

**CURRICULUM OF  
ENGLISH  
BS & MS/MPhil**

**(Revised 2017)**



**HIGHER EDUCATION COMMISSION  
ISLAMABAD**

## **CURRICULUM DIVISION, HEC**

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## PREFACE

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic programme are required to undergo to achieve some specific objectives. It includes scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/ evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

University Grants Commission (UGC) was designated as the competent authority to develop, review and revise curricula beyond Class-XII vide Section 3, Sub-Section 2 (ii), Act of Parliament No. X of 1976 titled "Supervision of Curricula and Textbooks and Maintenance of Standard of Education". With the repeal of UGC Act, the same function was assigned to the Higher Education Commission (HEC) under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula regularly through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

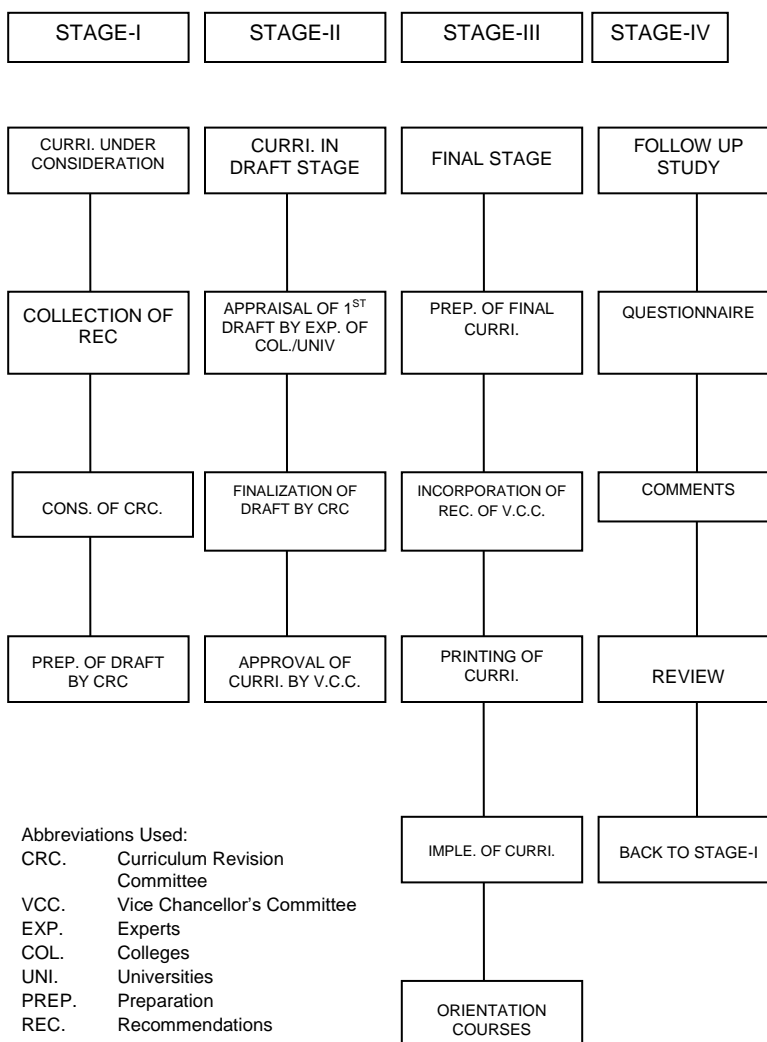
In order to impart quality education which is at par with indigenous needs and international standards, HEC NCRCs have developed unified framework/ templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering.

It is hoped that this curriculum document, prepared by the respective NCRCs, would serve the purpose of meeting our national, social and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC

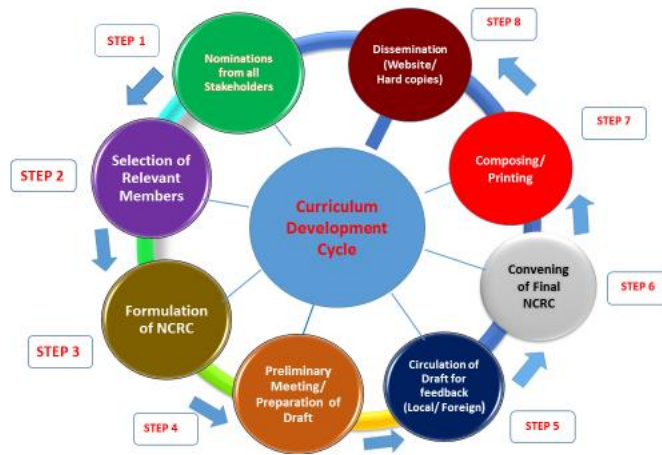
<http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx>

**(Muhammad Raza Chohan)**  
**Director General (Academics)**

## CURRICULUM DEVELOPMENT PROCESS



## CURRICULUM DEVELOPMENT CYCLE



## CURRICULUM REVISION COMMITTEE 2017

1.	Prof. Dr. Muhammad Safeer Awan, Dean, Faculty of Languages National University of Modern Languages, Islamabad	<b>Convener</b>
2.	Prof. Dr. Nasir Jamal Khattak Dept. of English University of Peshawar, Peshawar.	<b>Member</b>
3.	Dr. Humaira Ahmad Associate Professor Iqra University Islamabad Campus.	<b>Secretary</b>
4.	Dr. Saeed ur Rehman, Associate Professor & Former HoD, Department of English, Forman Christian College, Lahore.	Member/Incharge Literature sub- committee
5.	Dr. Kamal ud Din, Acting HoD, Department of English, Forman Christian College, Lahore.	Member
6.	Dr. Asadullah Larik, Professor, Department of Business Administration, Iqra University, Defence View, Shaheed-e-Millat Road, Karachi	Member
7.	Dr. Zafar Iqbal, Dean, Department of English, Imperial College of Business Studies, Canal Bank Road, Bahria Chowk, Lahore	Member
8.	Dr. Azhar Pervaiz, Professor, Department of English University of Sargodha, Ibn-e-Khaldun-Block, Sargodha.	Member
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10.	Dr. Muhammad Saeed Akhter, Chairperson / Associate Professor, Department of English,	Member

	Women University of Azad Jammu & Kashmir, Bagh, Azad Kashmir.	
11.	Dr. Riaz Ahmed Mangrio, HoD, Department of English, Hafiz Hayat Campus, University of Gujrat, Gujrat.	Member
12.	Dr. Muhammad Asim Mahmood Chairperson / Associate Professor, Department of Applied Linguistics, Government College University, Faisalabad.	Member
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17.	Dr. Sadia Zulfiqar Assistant Professor, Department Of English, Lahore College For Women University, Jail Road, Lahore.	Member
18.	Dr. Rizwan Akhtar, Assistant Professor, Department of English, University of The Punjab, Lahore.	Member
19.	Dr. Muhammad ismail Wali, Assistant Professor,	Member



	Department Of English, Institute of Management Sciences, 1-A, Sector E-5, Phase-VII, Hayatabad, Peshawar.	
20.	Dr. Abdus Samad, Lecturer, Department of English, Kohat university of Science & Technology, Kohat.	Member
21.	Dr. Qaisar Khan, Assistant Professor, Department of English University of Malakand, Chakdara Dir (Lower)- KPk.	Member
22.	Dr. Rooh ul Amin Assistant Professor, Department of English, Gomal University, D. I. Khan	Member
23.	Mr. Faheem Arshad, Lecturer, Department of Sargodha, Ibn-e-Khaldun-Block, Sargodha.	Member
24.	Mr. Fahad Aftab, Assistant Professor, Forman Christian College University, Lahore.	Member
25.	Mr. Riaz-ul-Haque Assistant Director Curriculum, HEC, Islamabad.	Coordinator

### **Acknowledgment**

In the preparation of this new curriculum of English, apart from the members of NCRC, a number of friends and colleagues have contributed in developing certain very important courses, at our request. We are especially grateful to Dr. Sibghatullah Khan, Ms. Khadeeja Mushtaq, Ms. Uzma Aziz, and Ms. Asma Haseeb Qazi from National University of Modern Languages (NUML) Islamabad; Dr. Aroosa Kanwal and Ms. Asma Mansoor from International Islamic University Islamabad. The courses they developed are Pakistani Writings in English, Diasporic Literatures, Postcolonial Studies, South Asian Literature, Women's Writings, War Literature, Shakespearean Studies, and Critical Theories.

## **Rationale of Curriculum Review and Revisions**

Societies, states, individuals remain in a state of constant change and flux. The purpose of education, in Bertrand Russell's words, is to replace an empty mind with an open one. However, if the means, materials and sources of education remain frozen in time and place, education cannot bring about the desirable change in the individuals and society at large. Keeping in view this spirit, the HEC constituted committees to review and revise Pakistan's national curricula. The committee formed for the revision of English studies prepared the following syllabi for BS and MS levels.

As the focus in humanities is shifting and growing towards more interdisciplinary/transdisciplinary concerns, the English Studies program is developed for a more inclusive vision about society and culture by realigning language and literary studies with cultural studies in general.

## **Parameters of Review and Revision**

In the beginning of meeting in Lahore, the chair of the committee laid down some parameters that may serve as the guiding principles governing all proposed amendments, revisions, deletions and additions:

1. To make the syllabi more global as well as regional and local in their ethos as, at present, the courses and the selection of authors and their works are more Euro-American centric.
2. To observe the principle of progression and sequencing in the proposed syllabi from BS/MA level to MPhil and PhD level so that the students may get maximum learning exposure about new writers and their works.
3. To incorporate pressing/critical issues for English studies with special focus on inculcating environmental consciousness, introductory knowledge of Muslim narratives, basics of translation studies, literature and film, women's writings etc. In language studies, Metro-linguistics, eco-linguistics, corpus, computational, forensic linguistics and speech therapy are proposed for the syllabi. The inclusion of War Literature, Life Narrative Studies, World Literature in Translation, World Englishes, Corpus and translation, corpus and research, literature and visual narratives, Literature and Environmental Studies, Literature and Globalization, Intercultural Pragmatics, Language and Media, etc. at various levels of study are likely to make our national curriculum of English more contemporaneous, and relevant to the issues of our times. In addition, the inclusion of Rumi, Tagore, Tolstoy, etc. is emphasized. The inclusion of representative global, regional, ethnic and minority cultures and literatures is the hallmark of the new scheme of studies.

4. To strike a desirable balance between idealism and pragmatism while devising the new courses, keeping in view condition of human and intellectual resources at colleges and universities located in the far-flung areas of Pakistan.
5. To revamp the whole scheme keeping in mind the fact that English is no more the language of the British Isles only. Rather, its numerous world varieties referred to as “world englishes” are to be kept in view while making proposals.
6. To bring the outline of all courses at par with those of international institutions especially of the advanced countries as due to lapses and lacks in our local scheme of studies, Pakistani students and scholars face problems in getting admissions and jobs abroad. The coding system of the new scheme is also devised on those lines that clearly reflect its various levels.
7. Most importantly, the scheme for BS English studies is prepared as a general degree programme in humanities and liberal arts. Therefore, the nuances of literature and linguistics are held off for MS/M.Phil. and PhD. levels. Here focus is more on providing opportunity to the students to read maximum cultural texts, that is, “literatures in englishes” from around the world.

#### **Nomenclature**

After detailed deliberations, the nomenclatures of various degrees in English were decided:

BS English (Language and Literature)

MS/M.Phil. (literature)

MS/ M.Phil. (Linguistics)

MS/ M.Phil. ELT

Ph.D. (Literature)

Ph.D. (Linguistics)

Majority of the members agreed that the spirit of BS in English is to offer a degree that addresses the issues of general, open-minded education without creating any specialist streams at this level. The purpose is to give a comprehensive exposure to the students without going into unnecessary distinctions about literature and linguistics, which is of course desirable at the advanced level of research degrees only, as is evident from the nomenclature of degree programs also.

After initial discussion and laying down of certain SoPs, the committee was divided into two sub-committees: Sub-committee for the literature courses was led by Dr. Saeed ur Rehman from FCCU, Lahore and Dr. Furrukh Khan from LUMS, Lahore. Sub-committee for the language and linguistic courses was led by Dr. Ghulam Mustafa Mashori from Shah Abdul Latif University, Jamshoro, and Dr. Azhar Pervaiz, Assistant Professor, Incharge Department of English, University of Sargodha.

Both sub-committees worked separately for three days in Lahore and for two days in Peshawar and, on the third day in Peshawar they discussed the whole scheme as one national committee. The document prepared and presented here is the outcome a long and hard collective team work.

Prof. Dr. Muhammad Safeer Awan  
Convenor NCRC

### **Assessment criteria**

The committee unanimously decided to replace thesis writing at undergraduate level with the following more rigorous writing program and assessment criterion.

Instead of asking the students to produce a “thesis” in the final semester, they will be asked to submit one end-term paper for each subject in every semester. In this way, they will have to write at least 46 such short response papers/end term papers during the course of four years of study. They will also have to give oral presentation for each paper before its submission. Each subject will be examined and assessed as under:

Total marks for each papers: 100  
End-term test: 50  
Midterm: 15  
End-term paper/ major writing assignment: 10

Presentation based on end-term paper: 05  
Quizzes: 05

Class assignments (summarizing/paraphrasing a piece of critical/creative writing): 05 each. Total:15

Total: 50+15+10+05++05+15=100

### **Teaching Research Methodology**

The subject of Research Methodology will be taught in such a way that the students get maximum practice in doing it and not merely study its theory. Its assessment may be as under:

Theory: 40 marks (for end term paper)  
Practice (in class and library): 60 marks, divided as  
Learning and using cataloguing system in the library:07  
Learning and using various citation styles:08  
Devising at least ten thesis statements/research problems:10  
Devising research questions:10  
Mock synopsis/research proposal:10  
Mock research thesis/dissertation:15

**INDICATIVE LIST OF AREAS FROM WHICH GENERAL COURSES COULD BE CHOSEN**

<b>SOCIAL SCIENCE</b>	<b>MANAGEMENT SCIENCES</b>	<b>APPLIED SCIENCES</b>
Psychology	Entrepreneurship	Environment Science
Philosophy	Market & Finance	Introduction to Statistics
Mass Communication	Human Resource Management	Health & Physical Education
Sociology	Org. Behaviour	Any other
Political Science	Total Quality Management	
Geography	Any other	
International Relation		
Education History		
Economics		
Social Work		
Human Rights		
Gender Studies		
Anthropology		
Law		
Any other		

**Please note:**

1. The foundation courses in the Scheme of Studies are mandatory for all Literature & Linguistics students.
2. The choice of the author and/or text in some literature courses is at the discretion of the department concerned (see course contents).
3. Universities/affiliated colleges may offer Electives other than those suggested in the Scheme of Studies as per available expertise and resources.
4. General Courses (GC) are offered by the departments concerned.
5. Depending upon the results of need-based analyses the universities/affiliated colleges concerned are advised to design non-credit courses of up to two (02) semesters to improve the language skills of the students. It will be mandatory for students to pass these courses.

## SCHEME OF STUDIES

### SEMESTER-WISE BREAKDOWN OF BS (ENGLISH) COURSES

#### YEAR 1

##### FIRST SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC101	Study Skills	Compulsory General	3
GC102	Introduction to Geography	General	3
GC103	Pakistan Studies	Compulsory	2
ELL101	English I: Reading and Writing Skills	Foundational	3
ELL102	Introduction to Literary Studies	Subject-specific Foundational	3
ELL103	Introduction to Language Studies	Subject-specific Foundational	3
	Total		17

##### SECOND SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC104	Islamic Studies	Compulsory	2
GC105	Elementary Mathematics & Stats	General	3
GC106	Introduction to Philosophy	General	3
ELL104	English II: Composition Writing	Foundational	3
ELL105	Introduction to Phonetics & Phonology	Subject-specific Foundational	3
ELL106	Literary Forms and Movements	Subject-specific Foundational	3
	Total		17

#### YEAR 2

##### THIRD SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
GC201	Introduction to Information & Computer Technology (ICT) Skills	Foundational	2+1
GC202	Islamic History & Culture	General	3

GC203	Global Poetry	General	3
ELL201	English III: Communication and Presentation Skills	Foundational	3
ELL202	Short Fictional Narratives	Subject-specific	3
ELL203	Introduction to Morphology	Subject-specific	3
			18

#### FOURTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
GC204	Human Rights & Citizenship	Compulsory General	3
ELL204	English IV: Academic Reading & Writing	Foundational	3
ELL205	Classical and Renaissance Drama	Subject-specific	3
ELL206	Classical Poetry	Subject-specific	3
ELL207	Semantics	Subject-specific	3
ELL208	Rise of the Novel (18 <sup>th</sup> to 19 <sup>th</sup> century)	Subject-specific	3
	Total		18

#### YEAR 3

#### FIFTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
GC301	Introduction to International Relations	General	3
GC302	Introduction to Environmental Studies	Compulsory General	3
ELL301	Romantic and Victorian Poetry	Subject-specific	3
ELL302	Foundations of Literary Theory & Criticism	Subject-specific	3
ELL303	Sociolinguistics	Subject-specific	3
ELL304	Popular Fiction	Subject-specific	3
	Total		18

**SIXTH SEMESTER**

<b>Course Codes</b>	<b>Course Title</b>	<b>Course type</b>	<b>Cr. Hrs</b>
ELL305	Modern Poetry	Subject-specific	<b>3</b>
ELL306	Modern Drama	Subject-specific	<b>3</b>
ELL307	Modern Novel	Subject-specific	<b>3</b>
ELL308	Grammar & Syntax	Subject-specific	<b>3</b>
ELL309	Discourse Studies	Subject-specific	<b>3</b>
ELL310	Creative Nonfiction	Subject-specific	<b>3</b>
	Total		<b>18</b>

**YEAR 4****SEVENTH SEMESTER**

<b>Course Codes</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Cr. Hrs</b>
ELL401	Research Methods and Term Paper Writing	Subject-specific	<b>3</b>
ELL402	Introduction to Applied Linguistics	Subject-specific	<b>3</b>
ELL403	Introduction to Stylistics	Subject-specific	<b>3</b>
ELL404	Literary Theory and Practice	Subject-specific	<b>3</b>
ELL405	Pakistani Literature in English	Subject-specific	<b>3</b>
	Total		<b>15</b>

**EIGHTH SEMESTER**

<b>Course Codes</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Cr. Hrs</b>
ELL406	Postcolonial Literature	Subject-specific	<b>3</b>
ELL407	American Literature	Subject-specific	<b>3</b>
ELL408	Introduction to Translation Studies	Subject-specific	<b>3</b>
ELL409	Introduction to Women's Writing	Subject-specific	<b>3</b>
ELL410	World Englishes	Subject-specific	<b>3</b>
	Total		<b>15</b>

1. The given courses in the seventh and eighth semesters may be replaced with courses from the list of electives given below, provided the required expertise is available in the department. However, the ratio of the literature and linguistics courses should



remain the same as the aim of undergrad degree is to impart general education in humanities.

