- a. Marriage its types and functions
- b. Forms and functions of family
- c. Residence patterns
- d. Kinship and descent
- e. Descent groups; Rules and types of descent
- 6. Political organization**
- a. Types of political organization
- b. Centralized and Un centralized political systems
- c. Membership, settlement patterns, decision making in Band Tribes and Chiefdom
- d. Leadership/Resolution of conflict in Band Tribes and Chiefdom
- 7. Religion and magic**
- a. Definition, Basic Concepts
- b. Animism and Animatism
- c. Religious practitioners (Shamans)
- d. Rituals and its examples
- Rites of Passage
- e. Witchcraft, Magic and sorcery
- g. Functions of religion
- 8. Culture change**
- a. Mechanism of cultural change
- b. Repressive change
- Acculturation and Ethnocide
 - Genocide
- c. Cultural change in the modern world
- d. Problems of cultural change in Pakistani society
- 9. The arts**
- a. Visual Arts
- b. Verbal Art
- Myth
 - Legend
 - Tale

Books recommended

1. Adamson, Hoebel and Everett L. Frost. (1979). Cultural and Social Anthropology, New Delhi: McGraw Hill Publishing Co.
2. Bernard, H. Russell (1994). Research Methods in Anthropology; Qualitative and Quantitative Approaches. London: Sage Publications
3. Bodley, Jhon H. (1994). Cultural Anthropology. California: Mayfield Publishing Co.
4. Clammer, John R. (1983). Modern Anthropological Theory, New Delhi, Cosmo
5. Ember, Carol R. and Ember, Melvin (1990). Anthropology. (6th ed. Englewood Cliffs: Prentice Hall Inc.
6. Harris, Marvin (1987). Cultural Anthropology, New York: Harper and Row.
7. Harris, Morven (1985). Culture, People, Nature; An Introduction to General Anthropology. London: Harper and Row.

THIRD SEMESTER

Course Title: Islamic Studies

Credit Hours: 2(2-0) Course Code:4301

Objectives of the Course	<p>۱۔ طلباء کو علوم القرآن سے متعارف کروانا ۲۔ طلباء کو بنیادی علوم حدیث سے متعارف کروانا۔ ۳۔ سیرت نبی ﷺ کا تعارفی مطالعہ کروانا۔ ۴۔ ارکان اسلام کی اہمیت اور ان کے مسائل سے آگاہ کرنا۔ ۵۔ اسلام کے تصور جہاد اور فلسفہ جہاد سے آگاہ کرنا</p>
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Week	Lecture No.	Topic	Activity
Week 1	Lecture 1	● قرآن پاک کا تعارف، فضائل، اعجاز	
	Lecture 2	● قرآن پاک کا نزول قرآن، جمع و تدوین	
Week 2	Lecture 3	● علوم قرآن: علم تفسیر، ماخذ تفسیر	
	Lecture 4	● علم اسباب نزول، علم ناسخ و منسوخ	
Week 3	Lecture 5	● سورہ حجرات آیت (01 تا 09)	

	Lecture 6	● سورہ حجرات آیت (10 تا 18)	● Quiz # 01
		●	
Week 4	Lecture 7	● سنت و حدیث کا تعارف: معنی و مفہوم، اقسام	● Assignment# 01
	Lecture 8	● تاریخ تدوین حدیث	
		●	
Week 5	Lecture 9	● سنت کی آئینی حیثیت	
	Lecture 10	● منتخب متون احادیث کا مطالعہ: حدیث نمبر 1-05	
		●	
Week 6		● Mid Term	
Week 7	Lecture 11	● منتخب متون احادیث کا مطالعہ: حدیث نمبر 5-10	
	Lecture 12	● منتخب متون احادیث کا مطالعہ: حدیث نمبر 10-15	
		●	
Week 8	Lecture 13	● منتخب متون احادیث کا مطالعہ: حدیث نمبر 15-20	
	Lecture 14	● پیدائش سے بعثت تک نبی کریم ﷺ کی زندگی کے اہم واقعات	
		●	
Week 09	Lecture 15	● نبی پاک ﷺ کی مکی زندگی کے اہم واقعات	
	Lecture 16	● نبی پاک ﷺ کی مدنی زندگی کے اہم واقعات	
		●	
Week 10	Lecture 17	● خلافت راشدہ (حضرت ابو بکر صدیق رضی اللہ عنہ و حضرت عمر رضی اللہ عنہ کے دور کی اہم خصوصیات	● Quiz # 02
	Lecture 18	● خلافت راشدہ (حضرت عثمان رضی اللہ عنہ و حضرت علی رضی اللہ عنہ کے دور کی اہم خصوصیات	
		●	
Week 11	Lecture 19	● عقائد: ایمانیات ثلاثہ (ایمان باللہ ، ایمان بالرسالت اور ایمان بالآخرت) (الف)	● Assignment# 02

	Lecture 20	عقائد :ایمانیات ثلاثہ (ایمان باللہ ، ایمان بالرسالت اور ایمان بالآخرت) (ب)	
	Lecture 21	•	
Week 12	Lecture 22	• فقہ کا تعارف : پس منظر	
	Lecture 23	فقہی مسالک کا تعارف	
	Lecture 24	•	
Week 13	Lecture 25	• نماز : اہمیت ، طریقہ نماز ، مسائل نماز (الف)	
	Lecture 26	• نماز : اہمیت ، طریقہ نماز ، مسائل نماز (ب)	
		•	
Week 14	Lecture 27	• روزہ : اہمیت ، مسائل روزہ	
	Lecture 28	• زکوٰۃ : اہمیت ، مسائل زکوٰۃ	
		•	
Week 15	Lecture 29	• حج اور عمرہ : اہمیت ، طریقہ کار ، مسائل (الف)	
	Lecture 30	• حج اور عمرہ : اہمیت ، طریقہ کار ، مسائل (ب)	
		•	
Week 16	Lecture 31	• جہاد : اہمیت ، مقاصد جہاد ، اداب جہاد (الف)	
	Lecture 32	• جہاد : اہمیت ، مقاصد جہاد ، اداب جہاد (ب)	
		•	
Week17		Terminal Examination	

منتخب متن حدیث :

1.	الايمان بضع وسبعون شعبة---	2.	ان الله لا ينظر الى اجسادكم ---
3.	من صلى على واحدة	4.	من عادى لي وليا---
5.	بحسب امرى من الشر---	6.	اياكم و الظن---
7.	الله في عون العبد---	8.	من كايؤمن بالله فليصل رحمه
9.	من كان يؤمن بالله و اليوم الآخر فيكرم جاره	10.	من حسن اسلام المرء---
11.	الكلمة الطيبة صدقة	12.	لا يجتمع غبار---
13.	اكثروا ذكر هازم للذات---	14.	آية المنافق ثلاث
15.	جزوا الشوارب---	16.	ما تواضع احد لله
17.	الحياء شعبة من الايمان	18.	الرجل على دين خليله---
19.	تردون على غرا---	20.	ليس شئى اكرم على الله من الدعاء

Reference Material:

1. Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
2. Hameed ullah Muhammad, "Muslim Conduct of State"
3. Hameed ullah Muhammad, „Introduction to Islam
4. Mulana Muhammad Yousaf Islahi,"
5. Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan.
6. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
8. H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
9. Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)
10. The five pillars of Islam: A journey Through the Divine Acts of worship, Muhammad Mustafa al Azami
11. The five pillars of Islam: A framework of Islamic values and character building, Musharaf Hussain
12. Towards understanding Islam, Abu al'la Moudodi

13. اسلامى نظريه حيات، خورشيد احمد

14. اسلاميات لازمى، ڈاکٹر محمد عرفان، ڈاکٹر حبيب الرحمان، مکتبه البيت ، اسلام آباد

Course Title: Quantitative Reasoning-II

Credit Hours:3(3-0)

Course Title:

Course Title: English II – Advanced Academic Reading and Writing

Course Code: ENG-4304

Cr. Hrs 03

Aims:

To enable the students to

- Read the text for:
a literal understanding interpretation & the general assimilation & integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement & supporting details.
- Write argumentative essays and course assignments

Contents

Reading and Critical Thinking

1. Read academic texts effectively by:
 - Using appropriate strategies for extracting information and salient points according to a given purpose
 - Identifying the main points supporting details, conclusions in a text of intermediate level
 - Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification
 - Interpreting charts and diagrams
 - Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
 - Reading and carrying out instructions for tasks, assignments and examination questions
2. Enhance academic vocabulary using skills learnt in Compulsory English I course
3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns.
4. **Grammar in Context**
 - Phrase, clause and sentence structure
 - Combining sentences
 - Reported Speech

Writing Academic Texts:

Students will be able to:

1. Plan their writing: identify audience, purpose and message (content)
2. Collect information in various forms such as mind maps, tables, charts, lists
3. Order information such as:
 - Chronology for a narrative
 - Stages of a process
 - From general to specific and vice versa
 - From most important to least important
 - Advantages and disadvantages
 - Comparison and contrast
 - Problem solution pattern
4. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
 - Write good topic and supporting sentences and effective conclusions
 - Use appropriate cohesive devices such as reference words and signal markers
5. Redraft checking content, structure and language.
6. Edit and proof read

Methodology

In this curriculum, students will be encouraged to become independent and efficient readers using appropriate skills and strategies for reading and comprehending texts at intermediate level. Moreover, writing is approached as a process. The students will be provided opportunities to write clearly in genres appropriate to their disciplines.