2. The choice of general courses may also be determined by the availability of expertise in the institution.

### **LIST OF ELECTIVES FOR BS (ENGLISH) PROGRAM**

#### **ENGLISH LITERATURE**

1. African Literature
2. Postcolonial Women's Writing
3. Postmodern Fiction
4. Islam and Western Literature
5. Pakistani Folk Literature

#### **ENGLISH LANGUAGE/LINGUISTICS**

1. Emerging Trends in Sociolinguistics
2. Introduction to Computational Linguistics
3. ESP
4. Introduction to Critical Pedagogy
5. Pakistani English
6. Second language acquisition
7. Introduction to Syntax
8. Introduction to Forensic Linguistics
9. Clinical Linguistics
10. Language Testing and Assessment
11. Language and education
12. Language and gender
13. Corpus linguistics

#### **Summary**

<b>Sr #</b>	<b>Categories</b>	<b>No. of Courses</b>	<b>Credit Hours</b>
1	Foundational	05	15
2	Compulsory	02	04
3	Compulsory General	03	09
4	General	05	15
5	Subject-specific Foundational	04	12
6	Subject-specific	27	81
	<b>Total</b>	<b>46</b>	<b>136</b>

## SEMESTER-WISE SCHEME OF STUDIES

### BS English (Language & Literature)

#### First Semester

**Course Title: Study Skills**

**Level: BS 1<sup>st</sup>**

**Course Code: GC101**

#### **Course Description**

The main purpose of this course is to guide students in their first year of learning and impart basic study skills. It is designed with the view to enable them to take immediate control of their learning. The course will enable students to devise and follow “study systems” and equip them with the ability to think critically and adopt effective learning strategies. With the help of various study techniques and styles and other available resources, the students will be able to improve their academic performance.

#### **Course Objectives**

- To help students learn basic self-management and study skills
- To enable them to use combination of skills to minimize risks of failure
- To make them become confident and successful in the new learning environment

#### **Course Contents**

1. Seeking Success in University
  - Knowing your campus and its resources
  - Form An Academic Support Group
  - Know Where to Find Help
  - Stay Informed
  - Get Involved
2. Motivating Yourself to Learn
  - Assess Academic Strengths and Weaknesses
  - Discover and use your learning style
  - Develop Critical Thinking & Study Skills
  - Adapt learning style to teaching method
3. Using Critical Thinking Strategies
  - Examine Your Assumption
  - Make Predictions
  - Read With A Purpose
  - Sharpen Your Interpretations
  - Find Implications in What You Learn
  - Read and Understand Graphics

- Evaluate what you learn
- 4. Setting Goals and Solving Problems
  - Set goals for success in college
  - How to develop a positive attitude
- 5. Sharpening Your Classroom Skills
  - Prepare for Class
  - Become an Active Listener
  - Develop A Personal Note-Taking System
  - Guidelines for Note Taking
  - The Informal Outline/Keywords System
  - The Cornell Method
  - Matching Note-Taking Style and Learning Style
  - Learn To Make Effective Presentations
- 6. Making the Most of Your Time
  - How to GRAB Some Time
  - Scheduling Your Time
  - Time Management and Learning Style
  - Procrastination
- 7. Creating Your Study System
  - SQ3R: The Basic System
  - Devising Your Study System
- 8. Organizing Information for Study
  - Memorization
  - Concept or Information Maps
  - Comparison Charts
  - Timelines
  - Process Diagrams
  - Informal Outlines
  - Branching Diagrams
- 9. Controlling Your Concentration
  - Concentrations
  - Eliminate Distractions
  - Use A Study System
  - Strategies to Improve Concentration
- 10. Preparing for Tests
  - How To Prepare for Tests: Three Steps
  - Develop a Test-taking Routine
  - Master Objective Tests
  - Know How to Answer Essay Questions
- 11. Becoming an Active Reader
  - Reading Actively
  - Find the Main Idea, Details, and Implications
  - Using a Textbook Marking System
- 12. How to use a dictionary
- 13. Building Career Skills
  - Working in the New Economy

- Where the Jobs will be
- Choosing Your Future
- Your course of Study
- Your Plan
- What Employers Want
- Career Skills to Develop
- Workplace Ethics
- From University to Work
- Your Resume and Cover Letter
- The Interview

### **Recommended Readings**

- Bain, Ken. (2012). *What the best college students do*.
- Kanar, Carol C. (2001). *The Confident Student*. Houghton Mifflin Co.
- Mcmillan, Kathleen. (2011). *The Study skills book*. Pearson.
- Pauk, Walter. *How to Study in College*.
- Wallace, M.J. (1980). *Study Skills in English*.

### **Course Title: Introduction to Geography**

**Level: BS 1<sup>st</sup>**

**Course Code: GC102**

### **Course Description**

Analyses the physical structure of the earth's surface, including landforms, weather, climate, and biogeography. Emphasizes understanding of what makes each point on Earth unique and how humans interact with physical systems in multiple ways.

### **Course Objectives**

Students should be able to:

- Explain the causes of seasons
- Discuss the formation of major landforms.
- Discuss the function, temperature profile and composition of the atmosphere.
- Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
- Analyze patterns and consequences of human environment interaction.

### **Course Outline**

#### **UNIT 1: DEFINING GEOGRAPHY**

- 1.1 Definition of Geography
- 1.2 Scope of Geography
- 1.3 Trends in evolution of Geography as a science

- 1.4 Geography and its relationships with other sciences

**UNIT 2: GEOGRAPHY AND ITS MAJOR BRANCHES**

- 2.1 Physical Geography
- 2.2 Human Geography
  - 2.2.1 Economic Geography
  - 2.2.2 Urban Geography
  - 2.2.3 Population Geography

**UNIT 3: PLANET EARTH**

- 3.1 Earth within the solar system
- 3.2 Shape, size and movements of the earth
- 3.3 Location and time on earth
  - 3.3.1 Latitude, longitude network
  - 3.3.2 Local Time, Standard time
  - 3.3.3 Time zones and International Date Line

**UNIT 4: KNOWLEDGE OF DIFFERENT SPHERES ON AND AROUND EARTH**

- 4.1 Lithosphere and its main characteristics
- 4.2 Hydrosphere and its main characteristics
- 4.3 Atmosphere and its main characteristics
- 4.4 Biosphere and its main characteristics

**UNIT 5: RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN**

- 5.1 Man-environment interaction
- 5.2 Introduction to theories of Environmental Determinism/Possibilism
- 5.3 Human activities in relationship with environment
- 5.4 Human activities and their impact on environment
- 5.5 Human activities, utilization of environmental resources and concept of Sustainability

**Suggested Readings**

1. *Modern Physical Geography* By A.N. Strahler 2004
2. *Human Geography: Culture, Society And space* By H.J.D. Blij 2002
3. *Environment, Resources and Conservation* by S. Owen and P. Owen 1990

**Course Title: Pakistan Studies****Level: BS 1<sup>st</sup>****Course Code: GC103****Course Description**

The subject aims at enhancing students' knowledge about history, culture and geography of Pakistan and to provide an insight into the political and social history of Pakistan from its inception to the present day. The course introduces the various aspects of the political struggle that led to the creation of Pakistan. It also examines concepts of nationhood and patriotism in the light of present day circumstances.

**Course Objectives**

- To understand the spirit of freedom struggle in the creation of Pakistan.
- To study the process of governance and national development in the early years of creation of Pakistan.
- To examine the external and internal challenges the country faced after its independence.

**Course Contents**

- Unit No.1** Introduction
- a) Advent of Islam in South Asia
  - b) Muslim Cultural Heritage in Indo-Pakistan
  - c) Hindu Muslim relations throughout Muslim period
  - d) Efforts for the revival of Islam in the Sub-continent
- Unit No.2** Ideology of Pakistan
- a) Aims and objects of Pakistan's formation
  - b) Ideology of Pakistan – its importance
  - c) Basis of Pakistan's Ideology
  - d) Pakistan Ideology in Iqbal and Quaid-e-Azam's writings
- Unit No.3** Evolution of Muslim Society in the Sub-continent
- a) Emergence of Muslim Society in South Asia
  - b) Muslim Society – its emergence progress in South Asia
  - c) Decline of Muslim society, scholars and institutions
  - d) National Reformation movements
  - e) Efforts for reformation – role of Shah Ahmad Sirhindi, Shah Waliullah and his followers
  - f) Role of Educational Institutions:  
Darul Uloom Deoband; Aligarh University; Nadwat-ul-Uloom; Jamia Islamia, Delhi; Anjuman Himayat-i-Islam and other Institutions such as Sindh Madrassa and Islamia College, Peshawar

- Unit No.4** Political Struggle for Pakistan Movement
- Constitutional reforms and Muslims
  - Separate elections for Muslims
  - Khilafat movement
- Unit No.5** Pakistan Movement
- Evolution of Muslim nationality (1857-1930)
  - Independence of India; its problems and Muslims
  - Iqbal's address at Allahabad (1930)
  - Ch. Rehmat ali and Pakistan National Movement
  - Elections (1937) and the attitude of Congress Government towards Muslims
  - Pakistan Resolution
  - Elections (1945-46); Constitutional problems and transfer of power.
- Unit No.6** Struggle for Pakistan
- Role of the Muslims living in minority provinces
  - Role of the Muslims living in majority provinces (Punjab, Sind, N.W.F.P., Balochistan)
- Unit No.7** Contribution of different classes in Pakistan Movement
- Role of religious scholars (Ulema)
  - Role of men of letters and journalists
  - Role of youth and students
  - Role of women
- Unit No.8** Emergence of Pakistan:
- Plan of India's Division and the emergence of Pakistan
  - Division of Provinces and Referendum
  - Important events (during the partition)
- Unit No.9** Efforts for the implementation of Islamic System in Pakistan
- Importance of Islamization
  - Objective resolution (1949)
  - Islamic articles in Pakistan's Constitution of 1956, 1962 and 1973
  - Implementation of Shariah; efforts and contributions
  - Tehreek-e-Nizam-e-Mustafa, 1970
  - Steps taken towards the goal after 1970
  - Study of Islamic Institution such as Zakat, Shariah Courts and the Council for Islamic Ideology
  - Our goals; formation of a perfect Islamic Society
- Unit No.10** Pakistan – Land and Peoples
- Geography: Location: Geographical importance; study of Rural and Urban areas
  - Natural resources and their use
  - Agriculture and Industry
  - Population, Manpower and Education

- Unit No.11** e) Economic and Social Welfare  
Pakistan and Islamic World
- a) Unity of the Islamic World (Philosophy and Practice)
  - b) Liberation Movements for Islamic States and Pakistan's role
  - c) Pakistan's relation with Iran, Saudi Arabia and Afghanistan
  - d) Pakistan's efforts for the unity of the Islamic World

### Recommended Readings

1. I.H. Qureshi *The Struggle for Pakistan*, Karachi, 1965
2. \_\_\_\_\_ *Ulema in Politics*, Karachi, 1974
3. \_\_\_\_\_ ed. *A Short History of Pakistan Book IV, Alien Rule and Rise of Muslim Nationalism*, Karachi, 1967
4. Richard Symonds *The Waking of Pakistan*, London, 1950
5. K.U. Qureshi *A Geography of Pakistan*, London, 1977
6. Suhail Hassan *Pakistan Naguzeer Tha*, Karachi 1969
7. Rafiq, Muhammad Sh *Tehrik wa Tarikh –e- Pakistan*, Lahore, 1977
8. Nawai Pakistan *Roznama Chiragh Rah*, Karachi

### Course Title: English I: Reading & Writing Skills

Level: BS 1<sup>st</sup>

Course Code: ELL101

### Course Description

The course is designed to help students take a deep approach in reading and writing academic texts which involve effective learning strategies and techniques aimed at improving the desired skills. The course consists of two major parts: the 'reading section' focuses on recognizing a topic sentence, skimming, scanning, use of cohesive devices, identifying facts and opinions, guess meanings of unfamiliar words. The 'writing section' deals with the knowledge and use of various grammatical components such as, parts of speech, tenses, voice, narration, modals etc. in practical contexts.

### Course Objectives

- To enable students to identify main/topic sentences.
- To teach them to use effective strategies while reading texts.
- To acquaint them with cohesive devices and their function in the text.

### Course Contents

#### 1. Reading Skills



- Identify Main Idea / Topic sentences
- Skimming, Scanning, and Inference / Find Specific and General Information Quickly
- Distinguish Between Relevant and Irrelevant Information According to Purpose for Reading
- Recognise and Interpret Cohesive Devices
- Distinguish Between Fact and Opinion
- Guess the Meanings of Unfamiliar Words Using Context Clues
- Use the Dictionary for Finding out Meanings and Use of Unfamiliar Words
- Practice Exercises with Every Above Mentioned Aspect of Reading

## 2. Writing Skills

- Parts of Speech
- Phrase, clause and sentence structure
- Combining sentences
- Tenses: meaning and use
- Modals
- Use of active and passive voice
- Reported Speech
- Writing good sentences
- Error Free writing
- Paragraph writing with topic sentence
- Summary writing

**Note:** Teachers need to include practice activities, exercises and worksheets on the provided topics.

### Recommended Readings

- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.

**Course Title: Introduction to Literary Studies**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL102**

### Course Description

This course introduces literature as cultural and historical phenomena. This entails a study of history of various periods of English Literature from Renaissance to the present. The course also, very briefly, touches upon different theoretical approaches to literature to introduce the

student to literary critique and evaluation. A general understanding of literary theory as a broad field of philosophical concepts and principles is also crucial to the understanding of literary piece.

### **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.

### **Course Contents**

1. William Henry Hudson. *Introduction to the Study of Literature* (1913)
2. Andrew Sanders. *The Short Oxford History of English Literature* (1994)
3. Mario Klarer. *Introduction to Literary Studies* (1999)
4. J. H. Miller. *On Literature* (2002)

**Note:** The teacher will use Sander's history with any one of the three books on literature as core texts.

### **Suggested Readings**

- Albert, E. (1979). *History of English Literature* (5th ed.). Oxford, New York: Oxford University Press.
- Alexander, M. (2000). *A History of English Literature*. London: Palgrave Macmillan.
- Blamires, H. (1984). *A Short History of English Literature*. London: Routledge.
- Carter, R., & McRae, J. (1997). *The Routledge History of Literature in English, Britain and Ireland*. London: Routledge.
- Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). *Glencoe Literature: British Literature*. New York: McGraw-Hill Higher Education.
- Compton-Rickett, A. (1912). *A History of English Literature*. London: T. C. and E. C. Jack.
- Daiches, D. (1968). *A Critical History of English Literature*. London: Martin Secker and Warburg Ltd.
- Fletcher, R. H. (1919). *A History of English Literature*. Boston: R. G. Badger.

- Legouis, E., & Cazamian, L. (1960). *A History of English Literature*. London: J. M. Dent and Sons.

**Course Title: Introduction to Language Studies**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL103**

**Course Description**

Language is central to human experience. This course provides a comprehensive overview of language origin, evolution of language as human faculty, and traces the history of English language in order to provide an idea how languages developed. The part on the history of the English language covers story of English language from beginning to the present. The course also includes a brief introduction of the history of linguistics with special reference to various schools of thought that have contributed significantly to the development of Linguistics.

**Course Objectives**

This course aims to:

- Give students a comprehensive overview of language as human faculty.
- Familiarize students with different stories about the origin of language.
- Provide students an overview of how a language develops through a comprehensive exposure to English language development.
- Enable students to identify major theoretical formulations in the development of linguistics.

**Course Contents**

1. Language Origin
  - Language as a divine gift
  - Natural sound source theories
  - Social interaction source theories
  - The Physical adaptation sources
  - The genetic source
2. Speech vs Writing
  - Primacy of speech
  - Speech vs. Writing
  - Origin of writing
  - Types of writing systems
3. Language as Human Faculty
  - Human Language vs animal communication
  - Characteristics of Language: Design features
  - Animals lack language: A controversy
4. Language Families
  - What is a language family?

- Language Families in the World: A Brief Overview
- 5. Historical Linguistics
  - What is linguistics?
  - What is historical linguistics?
  - What does historical linguistics study? (phonological, morphological, syntactic, and semantic changes)
  - Methods of Language reconstruction

#### **Evolution of English Language**

- 6. Old & Middle English Periods
  - Grammatical categories
  - Inflections
  - Grammatical gender
- 7. Renaissance
  - Old, Middle, and Modern English (grammatical categories)
  - Shakespeare
- 8. 18<sup>th</sup> Century
  - Major characteristics of the age
  - Problem of refining and fixing the language
  - Swift's proposal
  - Johnson's Dictionary
  - Grammarians
  - Vocabulary formation
  - Introduction of passives
- 9. 19<sup>th</sup> Century
  - Important events and influences
  - Sources of new words
  - Pidgins and Creoles
  - Spelling reforms
  - Development of Dictionary
  - Verb-adverb combination
- 10. English Language in America
  - Americanism
  - Archival Features
  - Difference between the British and American English

#### **Development of Modern Linguistics**

- 11. Modern Linguistics
  - Emergence of Modern Linguistics: Saussure
  - Structuralism
  - American Structuralism
  - The Prague School
- 12. Contemporary Approaches to Linguistics
  - Functional Linguistics

#### **Recommended Readings**

- Bough, A.C. & Cable, T. (2002). *A History of English Language*. London: Prentice Hall, Inc.

- Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), *The Handbook of Linguistics*. Oxford: Blackwell Publishers, pp. 81-104.
- Joseph, J.E. (2002), *From Whitney to Chomsky: essays in the history of American linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Yule, George. (2006). *The Study of Language*: 4<sup>th</sup>/ 5<sup>th</sup> Edition, Cambridge University Press.

## **SECOND SEMESTER**

**Course Title: Islamic Studies**

**Level: BS 2<sup>nd</sup>**

**Course Code: GC104**

### **Course Description**

Islamic studies provides an introduction to Islamic teachings, history in classical and modern periods, and contemporary thought.

### **Course Objective**

- To enhance understanding of issues related to faith and religious life.

### **Course Contents**

1. Introduction to Quranic Studies
  - Basic Concepts of Quran
  - History of Quran
  - Uloom-ul -Quran
2. Study of Selected Text of Holy Quran
  - Verses of Surah Al-Baqarah Related to Faith(Verse No-284-286)
  - Verses of Surah Al-Hujurat Related to Adab Al-Nabi
3. Verse No-1-18
  - Verses of Surah Al-Muminoon Related to Characteristics of faithful
4. Verse No-1-11
  - Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
  - Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)
5. Study of Selected Text of Holy Quran
  - Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
  - Verses of Surah Al-Hashr (18,19, 20) Related to thinking, Day of Judgment

- Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)
- 6. Seerat of Holy Prophet (PBUH) SECTION ONE
  - Life of Holy Prophet (PBUH) in Makkah
  - Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah
- 7. Seerat of Holy Prophet (PBUH) SECTION TWO
  - Life of Holy Prophet (PBUH) in Madina
  - Important Events of Life Holy Prophet (PBUH) in Madina
  - Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina
- 8. Introduction to Sunnah
  - Basic Concepts of Hadith
  - History of Hadith
  - Kinds of Hadith
  - Uloom-ul-Hadith
  - Sunnah & Hadith
  - Legal Position of Sunnah
- 9. Introduction to Islamic Law & Jurisprudence
  - Basic Concepts of Islamic Law & Jurisprudence
  - History & Importance of Islamic Law & Jurisprudence
  - Sources of Islamic Law & Jurisprudence
  - Nature of Differences in Islamic Law
- 10. Islam and Sectarianism
- 11. Islamic Culture & Civilization
  - Basic Concepts of Islamic Culture & Civilization
  - Historical Development of Islamic Culture & Civilization
  - Characteristics of Islamic Culture & Civilization
  - Islamic Culture & Civilization and Contemporary Issues
- 12. Islam & Science
  - Basic Concepts of Islam & Science
  - Contributions of Muslims in the Development of Science
  - Quranic & Science
- 13. Islamic Economic System
  - Basic Concepts of Islamic Economic System
  - Means of Distribution of wealth in Islamic Economics
  - Islamic Concept of Riba
  - Islamic Ways of Trade & Commerce
- 14. Political System of Islam
  - Basic Concepts of Islamic Political System
  - Islamic Concept of Sovereignty
  - Basic Institutions of Govt. in Islam
- 15. Islamic History
  - Period of khilafat-e-rashida
  - Period of Umayyads
  - Period of Abbasids

16. Social System of Islam
  - Basic concepts of social system of Islam
  - Elements of family
  - Ethical values of Islam

#### **Recommended Readings**

- Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)
- H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- Hameed ullah Muhammad, 'Introduction to Islam Maulana Muhammad Yousaf Islahi,"
- Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
- Hameed ullah Muhammad, "Muslim Conduct of State"
- Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" Leaf Publication Islamabad, Pakistan.
- Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)

#### **Course: Elementary Mathematics & Stats**

**Level: BS 2<sup>nd</sup>**

**Course Code: GC105**

#### **Course Contents**

1.
  - a. Introduction to Set Theory
  - b. Types of Set
  - c. Builder Notation Form/Roaster Form
  - d. Basic Operations on Set (Union, Intersection)
  - e. Functions
  - f. Types of Function
2.
  - a. De Morgan's Law
  - b. Distributive Law
  - c. Commutative Law
  - d. Associative Law
3.
  - a. Introduction to Number Theory
  - b. Real Number System
  - c. Complex Number System
4.
  - a. Linear Equations
  - b. Single Variable Equations
  - c. Multi Variable Equations
5.
  - a. Matrices
  - b. Introduction to Matrices
  - c. Types of Matrices

7.
  - a. Matrix inverse
  - b. Determinant
8.
  - a. Quadratic Equations
  - b. Solution of a Quadratic Equation
  - c. Qualitative Analysis of Roots of a Quadratic Equation
9.
  - a. Equation Reducible to Quadratic Equation
  - b. Cube Roots of Unity
  - c. Relation between Roots & Coefficient of Quadratic Equations
10.
  - a. Sequence & Series
  - b. Arithmetic Progression
  - c. Geometric Progression
  - d. Harmonic Progression
11.
  - a. Trigonometry
  - b. Fundamentals of Trigonometry
  - c. Trigonometric Identities
12.
  - a. Binomial Theorem
  - b. Introduction to Mathematical Induction
  - c. Binomial Theorem with Rational & Irrational Indices
13.
  - a. Mean
  - b. Mode
  - c. Medium

**Course: Introduction to Philosophy**

**Level: BS 2<sup>nd</sup>**

**Course Code: GC106**

**Course Description**

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few. The class discussions will center on broad philosophical concerns: the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.



### **Course Objectives**

- Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology.
- Understanding of philosophical terms.

### **Course Contents**

1. A review of the history of philosophy
2. A discussion on the major problems and methods of philosophy
3. Studying the work of at least two philosopher from each of the following groups:
  1. **Greco-Roman Philosophers**  
Plato, Aristotle, Democritus, Pythagoras, Heraclitus, Protagoras, Epicurus, Seneca, and Epictetus
  2. **Medieval Religious Philosophers**  
Avicenna, Averroes, St. Thomas Aquinas
  3. **Renaissance Philosophers**  
Machiavelli, Erasmus, Thomas More
  4. **Enlightenment and Sui Generis Philosophers**  
Copernicus, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant
  5. **Idealists**  
Fichte, Schelling, Schiller, Hegel
  6. **Utilitarian Philosophers**  
Jeremy Bentham, J.S. Mill
  7. **Romantic Reactionaries**  
Rousseau, Schopenhauer, Kierkegaard,
  8. **Materialist Philosophers**  
Feuerbach, Marx
  9. **The Irrational Philosophers**  
Bergson, Freud
  10. **Phenomenologists and Existentialists**  
Husserl, Heidegger, Sartre, Camus, Fanon
  11. **Marxist Philosophers**  
Lukacs, Gramsci, Croce, Althusser
  12. **Linguists, Semiotician, Structuralist, and Deconstructionists**  
Saussure, Levi-Strauss, Lacan, Barthe, Foucault, Derrida

**N.B.** Since it is not likely for the teacher to discuss all philosophers in details, he/she is supposed to give an outline of this long trajectory of philosophical concepts, and exercise his discretion in making a proper selection of philosophers for class discussions. A choice of philosophers that helps the students enhance their understanding of complex philosophical concepts usually incorporated in literary texts would be very useful.

The course may be presented as an historically-ordered study of the writings of major philosophers, or as a topically-ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major issues of philosophy.

### **Suggested Readings**

1. Adorno, T.W., *Aesthetic Theory*. Tr. By C. Lenhardt. London: Routledge & Kegan Paul, 1984
2. Ahmad, Absar, *Concept of Self and Self-Identity in Contemporary Philosophy*. Lahore: Iqbal Academy, 1986
3. Aldrich, Virgil., *Philosophy of Art*, New Jersey: Prentice Hall, 1963
4. Anne, Bruce, *Metaphysics: The Elements*. Oxford: Basil Blackwell, 1986
5. Aristotle, *The Works of Aristotle*, edited by W.D. Ross. Vol x. *Politica*, translated by Benjamin Jowett. Oxford: Clarendon Press 1921
6. Ayer, A. J., *Central Questions of Philosophy* London: Penguin Books, 1973
7. Cairns, Huntington, *Legal Theory from Plato to Hegel*. Baltimore: John Hopkins Press. 1967.
8. Copleston, Frederick, *A History of Philosophy*. 9 vols New York: Image Books 1962
9. Frankena, William, K. *Ethics* Prentice Hall, Inc.
10. Hurley, Patrick, J, *A Concise Introduction to Logic*, Belmont: Wadsworth Publishing Co. 1988
11. James Rachels [1995] *the Elements of Moral Philosophy*, McGraw Hill inc.
12. John F. Post [1991] *Metaphysics: A Contemporary Introduction*. Paragon House NY
13. Russell, Bertrand, *A History of Western Philosophy*. London: George Allen and Unwin, 1961
14. Russell, Bertrand, *Problems of Philosophy*. Oxford University Press, 1959
15. Passmore, J., *A Hundred Years of Philosophy*. Penguin Books, 1966

**Course Title: English II: Composition Writing**

**Level: BS 2<sup>nd</sup>**

**Course Code: ELL 104**

### **Course Description:**

The course focuses on the basic strategies of composition and writing skills. Good writing skills not only help students obtain good grades but also optimize their chances to excel in professional life. The course

includes modes of collecting information and arranging it in appropriate manner such as chronological order, cause and effect, compare and contrast, general to specific etc. It enables the students to write, edit, rewrite, redraft and proofread their own document for writing effective compositions. Because of the use of a significant amount of written communication on daily basis, sharp writing skills have always been valued highly in academic as well as professional spheres.

### **Course Objectives:**

This course aims to:

- assist students identify the audience, message, and the purpose of writing
- develop rhetorical knowledge and critical thinking
- enable them express themselves in a variety of writing styles
- help students write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- make students write argumentative essays and course assignments

### **Course outcome:**

By the end of the course, students are expected to:

- use different mechanics of writing to produce various types of compositions effectively keeping in view the purpose and the audience
- demonstrate rhetorical knowledge
- demonstrate critical thinking in well-organized forms of academic texts

### **Course Contents:**

#### 1. Writing Process

- Invention
  - ✓ Generating Ideas (collecting information in various forms such as mind maps, tables, lists, charts etc)
  - ✓ Identifying Audience, Purpose, and Message
- Ordering Information
  - ✓ 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

- Drafting
  - ✓ Free Writing
  - ✓ Revising
  - ✓ Editing
- 2. Paraphrasing
- 3. Cohesion and Coherence
  - Cohesive Devices
  - Paragraph unity
- 4. Summary and Precis Writing
- 5. Creative Writing
- 6. Essay Writing
  - developing a thesis
  - organizing an essay
  - writing effective introduction and conclusion
  - different types of essays
  - use of various rhetorical modes including exposition, argumentation and analysis

**Recommended Books:**

- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
- Hacker, D. (1992). *A Writer's Reference*. 2<sup>nd</sup> ed. Boston: St. Martin's
- Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
- Kirszner, L.G & Mandell, S.R. (1989). *Patterns For College Writing: Fourth Edition*. USA: St. Martin's Press, Inc.
- Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.

**Course Title: Introduction to Phonetics & Phonology**

**Level: BS 2<sup>nd</sup>**

**Course Code: ELL105**

**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: Literary Forms and Movements**

**Level: BS 2<sup>nd</sup>**

**Course Code: ELL106**

### **Course Description**

This course covers two foundational schemes regarding the study of literature: 1) Forms, and 2) Movements. The term “forms” refer to the study of literary genres and their subtypes in such a way as to introduce the students to their structures and styles with its focus on the following: 1) Poetry; 2) Fiction; 3) Drama; 4) Prose/Non-fiction; and 5) Short Story. The term “movement” is rather loosely used to characterize literary texts produced in different cultures under the influence of or for the propagation of certain ideas as their hallmarks/signatures. The course has been designed to intellectually groom the students for a broad understanding of the major literary movements in the history of world literature, especially British and American: Idealism (Greek), Renaissance/Early Modern, Neoclassicism, Enlightenment, Romanticism, Victorianism, Raphaelitism, Realism, Transcendentalism, Modernism, Colonialism, Symbolism, Imagist and post-Colonialism, Feminism and post-Feminism.

### **Course Objectives**

- Build students’ capacity for grasping the meaning of a literary text in terms of a given historical period/dominant idea.
- Develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers.

- Provide them with a workable tool for interpreting and analyzing a literary text.

### **Suggested Readings**

- Berman, Art. *Preface to Modernism*. Chicago: University of Illinois Press, 1994.
- Dirks, B Nichols. *Colonialism and Culture*. Michigan: Michigan Univ Press. 1992.
- Fowler, Alastair. *Kinds of Literature : An Introduction to the Theory of Genres and Modes*. Oxford: Clarendon, 2002.
- Galea, Ileana. *Victorianism and Literature*. California. Dacia, 2008.
- Gura, Philip. *American Transcendentalism*. NP: Farrar, 2008.
- Hooks, Bell. *Feminist Theory*. London: Pluto Press, 2000.
- Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi : Rupa, 2015.
- Marcuse, J Michael. *Arefence Guide for English Studies*. Los Angeles: Univ of California Press, 1990.
- Osborne, Susan. *Feminism*. NP: Product Essentials, 2001.
- Philips, Jerry , Andrew Ladd, and K H Meyers. *Romanticism and Transcendentalism*. New York: DWJ Books: 2010.
- Tandon, Neeru. *Feminism: A Paradigm Shift*. New Delhi: Atlantic, 2008.

## **THIRD SEMESTER**

### **Course Title: Introduction to Information & Computer Technology (ICT) Skills**

**Level: BS 3<sup>rd</sup>**

**Course Code: GC201**

### **Course Description**

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

### **Course Objectives**

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems
- Understand modern software programs and packages
- Learn about upcoming IT technologies

### **Course Contents**

Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

### **Required Skills**

These basic competencies are assumed on the first day of class. Students must assume responsibility for learning these skills if he/she does not already possess them. If an instructor finds that you do not have the required skills and knowledge, you may be asked to withdraw from the course.

#### **1. Basic Knowledge of Computers**

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

#### **2. Proficiency in Using Productivity Software**

- Create documents of various types and save in a desired location
- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:



- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

**3. Electronic Communication Skills**

- Email, using a common email program (example: MS Outlook, Gmail, Apple Mail)
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

**4. Internet Skills**

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet

**5. Moving Files**

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

**Recommended Readings**

- Bruce J. McLaren, *Understanding and Using the Internet*, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- *Computer Applications for Business*, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, *Microsoft Office Professional*, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102.

- Robert D. Shepherd, *Introduction to Computers and Technology*, Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, *Discovering Computers 98*, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemm and Ken Harsha, *Microcomputers, A Practical Approach to Software Applications*, McGraw-Hill Book Company, New York, NY 10016.

**Course: Islamic History & Culture**

**Level: BS 3<sup>rd</sup>**

**Course Code: GC202**

**Course Description**

This is a general introductory course about Islamic history and culture. It will necessarily entail frequent references to the rise of Islamic civilization, since the time of the Holy Prophet (PBUH) to the fall of Mughal Empire in the Subcontinent and the Ottoman Empire. Special emphasis may be given to Muslim contributions in the development of arts, crafts, sciences, medicine and particularly to the translations of Greco-Roman works of philosophy and literature; and how they contributed to the beginning of European Renaissance.

**Course Objectives**

The course will focus on three aspects: the formative period of Islam; its medieval achievements; and its modern situation. Upon completion, students should be able to develop their own understanding of the Islamic history, culture and religion.

**Course Contents**

- Introduction to History and the philosophy of history; why study history
- Pre- Islamic period. Religious, political and social systems before Islam.
- The Coming of Islam. Period of the Prophet (PBUH).
- Life at Makkah.
- The Prophet (PBUH) at Madina.
- The Caliphate and the Four Rightly-guided Caliphs.
- The Umayyad Caliphate
- The Abbasid Period.
- Umayyad Dynasty in Spain
- Islam and Muslims in India
- Definition of Culture in Islam.
- Foundations of Islamic culture.

- Islamic art, civilization and culture.
- Science, technology, philosophy and administration.

### **Suggested Readings**

- Abdul Hakim Khalifa. *Islamic Ideology*
- Farid Esack, On Being a Muslim: Finding a Religious Path in the World Today
- Hitti, Philip K. *The History of the Arabs*
- Maududi. Syed Abul Ala. *Why Islam?*
- Mazhar-ul-Haq. *History of Islam*
- Nadvi. Abul Hassan. *Pillars of Islam.*
- Nadvi. Moeen Ud Din. *Tareekh-e-Islam*
- Nicholson. R. *The History of the Arabs.*
- Pickthall. M. M. *The Cultural Side of Islam.*
- Shustery, A. M. A. *Outlines of Islamic Culture: historical and Cultural Aspects.*

**Course Title: Global Poetry**

**Level: BS 3<sup>rd</sup>**

**Course Code: ELL201**

### **Course Description**

This course covers the body of contemporary poetry, its techniques, thematic concerns, and theoretical viewpoints. By focusing on salient aspects of contemporary poetics this course aims to accomplish among students a habit of alternative interpretations of contemporary intercontinental cultural and political ethos under transition. Because literary modernism brushes shoulders with colonial, postcolonial, transnational, and cosmopolitan discourses therefore this course aims to identify an emergent, contemporaneous and eclectic poetic aesthetics. Ezra Pound's call to *Make it New* remains a trusted creed of experimentation which lately has found its global adherents from Caribbean, Africa, South Asia, Ireland, and in other regions.

### **Course Objective**

The main objectives of this course is to:

- Employ diverse methods of literary criticism such as historical, biographical, and gender criticism, and to do close reading of some of the foundational modern poets but at the same time to identify a poetic constellation comprising extensively wide-ranging voices of poetry.
- Glimpse the production of poetic discourse in places and regions where poetry in major Europe languages is no more a mere imitative exercise and the local and indigenous poets have added their voice of alterity.