Recommended Readings:

1. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
2. Fisher, A. (2001). *Critical Thinking*. C UP
3. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
4. Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
5. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
6. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
7. Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press. 18
8. Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.

9. Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.

10. Yorkey, R. *Study Skills*.

Course Title: Classical & Renaissance Drama

Course Code: ENG-4305

Credit Hours:03

Course Description

The purpose of this course is to explore the nature, function, and themes of Classical Greek, Roman and Elizabethan drama in their theatrical, historical and social contexts. Through a detailed study of the texts by the selected dramatists such as Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Plautus, Shakespeare, Marlowe, and Webster the course traces the development of the key features of tragedy and comedy. Ancient opinions on drama, in particular, the views of Plato and Aristotle and their influence on classical drama will also be investigated. A comprehensive and critical background to mythology, drama and society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected texts. The first section of the course will focus on representative classical plays which have influenced the development of drama as a genre. It will introduce students to the history of Classical Greek and Roman drama and motivate them to explore how selected texts can be interpreted in a modern context. A comprehensive and critical background to Greek drama and society is given in the beginning of the course to prepare students to undertake a close reading and analysis of the selected texts. Special emphasis will be given in the seminars to examine the role and significance of mythology in Greek drama, the importance of festivals in Greek society, the structure of Greek tragedy, and the difference between tragedy and comedy. The second section focuses on the selective plays of William Shakespeare, Christopher Marlowe, and John Webster. Through a critical scrutiny of the recommended plays, students will be made to appreciate the variety and imaginative exuberance of drama written in the age that popularized cultural profundity, humanist tendencies, philosophical excavations and artistic excellence. Qualities such as the poetic richness, absorbing plots, and vivid portrayal of characters will be highlighted to catch the true spirit of Renaissance. Through a selection of plays, this section highlights the characteristic features of various dramatic forms like tragedy, comedy, and history, and their variations.

Course Objectives

Students will be taught to demonstrate:

- Knowledge of the myths, history, conventions, and major personages of classical theatre through readings of the plays and secondary sources.
- An insight into the culture, society and political events of the classical periods under study.
- An understanding of the main objectives, themes and ideas underlying Classical Drama.
- Sound knowledge of the works of a range of classical dramatists and the ability to relate the primary texts to their socio-cultural and historical contexts.
- The ability to carry out close reading and literary commentaries on the primary texts.
- Critically assess the inherent nature of the human condition – its paradoxes, complexities, and conflicts.

Course Contents

1. Sophocles – Oedipus Rex
2. Euripides – The Bacchae
3. Aristophanes – The Birds
4. Shakespeare – King Lear/Hamlet
5. Marlowe – Dr Faustus
6. Webster – The Duchess of Malfi

Recommended Readings

1. Aeschylus. (1961). Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians, translated by Philip Vellacott. Penguin Books.
2. Aristophanes. (1962). The Complete Plays of Aristophanes. Edited by Moses Hadas. A Bantam Skylark Book.
3. Bloom, Harold. (1987). John Webster's The Duchess of Malfi. Chelsea House Pub (L).
4. Bloom, Harold. (1999). Shakespeare: The Invention of the Human. London: Fourth Estate.

5. Cheney, Patrick. (2004). The Cambridge Companion to Christopher Marlowe. Cambridge: CUP.
6. Dover, K.J. (1972). Aristophanic Comedy. University of California Press.
7. Eagleton, Terry. (1986). William Shakespeare. New York: Blackwell.
8. Erikson, Peter. (1991). Rewriting Shakespeare, Rewriting Ourselves. Berkley: University of California Press.
9. Frazer, James G. (1922). The Golden Bough: A Study in Magic and Religion. MacMillan.
10. Gregory, Justina. (2005). A Companion to Greek Tragedy. Blackwell.
11. Hackett, Helen. (2012). A Short History of English Renaissance Drama. I.B. Tauris & Co Ltd.
12. Herington. (1986). Aeschylus. Yale.
13. Kitto, H. D. F. (2005). Greek Tragedy. London and New York: Routledge.
14. Kuriyama, Constance B. (2002). Christopher Marlowe: A Renaissance Life. Ithaca: Cornell University Press.
15. Ley, G. (1991). A Short Introduction to the Ancient Greek Theatre. University of Chicago Press.

Introduction to Education Course Code: EDU-4306

Credit Hours: 3(3-0)

Unit 1 Ideological Foundation of Education

Introduction to Education
Concepts and Aims of Education
Modes and Scope of Education
Islamic Foundations
Islamic concept of Peace
Other religions and Islam
Ideology and teachers

Unit 2 Philosophical Foundations of Education

Philosophy and Education

Main Philosophical Thoughts

Idealism

Realism

Pragmatism

Re-constructionism

Unit 3 Psychological Foundations of Education

Learning and Maturation

Individual Differences

Self-Concept

Academic Aptitude

Instructional Strategies and Psychology

Unit 4 Socio-Economic Foundations of Education

Concept of Society and Culture

Social Conditions and Education

Economic Conditions and Education

Politics and Education

Unit 5 Historical Foundations of Education in Pakistan

Pre-Pakistan Period (712 A.D. to onward)

Period from 1947-1958

Period from 1959-1971

Period from 1972-1979

Period from 1980 -1991

Period from 1992 – to date

Unit 6 Aims of Education

Aims, Goals and Objectives

Taxonomies of Objectives

Aims and Objectives of Education in Pakistan

Unit 7 Problems and Issues in Education in Pakistan

Universalization of Primary Education

Literacy

Medium of Instruction

Diversification of Education

Environmental Education

Gender and Education

Islamization of Education

Special Education

Health Education / Drug Education

HIV / Aids, STIs, Hepatitis

Recommended Books

Canestrari, A. (2009). *Foundations of Education*. New York: Sage Publications Eugene,

F.P. (2005). *Critical issues in education: Anthology of reading*. New York: Sage

Publications.

Goldblatt, P.F., & Smith, D. (2005). *Cases for teacher development*. New York: Sage Publications.

Holt, L.C. (2005). *Instructional patterns: Strategies for maximizing students learning*.

Murphy, D. (2005). *Foundations/Introduction to Teaching*. USA: Allyn & Bacon, Inc. New York: Sage Publications.

Semel, S. F. (2010). *Foundations of education: The essential texts*. USA: Routledge.

FOURTH SEMESTER

Course Code: **GEN-4401** **Introduction to Sociology**

Credit Hours: 3(3-0)

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

Course Outline

Unit I: Introduction

- a. Definition, Scope, and Subject Matter
- b. Sociology as a Science
- c. Historical back ground of Sociology

Unit II: Basic Concepts

- a. Group, Community, Society
- b. Associations
 - i. Non-Voluntary
 - ii. Voluntary
- c. Organization
 - i. Informal
 - ii. Formal
- d. Social Interaction
 - i. Levels of Social Interaction
 - ii. Process of Social Interaction
 1. Cooperation
 2. Competition
 3. Conflict
 4. Accommodation

5. Acculturation and diffusion
6. Assimilation
7. Amalgamation

Unit III: Social Groups

- a. Definition & Functions
- b. Types of social groups
 - i. In and out groups
 - ii. Primary and Secondary group
 - iii. Reference groups
 - iv. Informal and Formal groups
 - v. Pressure groups

Unit IV: Culture

- a. Definition, aspects and characteristics of Culture
 - i. Material and non-material culture
 - ii. Ideal and real culture
- b. Elements of culture
 - i. Beliefs
 - ii. Values
 - iii. Norms and social sanctions
- c. Organizations of culture
 - i. Traits
 - ii. Complexes
 - iii. Patterns
 - iv. Ethos
 - v. Theme
- d. Other related concepts
 - i. Cultural Relativism
 - ii. Sub Cultures
 - iii. Ethnocentrism and Xenocentrism
 - iv. Cultural lag

Unit V: Socialization & Personality

- a) Personality, Factors in Personality Formation
- b) Socialization, Agencies of Socialization
- c) Role & Status

Unit VI: Deviance and Social Control

- a) Deviance and its types
- b) Social control and its need

- c) Forms of Social control
- d) Methods & Agencies of Social control

Unit VII: Collective Behavior

- a) Collective behavior, its types
- b) Crowd behavior
- c) Public opinion
- d) Propaganda
- e) Social movements
- f) Leadership

Recommended Books:

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*. New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology* Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4th edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

- iv. Values
- v. Norms and social sanctions

c. Organizations of culture

- vi. Traits
- vii. Complexes
- viii. Patterns
- ix. Ethos
- x. Theme

d. Other related concepts

- v. Cultural Relativism
- vi. Sub Cultures
- vii. Ethnocentrism and Xenocentrism
- viii. Cultural lag

Unit V: Socialization & Personality

- d) Personality, Factors in Personality Formation
- e) Socialization, Agencies of Socialization
- f) Role & Status

Unit VI: Deviance and Social Control

- e) Deviance and its types
- f) Social control and its need
- g) Forms of Social control
- h) Methods & Agencies of Social control

Unit VII: Collective Behavior

- g) Collective behavior, its types
- h) Crowd behavior
- i) Public opinion
- j) Propaganda
- k) Social movements
- l) Leadership

Recommended Books:

14. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
15. Brown, Ken 2004. *Sociology*. UK: Polity Press
16. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
17. Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
18. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
19. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
20. Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education

21. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.

22. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..

Ideology and Constitution of Pakistan

Course Code: GEN-4403

Credit Hours: 2(2-0)

Objectives

- To develop vision of Historical Perspective, Government, Politics, Contemporary Pakistan, ideological background of Pakistan.
- To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline

1. Historical Perspective

- a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- b. Factors leading to Muslim separatism
- c. People and Land
- d. Indus Civilization
- e. Muslim advent
- f. Location and Geo-Physical features.

2. Government and Politics in Pakistan

Political and constitutional phases:

- a. 1947-58
- b. 1958-71

c. 1971-77

d. 1977-88

e. 1988-99

f. 1999 onward

Recommended Books:

1. Burki, Shahid Javed. State & Society in Pakistan, the MacMillan Press Ltd 1980.
2. Akbar, S. Zaidi. Issue in Pakistan's Economy. Karachi: Oxford University Press, 2000.
3. S.M. Burke and Lawrence Ziring. Pakistan's Foreign policy: An Historical analysis. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. Pakistan Political Roots & Development. Lahore, 1994.
5. Wilcox, Wayne. The Emergence of Bangladesh., Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. Pakistan Kayyun Toota, Lahore: Idara-e- Saqafat-e-Islamia, Club Road, nd.
7. Amin, Tahir. Ethno - National Movement in Pakistan, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. Enigma of Political Development. Kent England: WmDawson & sons Ltd, 1980.
9. Zahid, Ansar. History & Culture of Sindh. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. Political Parties in Pakistan, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research,1998.
11. Sayeed, Khalid Bin. The Political System of Pakistan. Boston: Houghton Mifflin, 1967.
12. Aziz, K.K. Party, Politics in Pakistan, Islamabad: National Commission on Historical and

Cultural Research, 1976.

13. Muhammad Waseem, Pakistan under Martial Law, Lahore: Vanguard, 1987.

14. Haq, Noor ul. Making of Pakistan: The Military Perspective. Islamabad: National Commission on Historical and Cultural Research, 1993.

Course Title: Classical Poetry

Course Code: 4404

Credit Hours:03

Course Description

This course focuses on the study of poetry from Geoffrey Chaucer to Alexander Pope. The term ‘classical’ understandably refers to the lasting appeal and artistic pleasure of the poetical works selected for this course. Though belonging to different poetical genres, the poetry of

Chaucer, Shakespeare, Donne, Milton, and Pope have stood the tests of time and no further study in this genre of literature is possible without studying these bench marks of English poetry. The teachers of classical poetry need to inculcate a spirit of studying the aesthetic concerns of the times of these poetical masterpieces along with giving a holistic understanding of different genres of poetry, namely epic, ballad, sonnet, lyric, and elegy etc. Offering a study of the congenial humor and gentle satire of Chaucer’s Prologue to Canterbury Tales (c. 1389), the puritanical strain of Milton’s epic Paradise Lost (1667), the fiery quality of

Love and divine poetry of the metaphysical poet John Donne, some sonnets of William Shakespeare and famous mock epic of Alexander Pope, this course is designed to cover the classical aspects of English poetry. By teaching the fundamentals of poetry that this course entails, the teachers may introduce a diversity of poetic expressions that will help the students further their inquiry into this genre in the coming semesters.

Course Objectives

This course aims to:

1. Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone of the period.
2. Introduce various forms and styles of the genre of poetry for creating an in-depth understanding of this genre.

Course Contents

1. William Shakespeare (1564-1616)

- Shall I compare thee to a summer's day? (Sonnet 18)
- Let me not to the marriage of true minds (Sonnet 116)

2. Geoffrey Chaucer

- a. Introduction to the prologue
- b. The prologue to the Canterbury tales

3. Edmund Spenser

Faerie Queene: Book 1, Canto 1

4. John Milton

- a. The Argument: Paradise Lost Book 1
- b. Paradise lost,book 1

5. Alexander pope

The rape of the lock; canto 1-4

6. Johan Donne

- a. Love poems; song; the sune rising; Love's alechney ; A valediction of weeping
- b. Holly Sonnets: Thou Hast Made me, and shellthey work decay; I am a little world made cunningly; if poisonous minerals, and if that tree; death be not proud.

Reference Books

1. Anthologies of English Poetry, Central Library, HU
2. Muriel Bowden, A Commentary on the General Prologue to the Canterbury Tales , Macmillan; New York , 1960.
3. Helen Gardener(Ed) , Johan Donne ; Twentieth Century View series
4. Janet spens , Spenser ,,s Faerie Queene; an interpretation , London , 1934
5. G. Tallotson , on the poetry of pope

Course Title: Introduction to Morphology

Level: BS 3rd

Course Code: 4405

Credit Hours: 03

Course Description

The key aim of the course is to introduce the students to the basic word structure in Pakistani languages. It engages them to have an understanding of words and parts of words. It will help them to understand word structure in Pakistani languages.

Course Objectives

The objectives of this course are to enable the students to:

- define and describe the terms like morphemes, morphology etc.
- understand basic concepts and principles in morphology
- apply these principles in analyzing word structures in Pakistan languages
- compare word formations in Pakistani languages.

Course Contents

- Introduction to morphology (with examples from Pakistani languages)

free morphemes: roots and stems , bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes

morphological productivity: productivity of affixes, prefixes, suffixes, infixes

- Inflectional Morphology

o Pluralization, Degree Marking, Verb Forms

- Derivational Morphology

o Formation of Nouns, Adjectives, Verbs and Adverbs

o Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication

- o derivation by compounding: endocentric, exocentric and copulative compounds
- o derivation by modification of base
- Morphology of Pakistani Languages
- o word forms in Urdu, Punjabi, Sindhi, Pashto and other
- o Descriptive analysis of word forms in Pakistani languages
- Morpho-Semantics- semantic change in word formation processes
- Morphology Interface with Phonology and Syntax
- Morphology-Syntax Interface

Recommended Readings

1. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.
2. Bauer, L. (2003). Introducing Linguistic Morphology—Edinburgh University Press
3. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology
4. David et al. (2009). Urdu Morphology. Oxford University Press, London
5. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.
6. McCarthy, A. C (2002). An Introduction to English Morphology Words and their Structure, Edinburgh University Press. Edinburgh
7. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge
8. Ayto, J. (1999). Twentieth Century Words, Oxford: OUP .
9. Bauer, L. (2001). Morphological Productivity, Cambridge University Press
10. Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford
11. Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago

12. Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.

13. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-39.

Course Title: Introduction to International Relations

Course Code: GEN-4406

Credit Hours: 3(3-0)

Course Objectives:

- To highlight the significance and introduce the fundamentals of the Discipline of International Relations to the students.
- To help understand the nature of the discipline.

Course Contents:

- Meaning, Definition, Nature, and Scope of International Relations
- Evolution and Development of International Relations
- Significance of International Relations
- Concept of Nation State
- International System and Sub-Systems National Interest,
- Foreign Policy and Diplomacy
- Power and Balance of Power
- Regionalism and Globalization State and Non-state Actors
- Human Rights in International Relations
- Religion, Ethics, Morality and Justice in International Relations
- The Role of Economics in International Relations
- The Concept of War and Peace in International Relations
- Latest/emerging concepts and trends

Recommended Books:

1. Karen A. Mingst, and Ivan M. Arreguín-Toft, Essentials of International Relations (London: Oxford Publishers, 2016)

2. Richard Devetak and Jim George, *An Introduction to International Relations* (Cambridge: Cambridge University Press, 2017)
3. Theodore Columbus, *Introduction to International Relations: Power and Justice* (New Delhi: Prentice Hall, 1992)
4. Joshua Goldstine, *International Relation* (Washington DC: Pearson Education, 2003)
5. Mark R. Amstutz, *International Conflict and Cooperation: An Introduction to World Politics* (Chicago: Brown & Benchmark, 1995)
6. Martin Griffiths, and Terry O'. Callaghan, *International Relations: The Key Concepts* (London, Rutledge, 2003)
7. Paul Wilkinson, *International Relations: A Very Short Introduction* (Oxford: Oxford University Press, 2007)

- Cynthia Chase, ed., *Romanticism* (1993)
- Harold Bloom, *The Visionary Company: A Reading of English Romantic Poetry* (1961)
- Iain McCalman, *An Oxford Companion to the Romantic Age* (1999)
- Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993)
- Joseph Bristow, ed., *The Cambridge Companion to Victorian Poetry* (2002)
- Linda K. Hughes, *The Cambridge Introduction to Victorian Poetry* (2010)
- M. H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition* (1958)
- Margaret Homans, *Women Writers and Poetic Identity* (1980)
- Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982)
- Paula Feldman and Theresa Kelley, ed., *Romantic Women Writers* (1995)
- Richard Cronin et al, ed., *A Companion to Victorian Poetry* (2002)
- Stephen Copley and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832* (1992)
- Stuart Curran, *Poetic Form and British Romanticism* (1986)

3. Course Title: Introduction to Literary Criticism

Course Code: 5503

Credit Hours:03

Course Description

This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T. S. Eliot in early twentieth century.