## Course Contents

### Selected Readings (subject to eliminations)

1. Ezra Pound: *A Girl, In the Station of a Metro*
2. Robert Frost: *Home Burial, A Late Walk*
3. W.H. Auden: *In Memory of W. B. Yeats*
4. W.B. Yeats: *Leda and Swan, Easter 1916*
5. Marianne Moore: *Marriage*
6. e e cummings : *Let's Live Suddenly Without Thinking*
7. Adrienne Rich: *Living in Sin*
8. Anne Sexton: *After Auschwitz*
9. John Ashbery: *Some Trees*
10. Rita Dove
11. Martha Collins
12. Langston Hughes
13. Charles Bukowski: *Poetry Reading, Goadng the Muse*
14. Hart Crane: *To Brooklyn Bridge*
15. Ruth Padel
16. Carol and Duffy
17. Seamus Heaney: *North (1976) selections*
18. Paul Muldoon : *Meeting the British*
19. Ted Hughes: *Horses*
20. Philip Larkin: *Going Going*
21. Dylan Thomas
22. Nissim Ezekiel
23. Imtiaz Dharker: *Purdah 1, Terrorist at My table*
24. Moniza Alvi: *At the Time of Partition (selections)*
25. Agha Shahid Ali: *Call Me Ishmael ( selections)*
26. Pablo Neruda
27. Octavio Paz
28. Taufiq Rafat
29. Faiz Ahmed Faiz
30. John Ashbery: *Some Trees, Just Walking Around*
31. Don Paterson: *The Dead, Poetry*
32. Carol Duffy: *Ship, Havisham*
33. Derek Walcott: *A Far Cry From Africa, Love after Love*
34. Paul Muldoon : *The Frog, Hedgehog*
35. Simon Armitage: *I am very bothered*
36. Sujata Bhatt: *A different History*
37. Moniza Alvi: *At the Time of Partition (selections)*
38. Mahmood Dervish : *If I were Another*

### Recommended Readings

- Bloom, Harold. *Contemporary Poets*. Yale: Bloom's Literary Criticism. 2010.

- Edmond, Jacob. *A Common Strangeness: Contemporary Poetry, Cross-Cultural Encounter, Comparative Literature*, NY: Fordham University Press, 2012.
- Pinsky, Robert. *The Situation of Poetry; Contemporary poetry and its Traditions*, Princeton University Press: New Jersey, 1976.
- Ramazani, Jahan. *Poetry and Its Others: News, Prayer, Song, and the Dialogue of Genres*, University of Chicago Press: Chicago. 2013.
- Trawick, Leonard. Ed. *Word, Self, Poem; Essays on Contemporary Poets from the "Jubilations of poets"*, The Kent State University Press, Kent, 1990.
- Williamson, Alan. *Introspection and Contemporary Poetry*, Massachusetts: Harvard University Press. 1984.

**Course Title: English III: Communication and Presentation Skills**

**Level: BS 3<sup>rd</sup>**

**Course Code: ELL202**

### **Course Description**

For professional growth and future development, effective presentation skills and interactive and interpersonal communicative skills are very important. This course offers methods, techniques, and drills significant and useful in optimising communication and presentation skills of the learners, enabling them to face divergent groups of audience with poise and confidence. The course has been divided into modules relating to the essentials, contents, gestures, technology, and variety associated with communication and presentations skills. The presentation skills part focuses on preparing students for long-life skill of preparing and giving presentations. Communication is a vital part of our daily routine. The communication skills part focuses on developing good communication skills among students.

### **Course Objectives**

The course aims to:

- help students identify essential components of a presentation
- develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly
- help students learn various presentation and communication styles and techniques
- provide techniques to facilitate effective interpersonal and interactive communication
- guide how to build stronger relationships through powerful communication

### **Course Contents**

1. Introduction
  - Understanding the purpose of Communication
  - Analyze the Audience
  - Communicating with words as well as with body language
  - Writing with a Purpose
2. Presentation skills
3. Delivering your presentation
4. Speaking with Confidence
5. Communicating Effectively
6. Job Interviews and Communicating Skills
7. Communicating with Customers
8. Communication in a Team

### **Recommended Readings:**

- Carnegie, Dale. ( ). *How to Win Friends & Influence People*.
- Giblin, Les. *Skill with People*.
- Newton, Paul. *How to communicate effectively*.
- Tracy, Brian. *Speak to Win*.

### **Course Title: Short Fictional Narratives**

**Level: BS 3<sup>rd</sup>**

**Course Code: ELL203**

### **Course Description**

This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction in particular, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers and how different writers reflect the social and cultural events through their writing with a variety of themes in different styles. The authors included in this course belong to different parts of the world so the works included are quite diverse not only in their form and language but also in themes. The issues and themes reflected or implied in these stories are illusory love, conformity, poverty, the power of words, transformation of identities, feudal structure of rural Punjab, racism in the backdrop of Civil War, political imprisonment, appearance vs reality, feminism, female violence, insanity, women's emotional complexity, and slavery, to mention a few.

In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their

narrative form and structure, thematic content, and articulation of human experience.

Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models.

The selection of the primary texts will take into consideration that they are united by their engagement with the struggle for the expression of human identity. Consequently, the selection of the short fictions will keep two things in the foreground: representation of diverse regions and narrative structure.

### **Course Objectives**

The objectives of this course are

1. To provide an exposure to some classics in short fiction both in theme and form
2. To familiarize students with short fiction in English literature by the most recognized and awarded authors
3. To nurture the ability to think critically and promote intellectual growth of the students
4. To develop sensitivity towards cultural diversity through a critical study of the selected works and involve them on a personal and emotional level by relating the stories with their own experiences
5. To make them experience a genuine language context through these stories from different parts of the world

### **Course Contents**

1. *The Nightingale and the Rose* Oscar Wilde
2. *The Three Strangers* Thomas Hardy
3. *The Cask of Amontillado* Edgar Allan Poe
4. *The Darling* Anton Chekhov
5. *Hearts and Hands* O' Henry
6. *The Necklace* Guy De Maupassant
7. *The Secret Sharer* Joseph Conrad
8. *The Other Side of the Hedge* E. M. Forster
9. *Eveline* James Joyce
10. *The Three Questions* Leo Tolstoy
11. *A Hunger Artist* Franz Kafka
12. *A Very Old Man With Enormous Wings* Gabriel Garcia Marquez
13. *Two Words* Isabel Allende
14. *A Cup of Tea* Katherine Mansfield
15. *Everything that Rises Must Converge* Flannery O'Connor
16. *The Story of An Hour* Kate Chopin
17. *The Richer The Poorer* Dorothy West

18. *The Prisoner Who Wore Glasses* Bessie Head
19. *Lamb to the Slaughter* Roald Dahl
20. *Bingo* Tariq Rahman
21. *The Kingdom of Cards* Rabindranath Tagore
22. *The Martyr* Ngũgĩ wa Thiong'o
23. *A Watcher of the Dead* Nadine Gordimer.
24. *Revelation* Flannery O'Connor
25. *Nawabdin Electrician* Daniyal Mueenuddin

### **Suggested Readings**

1. Chekhov, Anton P, and Ralph E. Matlaw. *Anton Chekhov's Short Stories: Texts of the Stories, Backgrounds, Criticism.* , 1979.
2. Ellmann, Richard. *James Joyce.* New York: Oxford University Press, 1959.
3. Ellmann, Richard. *Oscar Wilde; a Collection of Critical Essays.* Englewood Cliffs, N.J: Prentice-Hall, 1969.
4. Forster, E M, Mary Lago, Linda K. Hughes, and Elizabeth M. L. Walls. *The Bbc Talks of E.m. Forster, 1929-1960: A Selected Edition.* Columbia: University of Missouri Press, 2008.
5. Hardy, Thomas, Michael Millgate, Florence E. Hardy, and Florence E. Hardy. *The Life and Work of Thomas Hardy.* Athens: University of Georgia Press, 1985.
6. Long, E H. *O. Henry, the Man and His Work.* Philadelphia: University of Pennsylvania Press, 1949.
7. Maupassant, Guy , Clara Bell, Florence Crew-Jones, and Fanny Rousseau-Wallach. *The Works of Guy De Maupassant.* New York: Printed privately for subscribers only, 1909.
8. Maupassant, Guy , George B. Ives, and Guy . Maupassant. *Guy De Maupassant.* , 1903.
9. Poe, Edgar A. *The Cask of Amontillado.* Charlottesville, Va: University of Virginia Library Electronic Text Center, 1993. Internet resource.
10. Rubenstein, Roberta, and Charles R. Larson. *Worlds of Fiction.* Upper Saddle River, N.J: Prentice Hall, 2002.
11. Symons, Julian. *The Life and Works of Edgar Allen Poe.* , 2014. Print
12. Tolstoy, Leo, and Robert Court. *Leo Tolstoy Collected Short Stories.* Mankato, MN: Peterson Pub, 2002.
13. Wilde, Alan. *Art and Order: A Study of E.m. Forster.* New York: New York University Press, 1964.
14. Wilson, Kathleen. *Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories.* Detroit: Gale, 1997. Print



**Course Title: Introduction to Morphology****Level: BS 3<sup>rd</sup>****Course Code: ELL204****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
- Basics of Phonetic Transcription of Words
- Inflectional Morphology
  - Pluralization, Degree Marking, Verb Forms
- Derivational Morphology
  - Formation of Nouns, Adjectives, Verbs and Adverbs
  - Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication
  - derivation by compounding: endocentric, exocentric and copulative compounds
  - derivation by modification of base
- Morphology of Pakistani Languages
  - word forms in Urdu, Punjabi, Sindhi, Pashto and other Pakistani languages
  - 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, 387-398.

#### **FOURTH SEMESTER**

**Course Title: Human Rights & Citizenship**

**Level: BS 4<sup>th</sup>**

**Course Code: GC203**

#### **Course Description**

This particular course deals with good citizenship values and human rights components. Although the course does not strictly or necessarily fall under the category of English curriculum and syllabi, the contents/ topics designed for this course must be studied and used by the teachers of English language and literature to offer a comparative study with the textbooks they use for their classes.

#### **Course Objectives**

- To promote human values, in particular religious tolerance for others

- To promote HR, in particular those of the minorities and ethnic groups
- To develop a cross-cultural understanding, to recognize the value of difference
- To relate human progress through a sense of diversity, good citizenship & tolerance for social harmony.

### **Course Contents**

- The Last address of the Holy Prophet (Peace be upon Him)
- The United Nations Human Rights Charter.

The above may be studied for the understanding of the following:

- What is Human Rights (HR)?
- Evolution of the Concept of HR
- Four Fundamentals in HR: freedom, equality, justice, and human dignity
- Universal Declaration of HR
- Three Key Principles in HR: inalienability, indivisibility and universality
- Are HR Universal? (debate/ discussion etc.)
- HR in South Asia: Issues
- Rights of Women
- Rights of Children (debate/ discussion on child labour, etc.)

### **Recommended Readings**

1. Dean, B. Joldoshalieva, R. & Sayani, F. (2006). *Creating a Better World*. Karachi, Pakistan: Aga Khan University, Institute for Educational Development.
2. Ed. Williams, Isabel. (2008). *Teaching Human Rights through English Education*. Karachi: Oxford University Press.

### **Course: English IV: Academic Reading & Writing**

**Level: BS 4<sup>th</sup>**

**Course Code: ELL205**

### **Course Description**

This course aims at inculcating proficiency in academic writing through research. It guides students to develop a well-argued and well-documented academic paper with a clear thesis statement, critical thinking, argumentation and synthesis of information. This course also teaches students how to use different systems of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending texts at undergraduate level.

### **Course Objectives**

To enable the students to:

- Improve literal understanding, interpretation & general assimilation, and integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- Write argumentative essays and course assignments

## **Course 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, and 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. Writing Academic Texts:
  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
5. 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
- 6. Redraft checking content, structure and language.
- 7. Edit and proof read
- 8. Grammar in Context
  - Phrase, clause and sentence structure
  - Combining sentences
  - Reported Speech

### **Recommended Readings**

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

### **Course: Classical & Renaissance Drama**

**Level: BS 4<sup>th</sup>**

**Course Code: ELL206**

### **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. Aeschylus – Prometheus Bound
2. Sophocles – Oedipus Rex

3. Euripides – The Bacchae
4. Aristophanes – The Birds
5. Seneca – Hercules Furens (The Mad Hercules)
6. Plautus – The Pot of Gold
7. Shakespeare – King Lear; As You Like It
8. Marlowe – Tamburlaine the Great (Parts I and II)
9. 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.

**Course Title: Classical Poetry**

**Level: BS 4<sup>th</sup>**

**Course Code: ELL207**

### 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**

#### **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)

#### **John Donne (1572-1631)**

Love Poems:

- Song
- The Sun Rising
- Aire and Angels
- The Good Morrow
- Valediction: Forbidding Mourning

#### **Holy Sonnets:**

- Thou hast made me, and shall thy work decay?
- Death be not proud, though some have called thee

#### **John Milton (1608-1674)**



- *Paradise Lost*. Book I (1667)
- *Paradise Lost* Book 9 (The main contention and critical summary)

**Alexander Pope (1688-1744)**

- *Rape of the Lock* (1712)

**Recommended Readings**

- Abbs, P. & Richardson, J. *The Forms of Poetry*. Cambridge: Cambridge UP. 1995.
- Barnet, Sylvan. *A Short Guide to Writing about Literature* (7th Edition). New York: Harper and Collins. 1996.
- Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul. 1977.
- Kamran, Rubina and Syed Farrukh Zad. Ed. *A Quintessence of Classical Poetry*. National University of Modern Languages, Islamabad.
- Kennedy, X. J. Gioia, D. *An Introduction to Poetry: (8th Edition)*. New York: Harper Collins College Publishers. 1994.

**Course Title: Semantics**

**Level: BS 4<sup>th</sup>**

**Course Code: ELL208**

**Course Description**

This course introduces students to the basic concepts of semantics and pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern choice of language in social interaction and the effects of these choices.

**Course Objectives**

The objectives of the course are to:

- Enable students to differentiate between semantic and pragmatic meaning.
- Introduce the theoretical concepts related to Semantics and Pragmatics.
- Help students internalize sense relation and Lexical relations along with types of meaning.
- Enable students to understand Deixis, Speech Act theory, Cooperative Principle and Politeness.

**Course Contents**

- Theories of Semantic and Pragmatics
- Types of meaning
- Semantic field

- Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
- Speech act theory
- Conversational Implicature
- The Cooperative Principle
- Politeness
- Deixis

### Recommended Readings

- Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
- Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
- Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students*. Routledge.
- Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
- Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
- Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
- Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press Ltd.
- Grundy, P. (2000). *Doing Pragmatics*. Arnold.
- Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
- Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second edition) Cambridge: CUP.
- Kearns, K. (2000). *Semantics*. Palgrave Modern Linguistics. Great Britain.
- Lyons, J. (1996). *Linguistic Semantics: An Introduction*. Cambridge: University of Cambridge.
- Riemer, N. (2010). *Introducing Semantics*. Cambridge Introductions to Language and Linguistics.
- Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell.
- Horn, R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wiley-Blackwell.

**Course Title: Rise of the Novel (18<sup>th</sup> to 19<sup>th</sup> century)**

**Level: BS 4<sup>th</sup>**

**Course Code: ELL209**

### Course Description

This course aims to introduce the students to the origin and development of relatively late-emerging genre of novel. It has been designed with a view to developing their understanding how novel is different from other genres of literature, poetry and drama. The students are given an in-depth understanding of the making and mechanics of a novel, the role of narrator, narrative styles and techniques, and the art of characterization. The teacher is also expected to explain how a full-length fictional prose narrative is different from flash fiction, short story and novella. Discussing the emergence of novel since eighteenth century, this course brings out the significance of this genre as discussed, for example, in great detail in Ian Watt's seminal book, *Rise of the Novel* (1955). While teaching novel, teachers are supposed to consult and have a sound understanding of some of the ground breaking books as *Rise of the Novel* (1955) by Ian Watt, *Aspects of the Novel* (1927) by E M Forster, and *The English Novel* (1953) by Walter Allen. With a deeper understanding of the elements of fiction, the teachers will be able to impart a holistic definition of this genre starting from the basic "long fictional prose narrative" to a relatively complex definition of novel as can be extracted from, say, Ian Watt's book. An understanding of ingredient elements that constitute a novel will enable the students to develop an all-round understanding of this genre and equip them to grasp the complexities of modern fiction course in the coming semesters.

### **Course Objectives**

This course will enable the students

1. To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.
2. To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
3. To develop an insight into various factors responsible for the appeal of the subject matter of these novels which was not only enjoyed by readers of the centuries in which they were written but by Victorian readers or even for modern readers of contemporary times.

### **Course Contents**

- Henry Fielding *Joseph Andrews* (1742)
- Jane Austen *Pride and Prejudice* (1813)
- Charles Dickens *Hard Times* (1854)
- George Eliot *The Mill on the Floss* (1860)
- Thomas Hardy *The Return of the Native* (1878)

### **Recommended Readings**

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss* (Bloom's

*Modern Critical Interpretations*). Chelsea House Pub.

- Allen, Walter *The English Novel*
- Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
- Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*
- Beer, Gillian. *George Eliot*. Brighton, 1986.
- Butt, John *Fielding*
- Church, Richard *The Growth of the English Novel*.
- Collins, Philip, *Dickens: The Critical Heritage*, 1971
- Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen*, 1997
- Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy*, 1935
- Forster, E.M. *Aspects of the Novel*.(Pelican Paperback)
- Gard, Roger. *Jane Austen's Novels: The Art of Clarity*, 1998
- Hardy, Barbara. *The Novels of George Eliot*. London, 1959.
- Kettle, Arnold *Introduction to the English Novel* (vol. .I & II)
- Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
- MacDonald, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
- Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective)*. Camden House.
- Neill, Edward. *The Politics of Jane Austen*, 1999
- Smith, Grahame, *Charles Dickens: A Literary Life*, 1996
- Thomas, Jane. *Thomas Hardy, Femininity and Dissent*, 1999
- Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955-7)

## **FIFTH SEMESTER**

**Course Title: Introduction to International Relations**

**Level: BS 5<sup>th</sup>**

**Course Code: GC301**

### **Course Description**

This course offers an introduction to contemporary analysis of international relations. Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world. Emphases are on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from "internationalization" to "globalization". Extensive use of internet information, articles from professional journals

and newspapers will enable students to update information about imminent international issues today and to think about them critically.