Equipped with the ability of analyzing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with ‘practical criticism’ / ‘close reading’ and ideas-led’ criticism respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and engage the students is debates like Plato’s theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold’s view---one needs to study poetry of at least two different cultures, the more different the better---will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus prepare them to grasp the complexities of literary and cultural theory in later semesters.

Course Objectives

It is an intensive course in literary criticism focusing on the following aspects

- It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till T.S Eliot
- It would focus on the poetic and dramatic forms in order to highlight some significant trends and concepts in world literature in general and English literature in particular.
- It would also provide a brief introduction to the contemporary literary theories.

Course Contents

Aristotle to Modern Times

1. The Greek Critics

- Plato (427-347 BC): Selections from The Republic (c. 380 BC)
- Aristotle (394-322 BC): The Poetics (c. 335 BC)

2. Renaissance to Eighteenth Century Critics

- Sir Philip Sidney (1554-1586): *An Apology for Poetry* (1595)
- b) John Dryden (1631-1700): *Essay on Dramatic Poesy* (1668)
- c) Samuel Johnson (1709-1784): "From Milton" (1779-81)

3. The Romantic Critics

- William Wordsworth (1770-1850): *Preface to Lyrical Ballads* (1798-1802)
- S.T. Coleridge (1772-1834): *Biographia Literaria* (Chapters xiv, xv, xvi, xvii) (1817)

4. The Victorian Critics

- Matthew Arnold (1822-1888):

The Study of Poetry (1880)

Function of Criticism at the Present Time (1865)

5. Modern Critics

- T.S. Eliot (1888-1965): "Tradition & the Individual Talent"

Recommended Readings

1. Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 1995
2. Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. New York: Longman Publishers, 1996.
3. Kamran, Robina and Farrukh Zad. Ed. *A Quintessence of Literary Criticism*. National University of Modern Languages, Islamabad.
4. Leitch, Vincent B. (General Editor). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions)
5. Lodge, David. Ed. *Modern Criticism and Theory: A Reader*. Longman, 1988.
6. Newton, K. M. ed. *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin's, 1998 (or later editions)

7. Selected Terminology from any Contemporary Dictionary of Literary Terms.

8. Selden, R. & Widdowson P. A Reader's Guide to Contemporary Literary Theory (3rd Edition). New York: Harvester, 1993.

4. Course Title: Sociolinguistics Course Code: 5504

5. Credit Hours:03

Course Description

This course provides a general introduction to Sociolinguistics. It examines language use in society, with a particular focus on the connections between language and different aspects of the society. In particular, this course is intended to provide the students with two general topics, i.e. micro-level and macro-level analysis of the relationship between language and society. The micro-level analysis includes various functions of language in society, solidarity and politeness, code-switching, kinesics, style, bilingual individuals, etc.; the macro-level analysis incorporates speech community, language planning, social and regional variations, bilingual community, etc. In addition, this source also gives the students information about methodological concerns in investigating sociolinguistic phenomena.

Course Objectives

The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area. The objectives of the course are to:

- Develop an understanding of the social, political and utilitarian dimensions of linguistics
- Explore modern trends and practices in sociolinguistics
- Link sociolinguistic theories with societal practices and ongoing global transformations

Course Contents

Introduction to Sociolinguistics:

Sociolinguistics & its scope

The connection between Sociolinguistics and language teaching

- Language and Context: Social Class and Region

- What is traditional sociolinguistics
- Language Varieties
- What do we mean by language variation
- Code, Dialect, Sociolect, Idiolect, Isogloss.
- Language Society and Culture
 - Functions of Language in Society
 - Domains of Language Use
 - Speech Community
 - Regional & Social dialects
 - Style, register, jargon.
 - Pidgins & Creoles.
 - National Language, Standard Language
 - Language, Culture and Thought
- Multilingualism and Bilingualism
 - Dimensions of bilingualism
 - Bilingualism
 - Causes of bilingualism
 - Manifestations of bilingualism (borrowing, code-switching, code-mixing)
- Effects of bilingualism
 - Language conflicts
 - Language attitudes
 - Language maintenance
 - Language shift
 - Language death
 - Immigrant stories
 - Assimilation, integration, separation and marginalization
- Language and Gender
 - Men's and women's language
 - Gender issues in classroom and society
- Language and Power
 - Diglossia
 - Critical language awareness
- Language-in-education Planning
 - What does planning involve?
 - The issue of the selection of national and official language(s)

Recommended Readings

- Blommaert, J. (2010). The sociolinguistics of globalization. Cambridge University Press.

- Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle&Heinle Publishers
- Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford: Blackwell.
- Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*. Palgrave.
- Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
- Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
- Lantolf, J. P. (Ed.) (2000). *Sociocultural theory and second language learning*. Oxford University Press.
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. Harmondsworth: Penguin.

6. **Course Title: TEFL** **Course Code: 5505**

7. **Credit Hours 03**

Aims & Objectives:

The overall aim is to provide an introduction to the theory and practice of teaching English as a Foreign Language. It also aims to provide students with new insights into language teaching, providing an understanding of the principles and practice of Teaching English as a Foreign Language

Contents

1. The nature and principles of foreign language teaching
2. Approaches, methods and techniques of foreign language teaching
3. Theories of language learning

4. The nature of approaches and methods in language learning

GTM

The Direct Method

The Audio-lingual Method

The Natural Approach

CLT

The Eclectic Approach

5. Error Analysis

Nature and purpose

Causes of errors

- Inter-lingual errors
- Intra-lingual errors
- Overgeneralization
- Literal translations

Contrast between Behavioristic and Mentalistic attitude to errors

Stages of error analysis

6. Teaching the four skills: Listening, Speaking, Reading, Writing

7. Integrated skills

8. Textbook adaptation and Materials development

9. Teaching of vocabulary

10. Teaching of grammar

11. Teacher development

12. Practical techniques in reflective language teaching: action research

13. Micro Teaching

14. Learning styles and strategies
15. Learner autonomy in the class room
16. Text book adaptation and material development
17. Lesson planning
18. Testing and evaluation
19. Class room management

Reference Books

1. Arthur Hughes Testing for Language Teachers
2. Nunan, David Practical English Language Teaching
3. Freeman, D. Larsen Techniques and Principles in Language Teaching
4. Ur, Penny A Course in Language Teaching
5. Grammar Practice Activities
6. Allen, Virginia French Techniques in Teaching Vocabulary
7. Norrish, John Language Learners & their Errors
8. Edge, Julian Mistakes & Correction.

SIXTH SEMESTER

Course: Modern Poetry

Course Code: 5601

Credit Hours: 03

Course Description:

This course aims at teaching critical analysis of modern poetry and, thus, developing an understanding of the aesthetic and intellectual contexts in which it was produced. The beginning and ending of modernist period are arbitrary, however, it is generally agreed that works written between 1890 and 1950 in North America and Western Europe follow the modernist tradition. The course will examine the roles of poets like T.S. Eliot and Ezra Pound, who are credited with radical shifts in style and content from their predecessors, to introduce modernist aesthetics in poetry. The students will do close reading of poems to discern differences in poetic style and idiom of authors.

Course Objectives:

- to identify and critically examine form, style and themes in modernist poetry.
- to study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry.

Course Contents

1. T. S. Eliot
The Hollow Men
The Waste Land
2. Ezra Pound
In a Station of the Metro
A Girl
An Immortality
3. W.B. Yeats

Second Coming

Easter 1916
4. W.H Auden

As I Walked Out One Morning

The Unknown Citizen

5. Ted Hughes

That Morning

Hawk's Monologue

6. Philip Larkin

Mr. Bleaney

Church Going

Course Outcomes:

Students are expected:

- to demonstrate understanding of aesthetics of modernist poetry.
- to do a critical analysis of poems through close reading of the text.

Further Readings:

1. Blair, John G. The Poetic Art of W.H. Auden (n.p., n.d.).
2. Drew, Elizabeth T.S. Eliot: The Design of his Poetry.(London, 1950)
3. Gardener, Helen. The Art of T.S. Eliot. (London, 1968)
4. Jeffares, A.N. W.B. Yeats, Man and Poet.(London, 1949)
5. Leavis, F.R. New Bearings in English Poetry. (London 1961 ed)
6. Macneice, Louis The Poetry of W.B. Yeats.(London, 1967)
7. Spears, Monroe K. The Poetry of W.H. Auden. (New Jersey, 1981)
8. Unterecker, J. W.B. Yeats: A Reader's Guide (London, 1988).
9. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). The Norton Anthology of Poetry. New York: W.W. Norton & Co

Course Title: Modern Drama

Course Code: 5602

Credit Hours:03

Course Description

Modern day dramatic performances, live as well as those treated in different mediums of film and television, owe a lot to the genre of drama of antiquity. Building upon the prior knowledge of the key elements of the literary terms and techniques of drama learnt by students in the course of Classical Drama, this course will present some modern plays of the late nineteenth and twentieth century which have influenced the development of English drama. (Though the knowledge of literary terms acquired in Classical Drama will be of great help, yet this course can be studied as an entirely independent module). The dramas suggested for this course lend a considerable amount of variety to different forms of tragedy and comedy. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of modern drama. The socio-cultural aspects of society reflected in the drama of the selected age will also be highlighted along with its significance in our modern world.