### **Course Objectives**

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

1. Demonstrate comprehension of theories of international relations including realism, idealism, liberalism, neorealism, integrationism, interdependence, dependency, world system and regime;
2. Tell exact locations of major countries on a world map and explain what problems those countries are facing;
3. Demonstrate understanding of the causes and processes of modern international issues;
4. Differentiate the concept of internationalization from that of globalization;
5. Skillfully use extensive sources of information including internet, government publications, professional journals, and newspaper;
6. Demonstrate critical thinking skills through research paper writing and discussion

### **Course Contents**

Course topics will include the following:

1. What is international relations?
2. Theories of international relations
3. Brief history of modern international relations
4. National perspectives of different nations
5. Power
6. Balance of power
7. International security
8. Principal causes of war
9. International political economy
10. International trade & monetary system
11. International law
12. International organization
13. International integration and transnational participation
14. Future world order

### **Suggested Readings**

- Allan, Stuart (2010) *The Routledge companion to news and journalism*. New York, NY: Routledge.
- Andrew Cottey (2007) 'Ch.1: Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31. Available at: <https://contentstore.cla.co.uk//secure/link?id=9416ad17-7936-e711-80c9-005056af4099>.
- Ba, A. and Hoffmann, M. J. (2003) 'Making and Remaking the World for IR 101: A Resource for Teaching Social Constructivism

in Introductory Classes', *International Studies Perspectives*, 4(1), pp. 15–33. doi: 10.1111/1528-3577.04102.

- Bache, Ian, George, Stephen and Bulmer, Simon (2011) *Politics in the European Union*. 3rd ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011a) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011n) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Bennett (1994) 'The news about foreign policy', in *Taken by storm: the media, public opinion, and U.S. foreign policy in the Gulf War*. Chicago: University of Chicago Press, pp. 12–40.
- Berdal, M. (2004) 'The UN after Iraq', *Survival*, 46(3), pp. 83–101. doi: 10.1080/00396330412331343743.
- Blair, T. (2001) *The power of community can change the world*.
- Bomberg, Elizabeth E., Peterson, John and Stubb, Alexander C-G. (2008) *The European Union: how does it work?* 2nd ed. Oxford: Oxford University Press.
- Brooks, S. G. and Wohlforth, W. C. (2002) 'American primacy in perspective', *Foreign affairs*. [New York: Council on Foreign Relations], 81(4), pp. 20–33.
- Brown, Chris (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. Basingstoke: Palgrave Macmillan, pp. 232–254.
- Calhoun, Craig J., Price, Paul and Timmer, Ashley S. (2002) *Understanding September 11*. New York: New Press.
- Chris Brown (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. [Perth, Australia]: Ebook Library, pp. 232–254. Available at: [http://ls-tlss.ucl.ac.uk/course-materials/SESS1102\\_46625.pdf](http://ls-tlss.ucl.ac.uk/course-materials/SESS1102_46625.pdf).
- Christopher Hill and Michael Smith (2011) 'Acting for Europe: reassessing the EU's place in international relations', in *International relations and the European Union*. 2nd ed. Oxford: Oxford University Press, pp. 458–481. Available at: [http://ls-tlss.ucl.ac.uk/course-materials/SESS1102\\_60047.pdf](http://ls-tlss.ucl.ac.uk/course-materials/SESS1102_60047.pdf).
- Cottey, Andrew (2007) 'Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31.
- Cox, M. (1990) 'From the Truman Doctrine to the Second Superpower Detente: the rise and fall of the Cold War', *Journal of peace research*. London: Sage Publications [etc.], 27(1), pp. 25–41.
- Cox, M. (2009) 'Rethinking the End of The Cold War', *Review of International Studies*, 20(02). doi: 10.1017/S0260210500117887.

**Course Title: Introduction to Environmental Studies****Level: BS 5<sup>th</sup>****Course Code: GC302****Course Description**

In the last few decades "environment" has become a buzz word. A basic understanding of this term has become necessary in every field of life. Therefore, this course is designed for non-environmental science students keeping in view their diverse background of science and non-science subjects. This course only provides a basic understanding of the environment around us which is necessary to understand the environmental problems we face in our everyday life. This course is designed to provide a basic understanding of the environment, its components and its processes. The course will also provide a brief history and background of the environmental movements.

The course is designed to demonstrate knowledge and understanding of the environmental pollution, its causes and impact on human beings and ecosystem. Course will take a multidisciplinary approach and will cover contemporary environmental problems. Course will be beneficial in general to all students but particularly for students of economics, sociology, communication studies, management sciences and law due to wide scale application of these concepts in these fields.

The course will provide an introduction to a range of "global environmental challenges" facing humanity. It will provide the necessary background to understanding the policies, politics, governance and ethics, and decision-making processes that underpin the causes of, and responses to, environmental change. It will include an appreciation of the social construction of the term global environmental challenges and the implications of this.

**Course Objectives**

The course is designed to:

- provide students with a basic understanding of the environment, its components and processes.
- develop student capabilities to understand the man-environment interaction and ways human can impact environment.
- Provide: (1) an introduction of human attitude towards environment and how it has changed overtime, (2) overview of the pollution; its causes and impacts, (3) understanding of the role of human activities in causing environmental pollution, (4) outline of the factors including physic-chemical, biological and socio-economic which contribute to accelerate or de-accelerate the rate of pollution.

### **Course Contents**

Environment; definition and concept; ecosystem, its component; material and energy flow in an ecosystem; Terrestrial and aquatic ecosystems; biomes and their distribution; Atmosphere; composition, air pollution, causes and its impacts. Hydrosphere; water distribution on earth, water quality and quantity problems. Lithosphere; earth structure, soil resources, pollution and problem. Human population and resource use, Human attitude towards environment; history and background. Environmental Pollution: Concept, history and background, Pollution sources and types: point and non-point sources. Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment, Water pollution; water quality and quantity problems, sources, types of pollutants, sources and fate, impacts on human health and on environment, Solid Waste, Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution.

Global Environmental Problems: Ozone Depletion; history, science, world response. Climate change: a myth or reality, Conflicting Theories, climate change scientific basis, its impacts, world response, climate change politics. Acid Rain. Human Population and sustainability, International environmental laws.

### **Recommended Readings**

1. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9<sup>th</sup> Ed. John Wiley & Sons, 2013.
2. *Environmental Science: systems and solutions*, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5<sup>th</sup> Ed. Jones & Bartlett Publishers, 2013
3. *Environmental Science: Toward a Sustainable Future*, Wright, R.T. & Nebel, B.J. 10<sup>th</sup> Ed. Pearson Educational, 2007.
4. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9<sup>th</sup> Ed. John Wiley & Sons, 2013.
5. *Environmental Science: systems and solutions*, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5<sup>th</sup> Ed. Jones & Bartlett Publishers, 2013
6. *Environmental Science: Toward a Sustainable Future*, Wright, R.T. & Nebel, B.J. 10<sup>th</sup> Ed. Pearson Educational, 2007.
7. *Environmental Science: working with the Earth*. 11<sup>th</sup> Ed. Miller, G., Tyler. Cengage Learning, 2005.
8. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9<sup>th</sup> Ed. John Wiley & Sons, 2013.
9. *Environmental Science: systems and solutions*, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5<sup>th</sup> Ed. Jones & Bartlett Publishers, 2013
10. *Environmental Science: Toward a Sustainable Future*, Wright, R.T. & Nebel, B.J. 10<sup>th</sup> Ed. Pearson Educational, 2007.



11. *Environmental Science: working with the Earth*. 11<sup>th</sup> Ed. Miller, G., Tyler. Cengage Learning, 2005.
12. *Al Gore Documentary: "An inconvenient Truth"*

**Course Title: Romantic & Victorian Poetry**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL301**

**Course Description**

This course analyzes representative examples of British poetry of the nineteenth century, that is, from the French Revolution to the first stirrings of modernism in the early 1900s. It comprises the poetry of two eras which came one after each other, namely Romantic and Victorian age. The first half of this module extends from the mid-1770s to the 1830s, a period marked by what Wordsworth referred to as those 'great national events' which were 'almost daily taking place': the American and French revolutions, the Napoleonic wars, imperial expansion, industrialization, and the growth of the political reform movement. The production and consumption of books took on a heightened political significance in these decades and this selection includes selection from the 'big six' Romantics (Blake, Wordsworth, Coleridge, Keats, P.B. Shelley, Byron). The second half of this course includes the poetry of the poets who are called as 'cunning terminators of Romanticism' by some critics. This era, marked by the coronation of Queen Victoria in 1837, known as Victorian age, spans till her death in 1901. The Victorians saw the virtues attendant upon a strong will as central to themselves and to their culture, and Victorian poetry strove to find an aesthetic form to represent this sense of the human will. Through close study of the metre, rhyme and rhythm of a wide range of poems - including monologue, lyric and elegy - the technical questions of poetics are related, in the work of these poets, to issues of psychology, ethics and social change.

**Course Objectives**

The aim of this module is to introduce students to the literary culture of this rich and exciting period, which, in the first half, begins in the year of America's declaration of independence and ends with the British reform act of 1832 and from there onwards till the first decade of the twentieth century.

**Course Content**

*The Longmans Anthology of British Literature vol 2A ,2B*

- 1) **William Blake :-**
  - i) *The Sick Rose*
  - ii) *London*
  - iii) *A Poison Tree*
  - iv) *The Tygre*

- 2) **William Wordsworth:-**
  - i) *The World is Too Much with us*
  - ii) *Ode to Intimation of Immortality*
  - iii) *We Are Seven*
  - iv) *The Last of The Flock*
- 3) **S.T . Coleridge:-**
  - i) *Dejection: An Ode*
  - ii) *Frost at Midnight*
  - iii) *Christabel*
  - iv) *Kubla Khan*
- 4) **John Keats:-**
  - i) *La Belle Dame Sans Mercy*
  - ii) *A Thing of Beauty*
  - iii) *Ode on Melancholy*
  - iv) *Ode to Nightingale*
  - v) *Ode on the Grecian Urn*
- 5) **Lord Byron:-**
  - i) *She Walks in Beauty*
  - ii) *When We Two Parted*
  - iii) *I Watched Thee*
  - iv) *So We'll go No More A Roving*
- 6) **P.B. Shelly:-**
  - i) *Ode To The West Wind*
  - ii) *Ozymandis*
  - iii) *Ode To A Sky Lark*
  - iv) *The Indian Serenade*
  - v) *Love's Philosophy*
- 7) **Alfred Lord Tennyson:-**
  - i. *The Lotos Eaters*
  - ii. *St Agnes Eve*
  - iii. *Tears Tears Idle Tears*
- 8) **Robert Browning : -**
  - i) *Porphyria's Lover*
  - ii) *My Last Duchess*
- 9) **Mathew Arnold :-**
  - i) *Lines Written in Kensington Garden*
  - ii) *Dover Beach*
- 10) **Dante Gabriel Rossetti**  
*The Choices 1, 2 ,3*
- 11) **Cristina Rossetti**
  - i. *Song*
  - ii. *After Death*
  - iii. *In an Artist's Studio*
- 12) **Algernon Charles Swinburne (1837-1909)**
  - i. *Choruses from Atlanta In Calydon*

- ii. *From the Triumph of Time*
- iii. *(I Will Go Back to the Great Sweet Mother)*

### **Suggested Readings**

- Aidan Day, *Romanticism* (1995)
- Anne Mellor, *Romanticism and Gender* (1993)
- 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)

### **Course Title: Foundations of Literary Theory & Criticism**

**Level: BS 5<sup>th</sup>**

**Course Code: ELL302**

### **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 in 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 Matthew 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)
  - Walter Pater (1839-1894): *Appreciations: "On Style"* (1895) (Optional)
- 5. Modern Critics**
  - T.S. Eliot (1888-1965): "Tradition & the Individual Talent"

(1921)

## 6. A Brief Introduction to Contemporary Literary Theories

### 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.

**Course Title: Sociolinguistics**

**Level: BS 5<sup>th</sup>**

**Course Code: ELL303**

### 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**

- Scope and ramifications of sociolinguistics
- Theories of sociolinguistics
- Language in culture and culture in language
- Societal multilingualism
- Linguistic inequality in social paradigms
- Social practices and ongoing global processes
- Language planning and societal issues
- Language conflicts and politics in south Asia
- Global language practices

#### **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.

#### **Course: Popular Fiction**

**Level: BS 5<sup>th</sup>**

**Course Code: ELL304**

#### **Course Description**

This course helps students understand different popular texts in the genre of fiction and the subgenres of fiction, across the world. This course will broaden students' vision with respect to English literature in general and popular fiction in particular, written in different cultures with different language use. The popular fiction texts in this course have been selected from a wide range of cultures so that students can experience different cultures as well as writing styles in these texts. This course makes an interesting read for the students as they will come across different writers' interests, stories, characters, conflicts/issues and themes etc. Responding to these diverse texts will be challenging to the students as well making them think critically and formulate their own meanings and ideas as they come across each text. The works selected for this course have been taken from different writers who belong to different parts of the world and communities. This diversity is reflected in these authors' work though they reflect other communities as well, the ones they have not lived in. These works fulfill the needs of the modern day reader to read a good literary piece of work that they can relate to as these works are related to contemporary themes and elements. For example suspense, mystery, crime, love, trust deceit, destiny, redemption, guilt, friendship, death etc. These works can also be analyzed through different critical theories like Female Violence, Psychological Violence, Magical Realism, Feminism, and Cultural Hybridity etc. These works can make students think critically and motivate them to do further research and studies related to the selected works.

### **Course Objectives**

The objectives of this course are

1. To expose the students to what is popularly read and appreciated worldwide in the genre of fiction.
2. To familiarize students with popular fiction in English literature written by the most recognized authors.
3. To construct the ability to think critically and promote intellectual growth of the students.
4. To nurture sensitivity towards cultural diversity through a critical study of the selected works.

### **Course Contents**

A Reader Comprising the core text will be provided to the students.

1. *And Then There Were None* (1939) Agatha Christie (1890-1976)
2. *Harry Potter and the Philosopher's Stone* (1997) J. K. Rowling (1965-)
3. *The Hobbit* (1937) J. R. R. Tolkien (1892-1973)
4. *Shutter Island* (2003) Dennis Lehane (1965-)
5. *Burnt Shadows* (2009) Kamila Shamsie (1973-)
6. *Frankenstein* (1818) Mary Shelley (1797-1851)

7. The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
8. Dr. Jekyll and Mr. Hyde (1886) Robert Louis Stevenson (1850-1894)
9. Cinder (2012) Marissa Meyer (1984-)
10. The Diary of a Social Butterfly (2008) Moni Mohsin (1963-)

### Suggested Readings

- Anatol, Giselle L. *Reading Harry Potter: Critical Essays*. Westport, Conn: Praeger, 2003.
- Bloom, Clive. *Bestsellers: Popular Fiction Since 1900*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2002.
- Christie, Agatha. *Agatha Christie, an Autobiography*. New York, N.Y: Harper, 2011.
- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. London: Routledge, 2004. Internet resource.
- Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge, UK: Cambridge University Press, 2012.
- Gupta, Suman. *Re-reading Harry Potter*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2003.
- Highfield, Roger. *The Science of Harry Potter: How Magic Really Works*. New York: Viking, 2002.
- Hinckley, Karen, and Barbara Hinckley. *American Best Sellers: A Reader's Guide to Popular Fiction*. Bloomington: Indiana University Press, 1989.
- Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.
- Joosten, Melanie. *Burnt Shadows by Kamila Shamsie: Notes*. Mebourne: CAE Book Groups, 2011.
- McCracken, Scott. *Pulp: Reading Popular Fiction*. Manchester: Manchester University Press, 1998.
- Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
- Nash, Walter. *Language in Popular Fiction*. London: Routledge, 1990.
- Neimark, Anne E, and Anne E. Neimark. *Mythmaker: The Life of J.r.r. Tolkien, Creator of the Hobbit and the Lord of the Rings*. Boston: Harcourt Children's Books, 2012.
- Shapiro, Marc. *J.k. Rowling: The Wizard Behind Harry Potter*. New York: St. Martin's Griffin, 2000.
- Shippey, T A. *J.r.r. Tolkien: Author of the Century*. Boston: Houghton Mifflin, 2001.



- The Poetics of Murder: Detective Fiction and Literary Theory Paperback – June, 1983 **by** Glenn W. Most (Editor), William W. Stowe (Editor)
- Tolkien, J. R. R., and Peter S. Beagle. *The Tolkien Reader*. New York: Ballantine Books, 1966.
- Watt, James. *Contesting the Gothic: Fiction, Genre and Cultural Conflict, 1764-1832*. Cambridge: Cambridge University Press, 1999. Internet resource.

## **SIXTH SEMESTER**

**Course: Modern Poetry**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL 305**

### **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/Core Texts**

- |                       |   |
|-----------------------|---|
| <b>1. T. S. Eliot</b> | The Hollow Men<br>The Waste Land<br>The Love Song of J. Alfred Prufrock |
| <b>2. Ezra Pound</b>  | In a Station of the Metro   |

	A Girl An Immortality
3. <b>W.B. Yeats</b>	Among School Children Second Coming Easter 1916
4. <b>W.H Auden</b>	Sep 1 <sup>st</sup> , 1939. As I Walked Out One Morning The Unknown Citizen
5. <b>Ted Hughes</b>	That Morning Hawk Roosting Thought Fox Hawk's Monologue
7. <b>Philip Larkin</b>	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.

10. Untermeyer, L. (2011). *Modern British Poetry*. Whitefish, MT: Literary Licensing

**Course: Modern Drama**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL 306**

**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) / *Man and Superman* (1905)
3. Beckett, Samuel *Waiting for Godot*, (1953)
4. Brecht, Bertolt *Life of Galileo* (1943)
5. Harold Pinter *The Caretaker* (1960)
6. 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: Modern Novel**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL 307**

### **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 20<sup>th</sup> 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 20<sup>th</sup> 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.

**Course: Grammar & Syntax**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL 308**

### **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* (4<sup>th</sup> 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.

**Course Title: Discourse Studies**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL 309**

#### **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: Creative Non-fiction**

**Level: BS 6<sup>th</sup>**

**Course Code: ELL310**

**Course Description**

Creative non-fiction is currently undergoing rapid change and reformation. Instead of the old 'cradle to grave' narratives of well-known literary or political figures, our best writers are now experimenting with new forms and subjects. Nature writing, the personal essay, food journalism, art criticism and memoir are all part of this exciting, emerging mix.

The course focusses on a variety of sub-genres of creative/imaginative nonfiction such as autobiography and memoir, literary journalism, and the essay (including non-traditional forms like the lyric or graphic essay). This course will provide students with the tools to read, analyze, think critically, and write about creative nonfiction and to communicate their insights in oral and written forms. The course takes an integrated approach to teaching the skills of reading, critical thinking and writing specific to the interpretation of creative nonfiction, drawing on literary criticism and interpretive methods specific to life narrative to explore fundamental elements of the creative nonfiction sub-genres, including: plot and its relationship to thematic focus; the development of narrative personae and other aspects of characterization; style; setting; authentication, "evidence" and truth, and other issues of representation.

**Course Objectives**

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

- the various forms/genres of creative expression
- the theory or methods behind the creative expression(s)
- the social, cultural, and/or historical context of the creative expression(s)

**Course Contents**

- *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*, edited by Phillip Lopate
- *The Touchstone Anthology of Contemporary Creative Nonfiction*, edited by Williford & Martone
- *The Literary Journalists*, edited by Norman Sims.
- *This Boy's Life* by Tobias Wolff

**Recommended Readings/Websites**

**CREATIVE NONFICTION**

- **Brevity:** Website that includes personal narrative or memoir essay

- **Literary Nonfiction:** Resources for Creative Nonfiction
- **McSweeney's Internet Tendency:** fiction, art, comics, creative nonfiction, columns, opinions, and much more
- **Narrative Magazine**
- **Sweet: A Literary Confection of Poetry and Creative Nonfiction**
- **The Poets & Writers Magazine:** Magazine for poets and writers
- **UCI Literary Journalism** Excellent Links and Resources on Literary Journalism.

#### CREATIVE NONFICTION: THE LYRICAL ESSAY

- **The Lyrical Essay: The Seneca Review :** Description and examples of the lyrical essay at Seneca Review

#### CREATIVE WRITING

- **McSweeney's Internet Tendency:** fiction, art, comics, creative nonfiction, columns, opinions, and much more
- **Writers Net:** How to publish and other advice

#### BLOGS

- McSweeney's Internet Tendency: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- Reading 100 All Time Novels: Blogger reads, summarizes, comments on Time Magazine's list all time novels
- The Path of Possibility: Get inspired to write
- The Urban Muse Writer: Excellent blog about different aspects of creative writing
- Unedit My Heart: Writing about the Arts
- Writing Time: Turning Your Life into Story

#### MAGAZINES

- Harper's Magazine
- Reader's Digest: Lifestyle and well-being
- The Atlantic Magazine: Covers breaking news, analysis, current events, fiction, issues in the public eye, and more
- The New Yorker Magazine: Read about poetry, fiction, and nonfiction
- The Saturday Evening Post
- The UTNE Reader: Independent press
- The Walrus Magazine: Covers Politics, Environment, Art, Culture, Sports, Poetry, and Fiction

#### ADDITIONAL READING:

- Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction, (2nd Edition) by Brenda Miller and Suzanne Paola
- Writing True by Sondra Perl and Mimi Schwartz
- Creative Nonfiction : A Guide to Form, Content, and Style with Readings by Eileen Pollack
- To Tell the Truth: Practise and Craft in Narrative Nonfiction by Connie D. Griffin

- You Can't Make This Stuff: The Complete Guide to Writing Creative nonfiction from Memoir to Literary Journalism and Everything In Between Up by Lee Gutkind
- Telling True Stories: A Nonfiction Writer' Guide, edited by Mark Kramer and Wendy Call
- On Writing Well by William Zinsser
- The Elements of Style by Strunk and White
- The Writer's Personal Mentor by Priscilla Long

## **SEVENTH SEMESTER**

**Course Title: Research Methods and Term Paper Writing**

**Level: BS 7<sup>th</sup>**

**Course Code: ELL401**

### **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

**Note:** The division of marks for this subject is 40% -60%. 40 % marks for the exams; whereas, 60% marks are for practical work including quiz, class performance, assignments, exercises, practical activities, final term paper/ synopsis writing, mock thesis etc. as explained in the beginning of this document.

#### **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: Introduction to Applied Linguistics**

**Level: BS 7<sup>th</sup>**

**Course Code: ELL402**

#### **Course Objectives**

This course is a gateway to the field of applied of applied linguistics. It will introduce students to different methods adopted throughout the

tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20<sup>th</sup> century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

### **Course Contents**

1. Theories of language learning
2. The nature of approaches and methods in language learning
  - GTM
  - The Direct Method
  - The Audio-lingual Method
  - The Natural Approach
  - CLT
  - The Eclectic Approach
3. Error Analysis
4. Nature and purpose
5. Causes of errors
  - Inter-lingual errors
  - Intra-lingual errors
  - Overgeneralization
  - Literal translations
6. Contrast between Behavioristic and Mentalistic attitude to errors
7. Stages of error analysis
  - Definition and scope of syllabus
  - Considerations common to all syllabuses
  - Relationship between theory of language, language learning and language syllabuses
  - Dichotomies of Syllabuses
  - Product vs. Process-oriented syllabuses
  - Analytical Synthetic syllabuses
8. Product-Oriented Syllabuses
  - Grammatical Syllabus
    - Theoretical bases
    - Selecting and grading contents
    - Criticism
  - Notional Functional Syllabus
    - Theoretical bases
    - Selecting and grading contents
    - Criticism
9. Process Oriented Syllabuses

### **Suggested Readings**

1. Allen, J. P. B. & Corder, S P. (eds) (1974). *Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3)*. Oxford: OUP.
2. Brumfit, C. (ed.) (1986). *The practice of communicative teaching*. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
4. Harmer, J. (1991). *The practice of English language teaching*. Harlow: Longman
5. Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
6. Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. London: OPU.
7. Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.
8. Norrish, J. (1987). *Language learners and their errors*. New York: Macmillan.
9. Nunan, D (1988). *Syllabus design*. Oxford: OUP.
10. Omaggio, A. C. (1 986). *Teaching language in context*. New York: HHP
11. Prabhu, N. S. (1987). *Second language pedagogy: A perspective*. Oxford: OUP.
12. Richards & Rodgers. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge. CUP
13. Richards, J. C (1980). *Error analysis*. London: Longman.
14. Steinberg, D. D. (1988). *Psycholinguistics*. London: Longman
15. Ur, P (1996). *A course in language teaching*. Cambridge: CUP.

**Course Title: Introduction to Stylistics**

**Level: BS 7<sup>th</sup>**

**Course Code: ELL403**

### **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:
    - Magazine
    - Newspaper
    - Song
    - Speech
    - 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.

#### **Course Title: Literary Theory and Practice**

**Level: BS 7<sup>th</sup>**

**Course Code: ELL 404**

#### **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**

This course is pivoted on the following major 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. Defining Literary Criticism, Theory and Literature
  - a. What is a text?
  - b. Who is a critic and what is literary criticism?
  - c. What is literary theory?
  - d. How to read and interpret texts
  - e. The purpose of literary theory
  - f. How to extract multiple, but cogent meanings, from a single text
2. Tracing the Evolution of Literary Theory and Criticism
  - 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, logocentrism, 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 Post-Colonial 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.

**Course Title: Pakistani Literature in English**

**Level: BS 7<sup>th</sup>**

**Course Code: ELL405**

**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 issues.

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

#### 1. Fiction:

- Bapsi Sidhwa: *An American Brat, Ice Candy Man*
- Kamila Shamsie: *Burnt Shadows*
- Mohsin Hamid: *How To Get Filthy Rich in Rising Asia*
- Mohammad Hanif: *Our Lady Of Alice Bhatti*
- Nadeem Aslam: *The Blind Man's Garden*

#### 2. Poetry:

- Zulfikar Ghose: *Disturbed Nights, Evidence of Genocide*
- Salman Tarik Kureshi: *Cottage, Housewarming, End of The Climb*
- Adrian A. Hussain: *A Rosary of Ants, Autumn Tree*
- Moen Farooqi: *Unfamiliar Morning, Winter Visit, The Still life of Apples.*
- Taufiq Rafat: *Wedding in the flood, Kitchens, Gangrene, Snake, Grave in the park, Reflections, Time to Love, Arrival of the Monsoon*
- Farida Faizullah: *On being offered a Rose by a Student*

#### 3. Screen Plays

- Hanif Qureshi: *My Son the Fanatic*

#### 4. Essays

- Zulfikar Ghose: *Orwell and I*
- Intizaar Hussain: *The Problems of Pakistani Identity*
- Bapsi Sidhwa: *Launching the Angels*
- Rukhsana Ahmad: *The Price of freedom*
- Shahid Suhrwardy: *The Responsibility of Writers in Pakistan*

#### Contemporary Short Stories

- Muneeza Shamse: *That Heathen Air, And the World Changed*
- Aamer Hussain: *The Keeper of the Shrine, A Needlewoman's Calender*
- Kamila Shamsie: *Hasan and The Sky, 9/11 Stories: Our Dead Your Dead*
- Daniyaal Muenudin: *Nawab Din Electrician*
- Bapsi Sidhwa: *The Trouble-Easers*
- Zaibunisa Hamidullah: *Maa*

### **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.* ( Palgrave 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)

### **EIGHTH SEMESTER**

**Course Title: Postcolonial Literature**

**Level: BS 8<sup>th</sup>**

**Course Code: ELL406**

### **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)
3. Wole Soyinka. *Mandela's Earth and Other Poems* (1988)
4. A.K. Ramanujan. *Collected Poems* (2011)

(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. Derek Walcott. *Dream on Monkey Mountain* (1970)
3. 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.
4. Ngugi Wa Thiong'o. *Devil on the Cross* (1982), a novel.

(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.

**Course Title: American Literature**

**Level: BS 8<sup>th</sup>**

**Course Code: ELL407**

### **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
  - Thomas Jefferson (1743-1826) Excerpts from the Declaration of Independence as Adopted by Congress (July 4, 1776)
  - Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
  - Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass
  - 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
  - **Ezra Pound**(1885-1972) Mr. Housman's Message  
Portrait D'une Femme In a Station of the Metro The River-Merchant's Wife: A Letter
  - **T.S. Eliot**(1888-1965) The Love Song of J.Alfred Prufrock  
Excerpts from The Waste Land
  - **Robert Frost**(1874-1963) Mending Wall The Road not Taken  
Birches 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
  - Hart Crane(1899-1932) From The bridge (To Brooklyn Bridge)  
Chaplinsque At Melville's Tomb Voyages
3. Novel
  - **Harriet Beecher Stowe**(1811-1896)/ Frederick Douglass (1817-1895) Uncle Tom's Cabin/ excerpts from Narrative of the Life of Frederick Douglass

- **F Scott Fitzgerald**(1896-1940) The Great Gatsby
  - **Ernest Hemingway**(1899-1961) A Farewell to Arms
  - **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

**Course Title: Introduction to Translation Studies**

**Level: BS 8<sup>th</sup>**

**Course Code: ELL408**

**Course Description**

Translation studies is an academic interdiscipline dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. This course examines the theory and practice of translation from a variety of linguistic and cultural perspectives. The course covers a wide range of issues and debates in translation studies and aims to provide students with an overview of the history of translation studies, different translation theories and various approaches to translation. The basic premise of this course is, if translators are adequately aware of the theoretical and historical dimensions of the discipline they will be able to produce better translations. Besides, this course also focuses on the application of various methods and approaches to different texts.

**Course Objectives**

The course aims to:

- impart knowledge of the notable translation theories to students
- prepare them to critically reflect on different translation theories
- enable students to apply the methods and strategies discussed in the theories of translation
- acquaint them with the ideological and political nature of translation
- enable them to produce grammatically and stylistically appropriate translations

**Course Contents**

1. What is translation?
2. A brief look at the history with special focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries
3. The problem of equivalence at word level and beyond
4. Kinds of translation: word-for-word, sense-for-sense
5. Translation and cultural issues
6. Translating idioms and metaphors
7. Translation, genre and register
8. Foreignization and domestication

9. Functional theories of translation
10. Polysystem theories of translation
11. Postcolonial theories of translation
12. Translation and neologism: Confronting the novel
13. Translation and literature
14. Translation in the era of information technology
15. Translation, ideology and politics
16. Translation and interpretation
17. Translation and globalization
18. Research issues in translation

#### **Recommended Readings**

- Baker, Mona, and Gabriela Saldanha, eds. (2009). *Routledge encyclopedia of translation studies*. Routledge.
- Bassnett, Susan. (2013). *Translation studies*. Routledge.
- Munday, Jeremy. (2016). *Introducing translation studies: Theories and applications*. Routledge.
- Snell-Hornby, Mary. (1988). *Translation studies: An integrated approach*. John Benjamins Publishing.
- Venuti, Lawrence. (2012). *The translation studies reader*. Routledge.

#### **Course Title: Introduction to Women's Writings**

**Level: BS 8<sup>th</sup>**

**Course Code: ELL 409**

#### **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
4. *How it happened* Shazaf Fatima Haidar

#### **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
5. "The Optimist" by Bina Shah
6. "Rubies for a Dog: A Fable" by Shahrukh Hussain

**Note:** Two of the last four stories may be used for class assignments/presentations and the rest may all be taught.

### **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 21<sup>st</sup> 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*. Wiley-Blackwell, 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

**Course Title: World Englishes**

**Level: BS 8<sup>th</sup>**

**Course Code: ELL410**

### **Course Objectives**

This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at **inner circle** English, where the users are native speakers. Then they will look at **outer circle** English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a **new circle** created by English based pidgins and creoles.

### **Course Objectives**

The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language

- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various English in the world, and on the legitimacy of New English in particular.

### **Course Contents**

1. Introduction to the course & historical background
  - 1) Interrelationship of World Englishes to Sociolinguistics
  - 2) Major Trends in World Englishes specifically in ESL situation
2. English, both globalizing and nativizing
3. World English versus World Englishes
4. Basic notions in World Englishes
5. Language Variation
6. Levels of language variation
7. Language change and language contact
8. Ecology comes first
9. Ecology comes first
10. Categorizing World Englishes
11. Historical Background European colonization
12. Types of colonization:
  - Motives and consequences for communicative patterns
13. A Short survey of British colonization
14. America Jumps in: the growth and impact of superpower
15. Internationalization and localization: post-independence developments
16. Types of varieties on historical grounds
17. The spread of global English: some numbers
18. British English: roots of English and early expansions
19. Building a New World: American English
20. Caribbean English: Plantation wealth and misery
21. Comparative view of British, American and Caribbean varieties of Englishes
22. Settlers and locals: Southern hemisphere Englishes Pride in being down under: Australia and New Zealand
23. Nation building with language(s): South African Englishes
24. Language Developments: a general perspective

25. The mechanism of producing new varieties of English
26. Widespread outcomes
27. Issues and attitudes in World Englishes Getting ahead with English: the tension between elitism and grassroots spread
28. English as a killer language or denial of access?
29. Pedagogical strategies and considerations
30. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to World Englishes

### **Recommended Readings**

1. Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.
2. Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
3. Graddol, D. (1997 b). *The Future of English?* London: British Council.
4. Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
5. Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.
6. Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.
7. Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
8. Kachru, B., Yamuna, K., & Cecil L. N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
9. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
10. Penny Cook, A. (1996). English in the world/The world in English. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.
11. Simo, B, A. (2001). "Taming the madness of English". *Modern English Teacher*, Vol.10, No 2, 11-17.

## **ELECTIVE SUBJECTS - BS ENGLISH (LITERATURE)**

1. **Course Title: African Literature (Elective)**  
**Course Code: ELL411**

### **Course Description**

The course introduces students to a range of African writers writing across Africa by highlighting the diverse historical, postcolonial, and



political realities that helped shape current African literary discourse. The people of Africa and Europe met in an unequal situation, in which Africans were rendered materially inferior and subjugated through colonialism and slavery. This is the only form of modernity Africans have known so far. This course will explore issues of slavery, colonization and post-colony. In discussing literatures produced in various countries in Africa, it will be focusing on the distinctive characteristics of each text and how it is different and also very similar with other literary texts produced in Africa. This course will also focus on how various ethnicities, and the creation of borders by 'former imperial powers' have created problems for countries even after the independence, and how these conflicts are affecting and shaping the narratives by African writers, both male and female.

### **Course Objectives**

This course will:

- augment students' understanding of commonalities and differences faced by individuals and nations attempting to articulate their complex identities in an era of postcolonial modernity.
- provide students with enough theoretical frameworks to take part in a constructive discourse on issues related to race, identity and gender.
- create an insight into the impact of colonialism, race, class, ethnicity and culture on the works of African writers.
- Improve key understanding of students who after the completion of the course will be in a position to understand multiple cultural viewpoints, sensibilities, and values through careful analysis of recommended course content.

### **Course Contents**

- Achebe, Chinua, *Anthills of the Savannah* (London: Pan Books Ltd., 1987).
- Aidoo, Ama Ata, *Our Sister Killjoy* (Essex: Longman Group Limited, 1977).
- Coetzee, J.M., *Waiting for the Barbarians* (1983)
- Head, Bessie, *A Question of Power*
- Nadine Gordimer (selective short stories)
- Nwapa, Flora, *Efuru* (1966)
- Salih, Tayeb, *Season of Migration to the North* (London: Penguin Books Ltd., 2003).
- Sembène, Ousmane, *Xala*, trans. Clive Wake (Chicago: Lawrence Hill Books, 1976).
- Soyinka, Wole, *Death and the King's Horsemen* (1975)
- wa Thiong'o, Ngũgĩ , *A Grain of Wheat* (London: Heinemann Educational Books Ltd., 1967).