Course Objectives

1. An overview of some of the most influential dramatists of modern age and their works with reference to their themes and dramatic techniques.
2. An emphasis on how certain dramatists are related to new ideas about the role of the theatre and its method.
3. A number of literary texts are read together with critical and theoretical discussions.

Course Contents

1. Ibsen, Henrik A Doll's House, (1879)
2. Shaw, G. B. Arms and the Man (1894)
3. Beckett, Samuel Waiting for Godot, (1953)
4. Harold Pinter The Caretaker (1960)
5. Anton Chekov Cherry Orchard (1904)

Note: The teachers may choose any four as the core texts with taking Ibsen, Shaw and Beckett as compulsory writers and any other one writer from the list. Additionally they may assign class assignments and class projects from any other if they so choose.

Recommended Readings

1. Billington, Michael. Harold Pinter. Faber and Faber. 1996
2. Esslin, Martin The Theater of the Absurd. New York, Doubleday Anchor Books 1961.
3. Evans, T. F. George Bernard Shaw. Routledge. 2013
4. Fraser, G.S. The Modern Writer and His World. Rupa and Co. Calcutta, 1961.
5. Kenner, Hugh Samuel Beckett: A Critical Study. New York, Grove Press, 1961.
6. Mayor, Laura Reis. Four Major Plays of Ibsen. Penguin Group USA. 2008
7. Rayfield Donald. Anton Chekov: A Life. Northwest University Press. 1997
8. Tornquist, Egil. Ibsen's The Doll's House. Cambridge University Press. 1995
9. White, John J. Bertolt Brecht's Dramatic Theory. Camden House. 2004
10. Williams, Raymond Drama from Ibsen to Brecht. Penguin in association with Chatto and Windus.

Course Titlem: Modern Novel

Course Code: 5603

Credit Hours:03

Course Description

With a background knowledge of the types of fictions, the diversity in the art of characterization, i.e. round, flat, and stock characters etc. and all the associated details students have learnt in the course of classical novel, this course focuses the novels of 20th century. Through this course on Modern fiction, the students are able to grasp different techniques used and art/literary movements used in novel writing. For instance, questioning modes of imperialism in the Heart of Darkness (1902), stream-of-consciousness technique

used in Woolf and Joyce's works and, similarly, questions about cultures and humanity at large raised in the novels of Forster and Golding respectively. The basic questions raised against imperialism in works of Conrad will aid the students to study postcolonial novel in the later semesters. Students will appreciate the fact novel is the leading genre of modern literature that caters to the literary needs of modern readers. The diversity of themes explored in the novels of this course will excite the students to think critically and make them realize the importance of this genre of literature which, as is apparent from its nomenclature, has the capacity to incorporate any level of ingenuity of thought in its narrative.

Course Objectives

1. This course will survey the work of novelists who represent the artistic and cultural aspects of modern narratives.
2. The students are to examine different aspects of modern novels considering the style, point of view, tone, structure, and culture which contribute to the development of modern fiction.
3. Emphasis in this course is not on teaching the students a few modern novels but to enable them for reading and analyzing a modern novel.
4. The students will be acquainted and familiarized with the changing social and literary trends of 20th century as an aftermath and effects of WWI and later World War 2.

Course Contents

- Joseph Conrad *The Heart of Darkness* (1899-1902)
- E.M. Forster *A Passage to India* (1924)
- Virginia Woolf *To the Light House* (1927)
- James Joyce *A Portrait of the Artist as a Young Man* (1916)(Optional)
- William Golding *Lord of the Flies* (1954)

Recommended Books

1. Allen, Walter *The English Novel* 1954.

2. Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939*. London, 1982.
3. Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
4. Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. London, 1969.
5. Beer, J. B. *The Achievement of Forster*. London, 1962.
6. Burgess, Anthony. *Joysprick: An Introduction to the Language of James Joyce (1973)*, Harcourt (March 1975).
7. Caramagno, Thomas C. *The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness*. Berkeley: University of California Press, c1992 1992. <http://ark.cdlib.org/ark:/13030/ft9c600998/>
8. Cavaliero, Glen. *A Reading of E. M. Forster*. London, 1979.
9. Church, Richard *The Growth of the English Novel*. 1951.
10. Das, G. K. and Beer, John (ed.) *E. M. Forster: A Human Exploration*. London, 1979.
11. Ellmann, Richard. *James Joyce*. Oxford University Press, 1959, revised edition 1983.

4. Course Title: Grammar & Syntax

Course Code: ENG-5604

Credit Hours:03

Course Description

Syntax is concerned with sentence structure - how words are combined to form phrases, how phrases are combined to form larger phrases, clauses and sentences, and how clauses are combined to form complex sentences. Ability to identify constituents and agreement constraints helps students to improve and correct their academic writing. The course is practical in focus and aims to teach students essential skills for the linguistic description and analysis of a language. The course also includes basic syntactic theories.

Course Objectives

The course aims to:

- acquaint students with basics of syntax
- enable students to identify various parts of speech through structural signals
- introduce the major syntactic structures of the English language to students
- enable students to recognize various grammatical constructions
- familiarize students with some elementary syntactic theories

Course Contents

1. Syntax

- Some concepts and misconceptions
- What is the study of syntax about?
- Use of linguistic examples
- Why not just use examples from English?
- How to read linguistic examples
- Why do languages have syntax?

2. Structure of Phrase

- NP: Noun Phrase
- VP: Verb Phrase
- AP: Adjective Phrase
- AdvP: Adverb Phrase
- PP: Preposition Phrase
- Grammar with phrases

3. Clause

- Clause and sentence
- Main and sub-ordinate clauses
- Clause constructions
- Recognizing clauses
- 4. Grammatical Functions
 - Introduction
 - Subject
 - Direct and indirect object
 - Complements
 - Modifiers
 - Form and Function together
- 5. Head, Complements and Modifiers
 - What is a head?
 - Head and its dependents
 - Projections from lexical heads to modifiers
 - Differences between modifiers and complements
 - PS Rules, X Rules and Features
- 6. Constituents and Tree diagrams
 - What is a constituent?
 - Evidence of structure in sentences
 - Some syntactic tests for constituent structure
 - Introduction to constituent structure trees

- Relationships within the tree
- Developing detailed tree diagrams and tests for constituent structure
- An introduction to the bar notation

7. Phrase Structure Grammar

8. Transformational Generative Grammar

- Generative Grammar
- Properties of Generative Grammar
- Deep & Surface structures
- Transformational Grammar
- Transformational Rules

9. Basics of Systemic Functional Linguistics

Recommended Books

- Miller, Jim. (2002). *An Introduction to English Syntax*. Edinburg University Press.
- Prasad, Tarni. (2012). *A course in Linguistics*. New Delhi: PHI Publications.
- Sells, Peter & Kim, Jong-Bok. (2007). *English Syntax: An Introduction*.
- Tallerman, M. (2015). *Understanding syntax* (4th ed). Routledge, London.
- Wekker, H., & Haegeman, L. M. (1985). *A modern course in English syntax*. Croom Helm.
- Valin, Jr., Robert. (2001). *An Introduction to Syntax*. Cambridge University Press.

5. Course Title: Discourse Studies

Course Code: ENG-5605

Credit Hours:03

Course Description

Simply defined as ‘language in use’, discourse is something concerned more with ‘use behind language’. With such political implications, discourses are important to comprehend and appreciate. The present course is designed for a basic level introduction to ‘Discourse Analysis’ as well as ‘Critical Discourse Analysis’ for under-graduate students. It introduces the main and most widely used approaches to discourse analysis. It aims to develop learners’ critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students’ prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts.

Course Objectives

This course aims to:

- introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Socio-Linguistics
- familiarize learners with practical applications of discourse analysis techniques to real world situations
- to acquaint students with a wide variety of discourses
- To introduce learners to practical applications of critical discourse analysis techniques to real world discourses

Course Contents

Section 1: Beginning with Discourse Analysis

1. Introduction to Discourse

- What is Discourse?
- Features of Discourse
- Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc.

2. Discourse Analysis

- What is Discourse Analysis?
- A Short History of Discourse Analysis
- Major Contributors

3. Grammatical Analysis of Discourse

- Cohesion & Coherence
- Cohesive Devices
- Theme & Rheme
- Thematic Progression

4. Pragmatic Analysis of Discourse

- Language in context
- Speech Act Theory
- Co-operative Principles
- Conversational Implicature
- Politeness Theory

5. Analysis of Conversation as Discourse

- Conversation as Discourse
- Structure of conversation
- Analyzing a conversation

Section 2: Proceeding with Critical Discourse Analysis

6. Discourse and Ideology: Beginning Critical Discourse Analysis

- What is ideology
- Ideology in Discourse

- What is critical Discourse Analysis

- A brief history of CDA

- Foucault & CDA

7. Systemic Functional Linguistics: A Brief overview

8. Fairclough and CDA

- Language and Society

- Relational-Dialectal Approach-Basics

9. Van Dijk and CDA

Language and Power

- Socio-Cognitive Model- Basics

10. Doing Analysis

- How to conduct research

- Choosing a Discourse

- Choosing a perspective

- Choosing a suitable method

- A Tool for Analysis: choosing DA, CA or CDA

Recommended Books

- Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge.

- Blommaert, J. (2005). Discourse. Cambridge: Cambridge University Press.

- Bloor, M., & Bloor, T. (2007). The practice of critical discourse analysis. An introduction. London: Hodder Arnold.

- Caldas-Coulthard, C. R., & Coulthard, M. (Eds.). An Introduction to Critical Discourse Analysis. London: Continuum.
- Gee, James Paul. (1999). An Introduction to Discourse Analysis: Theory and Method. Routledge.
- Locke, T. (2004). Critical Discourse Analysis. London: Continuum.
- Paltridge, Brian. (2006). Discourse Analysis. London: Continuum
- Rogers, R. (Ed.). (2011). An introduction to critical discourse analysis in education. Second Edition. London: Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). Handbook of Discourse Analysis. Oxford: Blackwell.
- Wodak, R., & Meyer, M. (Eds.). (2009). Methods of critical discourse analysis. Second revised edition. London: Sage.

Course Title: Research Methodology

Course Code: 6701

Credit Hours:03

Course Description

The course introduces the basics of the research to the undergraduate students. It includes language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. It is designed to assist students understand the difference between different forms of research writings like book, thesis and research paper.

Course Objectives

This course aims to enable students to:

- develop an understanding of research terminology
- create awareness of the ethical principles of research, ethical challenges and approval processes

- differentiate among quantitative, qualitative and mixed methods approaches to research
- learn the steps involved in research process
- identify the components of a literature review process
- understand the difference between research paper, thesis and book writing
- develop knowledge about different components of a synopsis and a research paper

Course Contents

1. Introduction to Research: The Wh-Questions of Research (What? Why? Who, Where? How?)
2. Research process overview
3. Research methods: Qualitative, Quantitative, Mixed method research
4. Types of Qualitative and Quantitative researches
5. Thinking like a researcher: Understanding concepts, constructs, variables, and definitions
6. Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses
7. Reviewing literature
8. Data collection
9. Data processing and analysis
10. Difference between research paper, thesis and book writing
11. Parts of a synopsis
12. Research ethics and plagiarism
13. Research paper formatting: MLA and APA

Recommended Readings

- Bhattacharjee, Anol. (2012). Social Science Research: Principles, Methods and Practices. University of South Florida.
- Bryman, Alan & Bell, Emma (2011). Business Research Methods (Third Edition), Oxford University Press.
- Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases, Vikas Publishing House Pvt. Ltd. Delhi.
- Creswell, J. W. (2014) . Research design: Qualitative, quantitative and mixed methods approaches. 4th Ed.. Thousand Oaks, CA: Sage.
- Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioural Research (Fourth Edition), Harcourt Inc.
- Rubin, Allen & Babbie, Earl (2009). Essential Research Methods for Social Work, Cengage Learning Inc., USA.
- Pawar, B.S. (2009). Theory building for hypothesis specification in organizational studies, Response Books, New Delhi.
- Neuman, W.L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education.
- Walliman, Nicholas. (2001). Your Research Project. Sage Publications.

Course Title: Psycholinguistics

Course Code: 6702

Credit Hours:

03

Aims & Objectives:

The aim of the course is to develop in the students an awareness and understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop a theoretical background of learning and teaching.

Contents

1. Introduction to Psycholinguistics

Scope of psycholinguistics

Connection between psycholinguistics and neurolinguistics

The Nature of Language

The Psychology of Language

The Structure and Function of Language

2. Processes in The Use of Language

First Steps in Child's Language Acquisition

Communicating with Language

Issues in Language Acquisition

Methods of Studying Child's Language

Later Growth in the Child's Language

3. Basic Theories of Language Acquisition

Behaviorism

Nativism

Constructivism

Social Interactionism

4. Language Socialization in SLA

Acculturation/ Pidgnization Theory

Sociocultural Theory

Processibility Theory

Memory(Information Processing Theory)

5. Gardener's Theory of Multiple Intelligence

6. The Monitor Model

The Acquisition versus Learning Hypothesis

The Monitor Hypothesis

The Natural order Hypothesis

The Input Hypothesis

The Affective Filter Hypothesis

7. Inter-language Theories

Overgeneralization

Transfer of Training

Strategies of Second Language Learning

Strategies of Second Language Communication

Language Transfer

Stabilization and Fossilization in Inter language

8. Error Analysis

9. Problems in language learning

10. Language and Thought (Language Universals and Linguistic Relativity)

Reference Books:

Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).

Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.

Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).

Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press. (15-41).

McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.

Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.

Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

Course Title: Introduction to Stylistics

Course Code: 6703

Credit Hours:03

Course Description

This is an interdisciplinary course which deals with some of the ways in which texts, particularly literary texts, can be examined from a linguistic perspective. Text is the focus of this course. It will be seen how a text may be handled to examine the specific language that reflects the determinant elements of the communication: the speaker/ writer; the recipient (listener/ reader), the occasion which led to producing the text. This course aims to assist students in exploring (primarily literary) texts. The course also covers the topics related to the ways and means writers opt for in the process of producing the text and expressing it in the way they deem to best serve their purpose.

Course Objectives

The course aims to:

- assist students understand style and stylistics
- explain what is involved in a stylistic analysis of a literary text
- describe the methods of each type of stylistics and stylistic analysis

- define the concept of foregrounding
- assist students to learn the techniques involved in stylistic analysis of various types of texts

Course Contents

1. Introduction

- What is stylistics?
- Historical Evolution of Stylistics
- The Nature of Stylistics
- The Goals of Stylistics

2. The concept of style and stylistics: Meaning of stylistics and its approaches

- Style as choice
- Style as the Man
- Style as Deviation
- Style as Conformity
- Style as Period or Time
- Style as Situation

3. Types of Stylistics I

- Features of Linguistic Stylistics
- Lexical Repetition
- Semantico-Syntactic Level
- Semantic/Grammatical Level
- Phonological Level
- Graphological Level

4. Types of Stylistics II

- Reader-Response Stylistics
- Affective Stylistics
- Pragmatic Stylistics
- Pedagogical Stylistics
- Forensic Stylistics

5. Levels of Linguistic Analysis: The Lexico-Semantic Level

- Semantics
- Lexico-semantics
- Lexical Relations
- Types of Words
- Denotative/Connotative Meanings
- Idiomatic Meaning

6. Levels of Linguistic Analysis: The Syntactic Level

- Units of Grammar
- The Group
- The Clause
- The Sentence
- The notion of Rank shifting
- Voice

7. Foregrounding

- Meaning of Foregrounding

- Types of Foregrounding

8. Stylistic analysis: Practical Application

- Sample stylistic analysis of poem
- Sample stylistic analysis of short story
- Sample stylistic analysis of novel
- Sample stylistic analysis of authentic texts:

- o Magazine

- o Newspaper

- o Song

- o Speech

- o Brochure

Recommended Readings

- Chapman, R. (1973). *Linguistics and Literature: An Introduction to Literary Stylistics*, Rowman and Littlefield, London.
- Short, Mick. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman
- Leech, Geoffrey & Mick Short (1981). *Style in fiction: A linguistic introduction to English fictional prose*. London/New York: Longman Group Ltd.
- Semino, Elena & Jonathan Culpeper (1995). *Stylistics*. In Jef Verschueren, Jan-Ola Östman & Jan Blommaert (Eds.), *Handbook of pragmatics* (pp. 513-520). Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Wales, Katie (1989). *A dictionary of stylistics*. London/New York: Longman.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Longman.

4. Course Title: Literary Theory

Course Code: ENG-6704

Credit Hours:03

Course Description

Literary texts remain integrally woven within the socio-political substratum; therefore, literary theory and its philosophical sub-text is used as the primary tool to decode the meanings both within texts and without them. Since literary theory contextualizes both meanings as well as the practices of decoding these meanings, it operates as a viable tool in enabling students to independently comprehend literary texts. Keeping this in mind, this course has been designed to introduce the students to key literary theories, their major concepts and basic jargon. This is so that they are initiated into the process of understanding the usage of these elements in their assignments and discourses. It also generates critical thinking that integrates the readers, texts and contexts in all their interactive paradigms.

Course Objectives

1. To introduce the students to the history and evolution of literary theory
2. To enable them to develop a deeper understanding how different theories may be blended to create different theoretical frameworks for analyzing different texts
3. To be able to offer critiques, not only of the literary texts, but also of the theories under discussion
4. To provide preliminary training to students so that they may be able to engage in independent theorizations, should they pursue higher degrees in the field

Course Contents

1.What is literary theory?