### **Suggested Reading**

- Alfred, Obiora Uzokwe, *Surviving in Biafra: The Story of the Nigerian Civil War: Over Two Million Died* (New York: Writers Advantage, 2003).
- Allan, Tuzyline Jita, ed. *Teaching African Literatures in a Global Literary Economy* (New York: The Feminist Press, 1997).
- Bekers, E., Helf, S., and Merolla, D., ed. *Transcultural Modernities: Narrating Africa* (Amsterdam: Rodopi, 2009).
- Birbalsingh, Frank, "Teaching African Literature Critically", *Canadian Journal of African Studies*. 16.3 (1962)
- Bohlen, Adu Albert, *African Perspectives on Colonialism* (Baltimore: The Johns Hopkins UP, 1987).
- Drayton, Arthur D., and Ajayi-Soyinka, O., ed. *African Literatures at the Millennium* (Trenton, NJ: Africa World Press, 2007).
- *Fanon, Frantz, A Dying Colonisation, trans. Haakon Chevalier* (NY: Grove Press, 1965).
- Finnegan, Ruth, *Oral Literature in Africa* (Oxford: Oxford University Press, 1970).
- Irele, Abiola, *The African Experience in Literature and Ideology* (Indiana University Press, 1990)
- Ndlovu-Gatsheni, Sabelo J, *Empire, Global Coloniality and African Subjectivity*, (USA: Berghahn Books, 2013)
- Schipper, Mineke, 'Mother Africa on a Pedestal: The Male Heritage in African Literature and Criticism', *African Literature Today*, 15 (1987), 35-54.
- Stratton, Florence, *Contemporary African Literature and the Politics of Gender* (London & New York: Routledge, 1994).

## **2. Course Title: Postcolonial Women's Writing (elective) Course Code: ELL412**

### **Course Description**

This course introduces students to postcolonial women authors and their politics of gender and identity. The main corpus of Postcolonial writing has mostly been focused on the work of male authors; however, in order to understand the aesthetics and politics in the field of Post-colonial, it is extremely important to take into consideration the work of female author. This course will explain that how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors. This course will further elaborate that the creative work of Postcolonial women authors negotiate between their indigenous traditions and modernity, and how this negotiation becomes an important and integral element of their feminist discourses.

### Course Objectives

This course will accomplish the following goals:

- It will enable students to construct a literary framework for the analysis of Post-colonial women's literature and theories in order to understand varied female experiences.
- Students will be in a better position to engage critically with the work of Post-colonial women writers within their distinctive socio-cultural context.
- It will encourage them to observe the diversity and uniqueness of women experiences and hence contesting the concept of universal sisterhood.
- It will further enable them to acknowledge 'female literary tradition', and engage with it on both personal and political level.

### Course Contents

1. Adichie, Chimamanda Ngozi: *Purple Hibiscus*
2. Aboulela, Leila : *The Translator*
3. Emecheta, Buchi: *The Joys of Motherhood*
4. Abouzaid, Leila: *The Year of Elephant*
5. El Saadawi, Nawal: *Woman at Point Zero*
6. Gauhar, Feryal: *No Space for Further Burials (2010)*
7. Roy, Arundhati: *The God of Small Things (1997)*
8. Mosteghanemi, Ahlam: *Memory in the Flesh (2003)*
9. Shadab Zeest Hashmi: (selected poems)
10. Kamla Das: (selected poems)
11. Aidoo, Ama Ata: *Anowa (1970)*
12. Gupta, Tanika: *Skeleton (1997)*
13. Ahmad, Rukhsana: *River on the Fire (2000)*

### Suggested Readings

- Arndt, Susan, 'Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing', *Journal for African Culture and Society*, 29-30 (2005), 157-72.
- Boehmer, Elleke, *Stories of Women: Gender and Narrative in the Postcolonial Nation* (Manchester: Manchester University Press, 2005).
- Gauch, Suzanne, *Liberating Shahrazad: Feminism, Postcolonialism, and Islam* (Minneapolis: University of Minnesota Press, 2007).
- hooks, bell, *Ain't I a Woman: Black Women and Feminism* (London: Pluto Press, 1982).
- Lewis, R., and Mills, S., ed. *Feminist Postcolonial Theory: A Reader* (Edinburgh: Edinburgh University press, 2003)
- Loomba, Ania, Ritty A. Lukose, ed. *South-Asian Feminisms* (Durham & London: Duke University Press, 2012)

- Mernissi, Fatima, *Scheherazade Goes West: Different Cultures, Different Harems* (New York: Washington Square Press, 2001).

**3. Course Title: Postmodern Fiction (elective)  
Course Code: ELL413**

**Course Description**

Postmodern fiction has an important place in literature so the course aims at explaining concepts of postmodernism through seminal works of renowned postmodern authors. The course will look at a range of texts of various writers from different parts of world and see how they are closely linked and identified under one concept, postmodernism. The design and content of the course reflect postmodern philosophy that how literature serves to reveal the world's absurdities, countless paradoxes and ironies. The instructor will direct students to use conceptions of the postmodernism to analyze fictional texts, and to use those fictional texts to interrogate the truths of life.

**Course Objectives**

- To introduce the concept of postmodernism and postmodernity
- To make students aware of new narrative techniques and familiarize them with devices used in postmodern literature
- To encourage students to think critically and find new meanings of life and societies through postmodern fiction

**Course Contents**

1. Gabriel Garcia Marquez – *One Hundred Years of Solitude, Love in the Time of Cholera, No one Writes to the Colonel, The General in his Labyrinth*
2. Mohsin Hamid- *Reluctant Fundamentalist, Moth Smoke*
3. Toni Morrison- *The Bluest Eye, Sula*
4. Thomas Pynchon- *Gravity's Rainbow, Slow Learner (Short Stories Collection)*
5. Samuel Beckett- *Watt*
6. Jorge Luis Borges- *The Aleph (short story)*
7. Graham Swift- *Waterland*
8. Margaret Atwood- *The Handmaid's Tale*
9. Italo Calvino- *If on a Winter's Night a Traveller*

**Suggested Readings**

- Arac, Jonathan, ed. *Postmodernism and Politics*. (google books)
- Bertens, Hans. *The idea of the postmodern: A History*. New York: Routledge, 1995.
- Couturier, Maurice. *Representation and Performance in Postmodern Fiction*. Université Paul Valéry, 1983.

- Fokkema, Douwe Wessel. *Literary History, Modernism, Postmodernism*.
- Gregson, Ian. *Postmodern Literature*. Bloomsbury Academic, 2004.
- Harvey, David. *The Condition of Postmodernity*. Wiley, 1992.
- Hogue, W. Lawrence. *Postmodern American Literature and its other*.
- Hoover, Paul. *Postmodern American Poetry: A Norton Anthology*
- Hutcheon, Linda. *Politics of Postmodernism*. New York: Routledge, 2002.
- Lyotard, Jean-Francois. *The Postmodern Condition*.
- McHale, Brian. *Postmodernist Fiction*. (Available on google books)
- McHale, Brian, and Len Platt, ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016

**4. Course Title: Islam and Western Literature**  
**Course Code: ELL411**

**Course Description**

What does it mean to be a Muslim in this world, in these deeply transformative time? Today, when the Islam-West binary is collapsing and "the West" as a construct no longer holds the same normative hegemony, stereotypes and prejudices, doubtless, play a certain role in every representation or vision of the *Other*—Islam. Regarding Islam, such biases are, however, of a particularly long and rich history. Only after a century since its emergence, Islam was seen as a danger to Christianity. John of Damascus had already given in 8th century a complete, though totally ignorant, view of the Muslim civilization. This course presents variety of approaches to the multiple and changing ways Islam has been presented and discussed in the Western literatures. The present course takes into consideration how Islam has been viewed and alluded to in the literary narratives of the West. A critical assessment of the tenets of Islam embedded in the European texts is part of the course.

**Course Objectives**

1. To acquaint students with the discussions of and allusions to Islam in the Western literatures.
2. To enable students to appreciate the Western literary treatment of the Islamic resources.
3. To engage students in a fruitful and mutually productive dialogue between Islam and the West.
4. To appreciate the efforts of the European writers and scholars who dealt with Islam with intellectual integrity and great literary prowess.

### Course Contents

- Islam and the West: conciliation and conflict
- A legacy of stereotypes and strictures
- Coleridge and Islam
- Islamic influence of Ralph Waldo Emerson's thought
- Romanticism and Orientalism: A relatively amicable companionship.
- Islam in an age of postcolonialism
- Islam and the West: The ideas of the renewed contemporary Muslim intellectuals: Tariq Ramadan, Seyyed Hossein Nasr, Hamid Dabashi
- George Sale's *Preface* to the translation of the Quran
- Robert Southey's *Thalaba the Destroyer* (to be discussed selectively)
- Lord Byron's *Turkish Tales* (to be discussed selectively)
- Stanley Lane-Poole's *Saladin and the Fall of the Kingdom of Jerusalem* (to be discussed selectively)
- Walter Savage Landor's *Gebir* (to be discussed selectively)
- William Beckford's *Vathek* (to be discussed selectively)

### Recommended Readings

- Garcia, Humberto. *Islam and the English Enlightenment, 1670–1840*. JHU Press, 2012.
- Lewis, Bernard. *Islam and the West*. Oxford University Press, 1994.
- Malak, Amin. *Muslim narratives and the discourse of English*. SUNY Press, 2004.
- Ramadan, Tariq. *Islam, the West and the Challenges of Modernity*. Kube Publishing Ltd, 2009.
- Said, Edward. *Orientalism: Western Representations of the Orient*. London: Penguin.
- Salama, Mohammad. *Islam, Orientalism and Intellectual History: Modernity and the Politics of Exclusion Since Ibn Khaldun*. Vol. 22. IB Tauris, 2011.
- Turner, Bryan S. *Orientalism, postmodernism and globalism*. Routledge, 2002.

### 5. Course Title: Pakistani Folk Literature Course Code: ELL411

#### Course Description

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in one district, Chitral in KP. Based upon the availability of written sources, local colleges and

universities are encouraged to develop courses on the locally available materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

### **Course Objectives**

The core objectives of the course are to

1. Familiarize students with the contents Khowar folktales and songs
2. Encourage students for research on local literary resources
3. Bring local literatures into the mainstream of academic study

### **Recommended Readings**

1. The Bird's Tale (Khowar Nursery Rhyme)
2. The Barn Owl's Tale (do)
3. The Goat's Tale
4. Wakhi Songs/Tales
5. Nuristani/Bashgali Tales
6. Kalasha Songs and Tales
7. Gawar Bati Songs and Tales

Pakistan Academy of Letters has been publishing a bi-annual journal titled *Pakistani literatures* in English 1992. It is a good index of literary trends in the country and covers all Pakistani languages. A section is also specified to Pakistani English writers. Teachers are advised to consult it for selections.

### **Suggested Readings**

- Abbasi, Muhammad Yusuf. 1992. *Pakistani Culture: A Profile*. Historical studies (Pakistan) series, 7. Islamabad: National Inst. of Historical and Cultural Research.
- Abbas, Zainab Ghulam. 1960. *Folk Tales of Pakistan*. Karachi: Pakistan Publications.
- Banuazizi, Ali and Myron Weiner (eds.). 1994. *The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East)*, Syracuse University Press. Hanaway, William L., and Wilma Louise Heston. 1996. *Studies in Pakistani Popular Culture*. Lahore: Sang-e-Meel Publications, Lok Virsa Pub. House.
- Kamalu, Lachman, and Susan Harmer. 1990. *Folk Tales of Pakistan*. Basingstoke: Macmillan Education
- Knowles, James Hinton. 1981. *Kashmiri Folk Tales*. Islamabad: National Institute of Folk Heritage.
- Korom, Frank J. 1988. *Pakistani Folk Culture: A Select Annotated Bibliography*. Islamabad: Lok Virsa Research Centre.

## ELECTIVE SUBJECTS -BS ENGLISH (LINGUISTICS)

1. **Course Title: Emerging Trends in Sociolinguistics (elective)**  
**Course Code: ELL416**

### Course Description

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.

### Course Contents

- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- The ongoing linguistic processes, controversies, and implications of language modernization
- Language planning
- language conflicts and politics in south Asia

### Suggested Readings

- 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.
- Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
- Gumperz, J. (1986). *Directions in sociolinguistics*. 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.
- Wardhaugh, R. (1997). *An introduction to sociolinguistics* (3rd ed.). Oxford: Blackwell.

2. **Course Title: Introduction to Computational Linguistics**  
**Course Code: ELL417**



### **Course Objectives**

The course aims to give theoretical grounds introducing the contemporary work in computational linguistics, human language technology and artificial intelligence to understand how human and machine communication works in the modern world. The objectives of the course are given as under:

- understand important concepts and issues of computational linguistics
- know applications of computational linguistics
- To introduce standard methods for processing words/ morphology
- To introduce standards for sentence processing/ parsing
- To introduce concepts of natural language processing, human language technology

### **Course Contents**

1. Introduction
  - 1.1 Computer in linguistics
  - 1.2 Parsing and generation strategies
  - 1.3 Implementation of strategies
  - 1.4 Computational complexity
2. Computational phonetics and phonology
3. Computational Morphology
4. Computational Syntax
5. Computational Lexicology
  - 5.1 Computational Semantics
  - 5.2 Applications of computational linguistics

### **Recommended Readings**

- Ahmad, Computers, Language Learning and Language Teaching CUP
- Brian K Williams, Sawyer and Hutchinson (1999) *Using Information Technology*, McGraw Hill
- Lyons, J. (2002) *Language and Linguistics: An Introduction*, CUP
- Martin Atkinson, David Britain, Herald Clahsen, Andrew Spencer (1999) *Linguistics*, CUP
- William O'Grady, et al., (1997) *Contemporary Linguistics: An Introduction*

3. **Course Title: English for Specific Purposes (ESP)**  
**Course Code: ELL418**

### **Course Objectives**

- The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting.
- To examine classroom practices for effective ESP instruction

- Develop an understanding of the major issues of concern for ESP practitioners
- Become aware of the methods currently practiced in the teaching of ESP
- Be able to conduct needs analysis of the students they are designing the syllabus for  
Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

### **Course Contents**

1. Introduction to ESP
2. Historical and theoretical perspectives on ESP
3. Conducting needs analysis (setting general goals and specific objectives) Course and Materials: evaluation, design and development
4. Assessment and Evaluation of ESP programmes
5. Issues in ESP
6. Approaches to text analysis (register, discourse, and genre analysis)

### **Recommended Readings:**

- Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In *English for Specific Purposes*, 22. 297-314.
- Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. Ed. *ELT Textbooks and Materials: Problems in Evaluation and Development*. ELT Documents 126.
- Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP.
- Fanning, P. 1993. "Broadening the ESP Umbrella." *English for Specific Purposes*. 12 (2).
- Holliday, A. and T. Cooke. 1982. "An Ecological Approach to ESP." In *Lancaster Practical Papers in English Language Education*. 5 (Issues in ESP). University of Lancaster.
- Johns, A. M and T. Dudley-Evans. 1991. "English for Specific Purposes: International in Scope, Specific in Purpose." In *TESOL Quarterly*. 25 (2).
- McDonough, J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins.
- Okoye, I. 1994. "Teaching Technical Communication in Large Classes." *English for Specific Purposes*. 13 (3).
- Widdowson, H.G. 1981. *English for Specific Purposes: criteria for course design*. In L. Selinker, E. Tarone and V. Hamzeli (Eds.) *English for Academic and Technical Purposes*. Rowley, Mass: Newbury.

- Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

**4. Course Title: Introduction to Critical Pedagogy**  
**Course Code: ELL419**

**Course Contents**

1. Critical Pedagogy: Brief History of the Discipline
  - Paulo Freire, Giroux, Ira Shor, Kinchole
  - Past, Present and future (with special reference to Pakistan)
2. The role of Critical Pedagogy in Education
  - In Curriculum Development
  - In Character Building
3. The Need to develop Critical Pedagogy in Teacher education.
4. The role of Critical Pedagogy in Literature.
5. The role of Critical Pedagogy in Popular culture. (Film, media, print)
6. The role of Critical Pedagogy in building international Culture.
7. The role of Critical Pedagogy in Popular culture. (Film, media, print)
8. Theoretical understanding in the following areas:
  - Critical Pedagogy and Ideology.
  - Critical Pedagogy and freedom of Individual thought.
  - Critical Pedagogy and Contemporary issues.
  - Critical Pedagogy and issues in language culture and identity.
  - Critical Pedagogy and Institutionalized Power (different types of power)
  - Critical Pedagogy and Popular culture
  - Critical Pedagogy and construction of an critical thought
  - Critical Pedagogy and issues of gender
  - Critical Pedagogy and our Limitations

**Suggested Readings**

- Apple, M. (2003). *The State and the Politics of Knowledge*. New York: Routledge/Falmer. Ch. 1 & 9. 1-24; 221-225. PDF
- Apple, M. (1979). *On Analyzing Hegemony, Ideology and Curriculum*. New York, NY: Routledge & Kegan Paul. 1-25. PDF
- Bartolomé, Lilia (2004). "Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers" (PDF). *Teacher Education Quarterly*. Winter: 97–122 – via *teqjournal*.
- Dewey, John. (1938). *Experience and Education*.
- Freire, Paulo (2009). *Pedagogy of the Oppressed*. New York, NY: The Continuum International Publishing Group Inc. ISBN 0-8264-1276-9
- George, Ann. "Critical Pedagogy: Dreaming of Democracy." *A Guide to Composition Pedagogies*. Gary Tate, Amy Ruper, eds.