The purpose of literary theory

How to read and interpret

How to extract multiple, but cogent meanings, from a single text

2. Tracing the Evolution of Literary Theory

a. Plato to Plotinus

- b. Dante Alighieri to Boccaccio
- c. Sidney to Henry James
- d. Bakhtin and modern literary criticism
- 3. Russian Formalism and New Criticism
 - a. Russian Formalism: Development and Key terms
 - b. The application of Russian Formalism on a literary text
 - c. Differences between Russian Formalism and New Criticism
 - d. Major tenets and methods
 - e. Critiques of Russian Formalism and New Criticism
- 4. Reader-Oriented Criticism
 - a. Development
 - b. Major ideas and methods (The steps involved)
 - c. Critiques of Reader-Oriented Criticism
- 5. Structuralism
 - a. Understanding Modernity and Modernism
 - b. The Development of Structuralism
 - c. Assumptions (The structure of language, langue and parole, Saussure's definition of a word, narratology and its types, mythemes, binary opposition, narrative functions as propounded by Propp, Campbell, etc)
 - d. Methodologies of Structuralism
 - e. Applications on different literary texts
 - f. Critiques of structuralism
- 6. Deconstruction

- a. Movement from Structuralism to Post Structuralism
 - b. The development of Deconstruction
 - c. Major assumptions (Transcendental signified, logo centrism, opening up binary oppositions, the Derridean argument of phonocentrism as propounded in *Of Grammatology*, *Metaphysics of Presence*, *Arché Writing*, *Supplementation* and *Deifferánce*)
 - d. Application of deconstructive theory on literary texts
 - e. Developments in Deconstructive theory: Deleuze and Guattari and the concept of the rhizome
 - f. Critiques of deconstruction
7. Psychoanalysis
- a. The development of psychoanalytic criticism
 - b. Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
 - c. Northrop Frye and archetypal criticism
 - d. Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order
 - e. Methodologies
8. Feminism
- a. Historical development
 - b. The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
 - c. French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)

d. Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relation with the contemporary socio-political scenario

9. Marxism

a. Development of Marxism

b. Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)

c. Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious

d. Assumptions

e. Methods

10. Cultural Poetics or New Historicism

a. Differences between Old Historicism and New Historicism

b. The development of New Historicism

c. Cultural Materialism

d. Major assumptions

e. Major theorists (Michel Foucault, Clifford Geertz)

f. Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)

11. Postcolonialism

a. Colonialism and Postcolonialism: Historical Development

b. Major assumptions

c. Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad, and any other of the teacher's choice)

d. Key concepts and binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.

e. Postcolonial theory and the diasporic experience

f. Critiques of postcolonialism

12. Ecocriticism

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The PostColonial Studies Reader* NY: Routledge. 1995.
- ---. *Key Concepts in Postcolonial Studies*. NY: Routledge, 1998.
- Beauvoir, Simone de. *The Second Sex*. 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009.
- Bloom, Harold et al. *Deconstruction and Criticism*. (1979) NY: The Continuum Publishing Company, 2004. Bhabha, Homi K. *The Location of Culture*. London & New York: Routledge, 1994. Pdf.
- Brannigan, John. *New Historicism and Cultural Materialism*. NY: 1998
- Brooks Cleanth. *Understanding Fiction*. New Jersey: Pearson, 1998.
- ---. *The Well Thought Urn: Studies in the Structure of Poetry*. NY: Harcourt, 1956.
- Castle, Gregory. *The Blackwell guide to Literary Theory*. Oxford: Blackwell Publishing, 2007
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. NY: Oxford University Press, 2000.
- Derrida, Jacques. "Structure, Sign, and Play in the discourse of the Human Sciences". *Writing and Différance*. Trans. Alan Bass. Chicago, University of Chicago Press, 1978.

- Eagleton, Mary Ed. A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture). Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. Literary Theory: An Introduction. Minneapolis, MN: University of Minnesota Press, 1996.
- ---. Making Meanings with Texts: Selected Essays. NY: Reed Elsevier, 2005.
- Hamilton, Paul. Historicism. NY: Routledge, 1996.
- Rosenblatt, Louise M. Literature as Exploration. NY: Noble, 1996.
- Williams, Patrick and Laura Chrisman, eds. Colonial Discourse and Post-Colonial Theory: A Reader. NY: Columbia University Press, 1994

5. Course Title: Pakistani Literature in English

Course Code:ENG-6705

Credit Hours:03

Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature in English is a unique blend of local themes and issues and projects the version of reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature. The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Course Objectives

1. To introduce students to local themes and

2. To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
3. To understand and appreciate the Pakistani variety of English through this study.
4. To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this is a relatively new and unexplored area of English literature.

Course Contents

- **Fiction**

- 1) Kamila Shamsie: Burnt Shadows
- 2) Mohsin Humid: How to Get Filthy Rich in Rising Asia
- 3) Bapsi Sidhwa: An American Brat

- **Poetry**

- 1) Zulfikar Ghost: Exotic (Disturbed) Nights
- 2) Toufiq Raft: Wedding in the Flood, Kitchens, Arrival of the Monsoon
- 3) Salman Tarik Kureshi: A Better Man than I (for Kipling 6poems). (addition)

- **Screen Plays**

Hanif Qureshi: My Son the Fanatic

- **Essays**

- Intizaar Hussain: The Problems of Pakistani Identity
- Rukhsana Ahmad: The Price of freedom/ Meeting the Sphinx
- Shahid Suhrwardy: The Responsibility of Writers in Pakistan

- **Contemporary Short Stories**

- Muneza Shamse: And the World Changed
- Kamila Shamsie: 9/11 Stories: Our Dead Your Dead
- Daniyaal Muenudin: Nawab Din Electrician
- Bapsi Sidhwa: The Trouble-Easers
- Zaibunisa Hamidullah: Maa, The Bull and the She Devil

Suggested Readings

- Ahmad, Aijaz. In Theory: Classes, Nations, Literatures (London, 1992)
- Ahmed, Rehana, Peter Morey, Amina Yaqin. Culture, Diaspora, and Modernity in Muslim Writing (Routledge, 2012)
- Aroosa, Kanwal. Rethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11. (Plagrave Macmillan UK, 2015)

- Chambers, Claire. *British Muslim Fictions: Interviews with Contemporary Writers* (Palgrave Macmillan, 2012)
- Cilano, Cara. *Contemporary Pakistani Fiction in English: Idea, Nation, State.* (Routledge , 2013)
- Clements, Madeline. *Writing Islam From a South Asian Muslim Perspective* (Springer 2015)
- Daniyal Mueenuddin: *In Other Rooms Other Wonders.* Bloomsbury Publishing, 2010.
- Hashmi, Alamgir. “Ahmed Ali and the Transition to a Post-Colonial Mode in the Pakistani Novel in English.” *Journal of Modern Literature*, Vol 17. No 1 (Summer 1990) PP. 177-182
- Iftikhar Arif. *Pakistani Literature.* Pakistan Academy of Letters, 2002.
- Iftikhar Arif: *Modern Poetry of Pakistan.* Dalkey Archive Press, 2010.
- Iftikhar Arif: *Modern Poetry of Pakistan.* Dalkey Archive Press, 2010.
- J. Sell. *Metaphor and Diaspora in Contemporary Writing* (Palgrave Macmillan 2012)
- Jajja, Mohammad Ayub. “The Heart Divided: A Post Colonial Perspective on Partition” *Pakistan Journal of Social Sciences (PJSS)* Vol. 32, No. 2 (2012), pp. 297-307
- Nor Faridah, Abdul Manaf, and Siti Nur aishah Ahmad. “Pakistani Women’s Writings: Voice of Progress.” *International Research Journal Of Arts and Humanities [IRJAH]* [Vol 34] ISSN 1016-9342
- Ranasinghe, Ruvani. *Contemporary Diasporic South Asian Women’s Fiction: Gender, Narration and Globalisation*(Palgrave Macmillan 2016)
- Rehman, Tariq. *A History of Pakistani English Literature* (Lahore, 1991)
- Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology Of Pakistani writing in English* (Oxford 1998)

6. Internship

Course Code: EDU-6706

Credit

Hours:03

Description

The field experience of six to eight weeks (preferably undertaken during semester or summer break) must be graded by a faculty member in collaboration with the supervisor in the field. This is a mandatory degree award requirement of 3 credit hours for this program.

EIGHTH SEMESTER

Course Title: Postcolonial Literature

Course Code: ENG-6801

Credit Hours:03

Course Description

This course is based on a study of some seminal and significant postcolonial literary texts (selected poetry, drama and fiction) in order to introduce the student to the colonial project and see how the colonial experience helped shape literature as a result of military, political, social and cultural encounters between the colonizers and the colonized. The postcolonial literature(s) can be roughly divided into three overlapping phases. The first type comes from the period of contact between the colonial powers and the colonized, the second type is the response of the natives to the colonizers, and the third is contemporary literature which comes from the parts that were earlier colonized, and also from the diasporic authors. This study is also useful in assessing the developments which have taken place in this field over time and relate with the material conditions of the contemporary world and, consequently, with relevant theoretical concepts as well. An introduction to the key concepts and terms related to Postcolonial Studies is also part of this course.

Course Objectives

1. To develop an understanding of the key concepts and terms related to the postcolonial studies.
2. To study the selected literature employing the postcolonial concepts in order to analyze this literature.
3. To see how these readings relate with the contemporary realities, issues and debates of the world and to understand the importance of this field of study in the developments taking place in the world.

Course Contents

1. Poetry

1. Derek Walcott. A Far Cry from Africa (1962)
2. Louise Bennett. Selected Poems (1983)

- Winter Stars
- A Dream within a Dream
- Born of a Fiery Woman
- Spin Away

4. A.K. Ramanujan. Collected Poems (2011)

- A River
- Elements of Composition
- Snakes
- The Highway Stripper
- Love poem for a wife
- Anxiety

(Note: Four to five poems, out of each of these collections, may be selected by the concerned teacher.)

2. Drama

1. Wole Soyinka. A Dance of the Forests (1963)

2.. Jack Davis. Honey Spot (1985)

3. Fiction

1. Chinua Achebe. Things Fall Apart (1958), a novel.

2. Jean Rhys. Wide Sargasso Sea (1966), a novel.

3. Rohinton Mistry. Tales From Firozsha Baag (1987), **a collection of short stories.**

- One Sunday
- The Ghost of Firozsha Baag
- The Collectors
- The Paying Guests
- Lend Me Your Light
- Auspicious Occasion

(Note: Two short stories from this collection may be selected by the concerned teacher)

Suggested Readings

- Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back*. London : Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1995). *The Post-Colonial Studies Reader*. London: Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1998). *Post-Colonial Studies - The Key Concepts*. London, New York: Routledge.
- Bhabha, H. K. (1994). *The Location of Culture*. London: Routledge.
- Fanon, F. (1963). *The Wretched of the Earth*. (C. Farrington, Trans.) New York: Grove Weidenfeld.
- Innes, C. L. (2007). *The Cambridge Introduction to Postcolonial Literature in English*. Cambridge, New York: Cambridge University Press.
- Loomba, A. (1998). *Colonialism/ Postcolonialism*. London: Routledge.
- Said, E. W. (1978). *Orientalism*. London: Routledge.
- Said, E. W. (1994). *Culture and Imperialism*. London: Vintage Books.
- Spivak, G. (1988). *Marxism and Interpretation of Culture: Can the Subaltern Speak?* (C. Nelson, & L. Grossberg, Eds.) Urbana and Chicago: University of Illinois Press.

2. Course Title: American Literature

Course Code: ENG-6802

Credit Hours:03

Course Description

American literature has traversed and extended from pre-colonial days to contemporary times. Historical, Political, societal and technological changes—all had telling impacts on it. This course is designed to give an in-depth study of the American experience as portrayed in the works of major writers of American literature. The course focuses on both

historico-political literary themes. Furthermore, it also emphasizes connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism with reference to the representative writers chosen. It considers a range of texts - including, novels, short stories, essays, and poetry - and their efforts to define the notion of American identity. There may be several ways to access American literature---by either following simple chronology or connecting through themes and genres. This course aims at exposing the students to various literary trends in American literature by grouping them under different genres.

Course Contents

1. Essays and Short Stories

- Thomas Paine (1737-1809) Excerpts from Common Sense
- Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
- Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass

Short Stories

- Nathaniel Hawthorne (1804-1864) My kinsman ,Major Molineux / Young Goodman Brown
- Herman Melville (1819-1891) Bartleby, the Scrivener
- Edgar Allan Poe (1809-1849) The Fall of the House of Usher

2. Poetry

- Emily Dickinson (1830-1886)

Success is counted sweetest

Because I could not stop for death

This is my letter to the world

I heard a Fly Buzz

- T.S. Eliot(1888-1965) Excerpts from The Waste Land

- Robert Frost(1874-1963)

Mending Wall

The Road not Taken

Fire and Ice

After Apple Picking

Stopping by Woods on a Snowy Evening

- Edward Estlin Cummings(1894-1962)

O Sweet spontaneous

The Cambridge ladies who live in Furnished Souls

Anyone lived in a pretty how town

3. Novel

- F Scott Fitzgerald(1896-1940) The Great Gatsby

- William Faulkner (1897-1962) The sound and the Fury

4. Drama

- Eugene O' Neill(1888-1953) Long Day's Journey into Night

- Arthur Miller (1915-2005) Death of a Salesman/The Crucible

3. Course Title: Language and Gender

Course Code:ENG-6803

Credit Hours:03

Course Objectives

The course aims to develop analytical thinking about gender, language and relations between them. It also aims to expose students to facts, theory and analytic tools to analyze issues related to gender and their relation to language. It is likely to provide an overview of gender related linguistic, social, political and moral issues. By the end of the course, the students will have learnt:

- how members of each gender use language differently
- how culturally enshrined ideas about gender affect language and its use
- how linguistic conventions reinforce these ideas for the expression of gender differences
- what structure and usage patterns in language are exhibited by men and women
- how language treats the genders differently

Course Contents

- Gender and its sociocultural context: Sex vs Gender, Nature vs Culture , Gender Roles vs Gender Identity
- Relationship between language, gender and society/ The place of gender in society, culture, and history.
- Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.
- Is gender just learnt? Review of current views about gender.
- Gender socialization through language/ Gender based dominance and inequality through language and interaction.
- Doing gender: The performative construction of gender through language and interaction
- The primary linguistic approaches to gender and language (Deficit, Dominance, Difference, socio-constructivist approach)
- Genderlect: In what ways do men and women use language differently? The use of variants in male and female speech
- Prejudice in the study of language/ Sexism in language: Gender in lexicon (lexicon as repository of gender ideology), Gender in grammar(Grammatical gender, titles, address terms)
- Gender in discourse: The role of power and socialization in gendered discourse practices
- Consequences of linguistic gender differences
- Representation of gender in the media
- Historical and contemporary issues and controversies in the field of language and gender

Recommended Readings

1. Coates, J. (1986). *Women, Men and Language*. Longman: London.
2. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
3. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
4. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
5. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
6. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
7. Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
8. Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

4. Course Title: Introduction to Women's Writings

Course Code: ENG-6804

Credit Hours:03

Course Description

Works written by women writers have come to hold a unique place in literatures around the world. This course is designed to familiarize students with an array of women's writings belonging to diverse cultures and located within multiple waves of feminism. The rationale of selecting such a wide variety of writers belonging to different ages is to highlight and underscore issues that women face in different geographical, cultural, and temporal locations. The course instructor would do well to either situate the works of selected writers in the three waves of feminism or otherwise see if certain texts do not correspond to any set feminist paradigm. The teacher will also need to discuss the reasons for such deviations. The course is therefore aimed at providing students with a complete background for understanding literature produced by female authors. Geared toward the construction of female selfhood vis-à-vis constrictions of patriarchal discourse, women's writings are associated with extensive social and political changes across time and space, the phenomena of colonization / decolonization, postcolonial, feminist, and postfeminist theory. Some of these changes are radical, even revolutionary for the re-definition of women's roles in both private and public domains. The students will also study how gender roles have changed, developed and evolved over time, how women's views of themselves are reflected in their writings, and how

race, ethnicity, gender, and socio-economic status contribute to / intercept women's reaching their subject positions.

Course Objectives

The objectives of this course are to:

1. Enable the students to become familiar with the contribution of women writers to English literature and investigate the nature of this contribution.
2. Understand the themes of women writers in their writing.
3. Encourage students to appreciate the aesthetic, emotional, symbolic, and intellectual language used by women writers.
4. Create intellectual foundation for the students who may wish to further pursue advanced courses in this domain.
5. Encourage the students to see women's writings as a distinct literary tradition that operate in interesting ways in the context of contemporary debates in feminism.
6. Develop critical thinking of students to be able to respond individually to the texts.
7. Enable the students to develop academic writing and research skills

Course Contents

I. POETRY

1. "No Coward Soul is Mine" by Emily Bronte
2. "When I am Dead-My Dearest" by Christina Rossetti
3. "This is a Photograph of Me" by Margaret Atwood
4. "A Phenomenal Woman" by Maya Angelou
5. "Be Nobody's Darling" by Alice Walker
6. "Fearful Women" by Carolyn Kizer

II. NOVELS

1. Their Eyes were watching God (1937) by Zora Neale Hurston
2. Little Women (1868) by Louisa May Alcott

3. The Blue Room (2009) Nafisa Rizvi

III. SHORT STORIES

1. "The Yellow Wallpaper" by Charlotte Perkins Gilman

2. "I Stand Here Ironing" by Tillie Olsen

3. "The Gatekeeper's Wife" by Rukhsana Ahmed

4. "A Pair of Jeans" by Qaisra Shahraz

Recommended Readings

1. Boland Eavan. Object Lessons. NY: W.W. Norton, 1996

2. ----- Outside History, Selected Poems 1980-1990. NY, London: W.W. Norton, 1991

3. Davidson, Cathy N. and Linda Wagner Martin, The Oxford Companion to Women's Writing in the United States. N.Y. Oxford UP, 1995

4. Dicker, Rory and Alison Piepmeier. Catching a Wave: Reclaiming Feminism for the 21st Century. Northeastern University Press, 2003

5. Hooks, Bell. Feminist Theory: From Margin to Center. Pluto Press, 2000

6. Eagleton, Mary. Feminist Literary Theory: A Reader. WileyBlackwell, 2011

7. Gilbert, Sandra and Susan Gubar, The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination. Yale Note: 2000

8. Kaplan, Cora. 'Language and Gender' in Sea Changes: Essays on Culture and Feminism. London: Verso, 1986

9. Ling, Amy. "I'm Here: An Asian American Woman's Response". New Literary History, Vol. 19, No. 1, Feminist Directions (Autumn, 1987), pp. 151-160. The Johns Hopkins University Press.

10. Robbins, Ruth. Literary Feminisms. St. Martin's Press, 2000

11. Woolf Virginia. A Room of One's Own. Penguin, 1979

5. Course Title: Research Project

Course Code: ENG-6805

Credit Hours:03

Description

The research project is multifaceted body of work that serves as a culminating academic and intellectual experience for students. The project will be supervised and graded by a faculty member as per the protocols prescribed by the department:

This is a mandatory degree award requirement of 3 credit hours.