Kurt Schick. New York, New York: Oxford University Press, 2001. 92-112. Print

- Giroux, Henry. "Beyond the Ethics of Flag Waving: Schooling and Citizenship for a Critical Democracy." *The Clearing House*, Vol. 64, No. 5 (May - June., 1991): 305-308. Taylor & Francis, Ltd. *JSTOR*. 22 Oct. 2012. *"Ira Shor"*. *English Department*. Retrieved 2016-11-22.
- Giroux, H. (October 27, 2010) "Lessons From Paulo Freire", *Chronicle of Higher Education*. Retrieved 10/20/10.
- Glass, R.D. (2011). Critical Pedagogy and Moral Education. In Devitis & Yu (Eds.). *Character and Moral Education: A Reader*. New York: Peter Lang Publishers. PDF
- Glass, R.D. (2008). Staying Hopeful. In M. Pollock (Ed.), *Everyday AntiRacism*. New York: The New Press. 337-340. PDF.
- Glass, R.D (2006). On Race, Racism, and Education. (manuscript). PDF.
- Haymes. Pedagogy of Place for Black Urban Struggle. *Critical Pedagogy Reader*. (1st edition). 211-237. PDF.
- Hicks, Stephen R.C. (2004) *Explaining Postmodernism: Skepticism and Socialism from Rousseau to Foucault*. Tempe, AZ: Scholargy Press, ISBN 1-59247-646-5
- Kincheloe, Joe (2008) *Critical Pedagogy Primer*. New York: Peter Lan
- Kincheloe, Joe; Steinberg, Shirley (1997). *Changing Multiculturalism*. Bristol, PA: Open University Press. p. 24. Critical pedagogy is the term used to describe what emerges when critical theory encounters education.
- Kincheloe, J. & Steinberg, S. (2008) *Indigenous Knowledges in Education: Complexities, Dangers, and Profound Benefits in Ed* Denzin, N. *Handbook of Critical and Indigenous Methodologies*
- Shor, I. (1980). *Critical Teaching and Everyday Life*. Boston, Massachusetts: South End Press.
- Weiler, K.(1991). Freire and a Feminist Pedagogy of Difference. *Harvard Educational Review*. 61 (4). 449-474. PDF

**5. Course Title: Pakistani English**  
**Course Code: ELL420**

**Course Description**

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world. The course introduces the practical important features of

Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

### **Course Contents**

1. Introduction to the course & historical background
2. Language Variation
3. Levels of language variation
4. Language change and language contact
5. Ecology comes first
6. Categorizing World Englishes
7. Interrelationship of World Englishes to Sociolinguistics
8. Major Trends in World Englishes specifically in ESL situation
9. South Asian Englishes
10. Pakistani English: Introduction
11. Historical Background of Pakistani English
12. A Short survey of British colonization
13. Types of colonization
14. Motives and consequences for communicative patterns
15. Phonological variations in Pakistani English
16. Morphological variations in Pakistani English
17. Syntactic variations in Pakistani English
18. Semantic and Pragmatic variations in Pakistani English
19. Discoursal variations in Pakistani English
20. Stylistic variations in Pakistani English
21. Corpus based explorations of Pakistani English
22. Pakistani English and cultural context
23. Pedagogical impact of using Pakistani English in classroom
24. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
25. Status of Pakistani English (Moag, Kachru, Schneider's Models)
26. Language policy and planning
27. Future prospectus
28. English as a Lingua Franca
29. International English (IE)
30. ELF- A Contact Language
31. Pakistani English (PE)
32. Pedagogical Norms in PE
33. Patterns in PE Pronunciation
34. Problems of PE Pronunciation
35. Vowel Restructuring
36. Vowel epenthesis in Pakistani English
37. Syllable Onset Clusters and Phonotactics
38. Vowel disappearance from middle syllables
39. Patterns in PE writing
40. Grammar

41. Lexis
42. Code switching
43. Borrowing
44. Code mixing
45. Conversions
46. Obsolete Vocabulary
47. PE as an independent variety
48. Fiction in Pakistani English
49. Poetry in Pakistani English
50. Journalistic Language of Pakistani News Papers

### **Suggested Readings**

- Baumgardner, R.J. (ed.) (1993). *The English Language in Pakistan*. Karachi: Oxford University Press.
- Baumgardner, Robert J. (1987). 'Utilizing Pakistani Newspaper English to teach Grammar'. *World Englishes* 6.3:241-252.
- Baumgardner, Robert J. (Eds). (1993). *The English Language in Pakistan*. Oxford: Oxford University Press.
- Baumgardner, Robert J. (Eds). (1996). *South Asian English: Structure, Use and Users*. Urbana and Chicago: University of Illinois Press .Kachru,B.B. (1983).
- *Constructing Meaning in World Englishes* (2010) by AhmarMahboob and EszterSzenese
- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- *English Around The World: An Introduction* (2011) by Edgar W. Schneider
- *English as an Islamic Language: A Case Study of Pakistani English* (2009) by AhmarMahboob
- *English: The Industry* (2011) by AhmarMahboobPakistani English (2014) by Tariq Rahman
- Graddol, D. (1997). *The future of English?: A guide to forecasting the popularity of English in the 21st century*. London: British Council.
- Kachru Braj B. (1983). *The Indigenization of English : The English Language of India*. Delhi: Oxford University Press.
- Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). *The Handbook of varieties of English*.Oxford: Blackwell.
- Mahboob, A. (2004). *Pakistani English: Morphology and Syntax*. In Kortmann, Bernd /Schneider, Edgar W. (eds.). *A Handbook of Varieties of English: Volume 2: Morphology and Syntax*, (pp. 1045-1057). Berlin: Walter de Gruyter.
- Mehmood, M. A. (2009). *A Corpus Based Analysis of Pakistani English*. Ph D Dissertation BZU multan

- Pakistani English: Phonology (2004) by Ahmar Mahboob and Nadra Huma Ahmar
- The Form and Functions of English in Pakistan (2002) Dr Mubina Talaat Ph D Dissertation
- The Routledge Handbook of World Englishes (2010) Edited by Andy Kirkpatrick

**6. Course Title: Second Language Acquisition  
Course Code: ELL421**

**Course Description**

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories.

**Course Objectives**

The objectives of the course are to:

- Enable the students to explore and evaluate SLA theories from the point of view of second language learners
- Develop students' understanding of the cognitive and social dimensions of SLA
- Enable the students to gain an understanding of basic concepts of SLA.

**Course Contents**

**Basic Concepts of SLA**

- Key issues in second language acquisition
- Language, acquisition and learning
- First language acquisition
- Comparing and contrasting first and second language acquisition
- Factors affecting second language acquisition
- Social factors and second language acquisition
- Cognitive factors and second language acquisition
- Individual differences and second language acquisition
- Classroom second language acquisition
- Formal instruction and second language acquisition
- Classroom interaction and second language acquisition
- Input, interaction and second language acquisition
- Error analysis and second language acquisition

**Theories of SLA:**

- The Monitor Model
- The Acquisition versus Learning Hypothesis.

- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis
- The Affective Filter Hypothesis

### **Interlanguage Theories**

- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage
- Language Socialization in SLA
- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory
- Cognitive approaches to second language acquisition
- Cognitive Processes in Second Language Learners
- Universal grammar
- Role of Universal Grammar in First and Second Language acquisition
- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

### **Recommended Readings**

- Cook, V. (1993). *Linguistics and Second Language Acquisition*. London: MacMillan
- Cook, V. (1991). *Second Language Learning and Language Teaching*. London: Edward Doughty, C. J. &
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters.
- Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Gass, S. M. & Selinker, R. (2001) *Second Language Acquisition: An Introductory Course*. London: Routledge.
- Johnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching*. London: Longman.
- Long, M.H. (2002). *The Handbook of Second Language Acquisition*. Oxford: Blackwell.
- McLaughlin, B. (1987) *Theories of Second-Language Learning*. London: Edward Arnold.



- Mitchell, R. & Myles, F. (1998) *Second language learning theories*. London: Arnold.
- Ortega, L. (2007) *Understanding Second Language Acquisition*. London: Hodder Arnold.

**7. Course Title: Introduction to Syntax  
Course Code: ELL422**

**Course Objectives**

The course aims at helping students understand the basic concepts of sentence analysis. Taking examples from English, it guides students in analyzing constituents in a sentence and then sentence as a whole. Further, it gives an idea of basic syntactic analysis of Pakistani languages.

**The objectives of this course are to enable the student to:**

- know internal sentence structure
- be familiar with basic concepts of syntactic analysis
- present sentence to the theory and practice of the structural grammar
- be able to do a detailed analysis of English sentences
- learn descriptive techniques, theoretical concepts, and styles of argumentation
- to apply theoretical concepts and rules to syntactic data from Pakistani languages

**Learning Outcomes**

**After studying this course, the learners will be able to:**

- have command on the tools of syntactic analysis
- have understanding of syntactic theory
- learn analyzing syntactic data
- develop strong problem-solving skills in syntax.

**Content List**

- Introduction to Syntax
  - Word Classes (parts of speech)
  - Lexical Phrases and Functional Phrases
  - Phrases and its types, NP, AP, PP, VP and Advp
  - Basic Verb Phrase, Intransitive, Transitive, Ditransitive, Intensive, Complex Transitive
  - Clauses, Sentences Types of sentences, Compound, Complex Sentences
- Analyzing Sentence Structure
- Basic Elements in Sentence Analysis: Constituents, Categories, Functions

- Functions: Subject, Predicate, Predicator, Direct/Indirect Object
- Complements and Adjuncts in the Verb Phrase
- Adjunct adverbials, Conjunct and Disjunct adverbials
- Relation, Dependency- Subject, Predicate, Modifier, Head, Complement)
- Sentence Analysis through Phrase Marker/Tree Diagram
- The basic NP configuration, Determiner and Pre Determiner, Possessive NPs as Determiner
- The Verb Group
- Sentences within Sentences- Recursion, Subordinate clause, Complementiser, *That* clause, Adverbial clause
- Subordinate Wh-Interrogative Clauses- Wh-questions and interrogative clauses.
- X-bar Syntax

### Recommended Readings

1. Baker, L. C. (1995). *English Syntax*. The MIT Press.
2. Burton, N. (1998). *Analyzing Sentences: An Introduction to English Syntax*- Longman.
3. Carnie, A. (2006) *Syntax*. Blackwell. Arizona
4. Moravcsik(2006). *An Introduction to Syntax*. Continuum. London
5. Tallerman, M. (2015). *Understanding Syntax* Rutledge, London.
6. Radford, A. (1997). *Syntax: A Minimalist Introduction*. Cambridge University Press, London.
7. Aarts, B. (1997). *English Syntax and Argumentation*. Palgrave.
8. Chomsky, N. (2004). *Beyond Explanatory Adequacy*. *Structures and Beyond*. In Belletti Adriana (Ed.), *The Cartography of Syntactic Structure*. Vol 3: Oxford University Press, Oxford.(104-131). Philadelphia
9. Hagmann, L. (1994). *An Introduction to Government Binding Theory*. Blackwell.
10. Junior. R. D. V. V., (2004). *An Introduction to Syntax*. Cambridge University Press
11. Kroeger, P. R. (2005). *Analyzing Grammar: An Introduction*
12. Poole, G. (2002). *Syntactic Theory*. Palgrave. New York.
13. Radford, A. (1988). *Transformational Grammar*. Cambridge University Press, London.
14. Radford, A. (1981). *Transformational Syntax*. Cambridge University Press, London.

### 8. Course Title: Introduction to Forensic Linguistics Course Code: ELL423

#### Course Description

This course aims to present and identify the interface between linguistics and law. This course is an introductory course for the students of

Linguistics. The application of Linguistic knowledge to help law officials is appreciated all over the world. The Text and process of law are very complex. This complexity is not only due to its procedures, but also due to its language. Keeping this in mind, this course investigates the use of Forensic Linguistics from Pedagogical point of view. It will help not only the students of language to find out new prospects of investigation other than language teaching, but will also benefit law students by making them understand the intricacies of the English language.

### **Course Objectives**

At the end of the course, students are expected to understand:

- The link between Language and Law
- The historical background of Forensic Linguistics
- The role of linguists in law
- The use of Forensic linguistics, some benchmark studies
- The need of Forensic Linguistics in Pakistan

### **Course Contents**

- Applied Linguistics and its diversity, Application of linguistics in the field of law
- Introduction to Forensic Linguistics
- Definition, Description of Forensic linguistics
- Forensic Linguistics as an important branch of Applied Linguistics
- Brief History of Forensic Linguistics
- The role of Linguistics in Law, in Text Analysis as well as in Process analysis.
- The application of skills in different branches of Linguistics in Law
- The application of the knowledge of Phonetics and Phonology in Forensic analysis.
- The application of the knowledge of Morphology and Syntax in Forensic analysis.
- The application of the knowledge of Semantics and Discourse Analysis
- Some benchmark studies around the world
- Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski.
- The need of developing forensic linguistics in Pakistan

### **Suggested Readings**

1. Austin, J. L. (1975). *How to Do Things with Words*. 2d ed. Oxford: Oxford University Press.
2. Coulthard, M., and Johnson, A. (2007). *An Introduction to Forensic Linguistics: Language in Evidence*. London: Routledge.
3. Coulthard, M., & Johnson, A. (2007). *An introduction to forensic linguistics: Language in evidence*. Abingdon, UK: Routledge.

4. Coulthard, M. (2008). By Their Words Shall Ye Know Them: On Linguistic Identity. In: C. R. Caldas-Coulthard and R. Iedema, eds. *Identity Trouble*. London: Palgrave Macmillan, pp. 143–155.
5. Coulthard, M. (2005). The Linguist as Expert Witness. *Linguistics and the Human Sciences*, no. 1 (1), pp. 39–58. <http://dx.doi.org/10.1558/lhs.2005.1.1.39>
6. Eades, D. (2010). *Sociolinguistics and the Legal Process*. Bristol: Multilingual Matters.
7. Gibbons, J. P. (2003). *Forensic linguistics: An introduction to language in the legal system*. Malden, MA: Blackwell.
8. Grice, H. P., 1989. *Studies in the Way of Words*. Cambridge: Harvard University Press  
<http://dx.doi.org/10.1177/14614456020040010201>
9. Labov, W., and Harris, W. A. 1994. Addressing Social Issues Through Linguistic Evidence. In: John Gibbons, ed. *Language and the Law*. Harlow: Longman, pp. 265-305
10. McMenamin, G. (2002). *Forensic Linguistics: Advances in Forensic Stylistics*. Boca Raton: CRC Press.  
<http://dx.doi.org/10.1201/9781420041170s>
11. Olsson, J. (2004). *Forensic linguistics: An introduction to language, crime, and the law*. London: Continuum. Staff: Dr David Detering
12. Shuy, R. W. (1993). *Language Crimes: The Use and Abuse of Language Evidence in the Courtroom*. Oxford: Blackwell.
13. Tiersma, P. M. (1999). *Legal Language*. Chicago: University Of Chicago Press.

**9. Course Title: Clinical Linguistics**  
**Course Code: ELL424**

**Course Description**

This course is intended for graduates in linguistics, clinical linguistics, psychology, speech and language therapy or a related discipline with an interest in research in speech, language pathology, biomedical (Neurosciences), communication and language impairment.

**Course Objectives**

The objectives of the course are given as below:

- To enable students working or wishing to work with acquired communication disorders to have opportunity to further their career
- To understand acquired communication disorders, impact of these disorders on everyday life and how interaction can assist the person with disorders and their significant others
- To access research findings and methods and engage with evidence based practice
- To enhance skills in the assessment teaching and management of people with the acquired communication disorders

- To maintain an interaction and cross linguistic perspective

### Course Contents

1. Language storage in brain
2. Children's Learning
3. Spoken and Written Language Disorders
4. Developmental Disorders
5. Specific language impairment
6. Autistic spectrum disorders
7. Learning difficulties
8. Behavioural difficulties
9. Auditory processing difficulties
10. Dyslexia
11. Adolescence,
12. Dysarthria
13. Early years
14. Aphasia
15. Dementia
16. Pragmatic impairment
17. Acquired Language Disorders
18. Acquired Speech Disorders
  - Methods in Clinical Linguistics
  - Early Years
  - Cleft Lip and Palate
  - Developmental Communication Sciences
  - Speech Difficulties – assessment and intervention

### Recommended Readings

- Ball, M. J. (2005). *Clinical sociolinguistics* (Vol. 36). John Wiley & Sons.
- Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (Eds.). (2008). *The handbook of clinical linguistics*. Oxford: Blackwell.
- Ben Maassen, & Paul Groenen (Eds.). (1999). *Pathologies of speech and language: advances in clinical phonetics and linguistics*. John Wiley & Sons.
- Crystal, D. (2013). *Clinical linguistics* (Vol. 3). Springer Science & Business Media.
- Crystal, David, and Rosemary Varley. *Introduction to language pathology*. John Wiley & Sons, 2013.
- Cummings, L. (2008). *Clinical linguistics*. Edinburgh University Press.
- Cummings, L. (2009). *Clinical pragmatics*. Cambridge University Press.
- Cummings, L. (2013). *Pragmatics: A multidisciplinary perspective*. Routledge.

- Cummings, L. (2014). *The Cambridge Handbook of Communication Disorders*. Cambridge University.
- Maassen, B., Kent, R., & Peters, H. (2007). *Speech motor control: In normal and disordered speech*. Oxford University Press.
- Watzlawick, P., Bavelas, J. B., Jackson, D. D., & O'Hanlon, B. (2011). *Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes*. WW Norton & Company.

**10. Course Title: Language Testing & Assessment**  
**Course Code: ELL425**

**Course Description**

Since language testing is essential to know whether students learn that they are expected to. This course therefore, aims at educating students about authentic, valid, and reliable assessment tools. In addition, this course focuses on providing students the basics of theoretical background and relevant practice via available assessment tools and resources. This course will serve as a introduction to basic concepts of language testing and assessment.

**Course Objectives**

The objectives of the course are:

- Familiarize students with the key concepts of language testing and assessment
- Comprehend, interpret, and develop critical approach to testing and assessment materials
- Evaluate particular testing materials with regard to the purpose and context of assessment.

**Course Contents**

1. Language Assessment in context;
2. Concepts, Principles and Limitations of Measurement;
3. Scope of language assessment in education and Research;
4. Interrelationship of language abilities and Language Assessment Instruments;
5. Characteristics of Assessment Methods affecting Performance on Language Assessment Instruments;
6. Reliability and validity of Assessment;
7. Current Issues in Language Assessment and Language Assessment Research.
8. Designing Tests for Assessing Language Skills.

**Recommended Readings**

1. Alderson, J. C. (2000). *Assessing Reading*. Cambridge Language Assessment. CUP.

2. Brown, J. D. (1996). *Testing in language programs*. New York: Prentice-Hall Regents.
3. Brown, D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (Second edition). Longman.
4. Buck, G. (2001). *Assessing Listening*. Cambridge Language Assessment. CUP.
5. Chapelle, A.C. and Brindley, G. (2001). Assessment. In Schmitt. N. (Ed.), *An Introduction to Applied Linguistics*. Arnold, London.
6. Heaton, B. J. (1988). *Writing English Language Tests*. A practical guide for teachers of English as a second or foreign language. (Second edition). Longman.
7. Hughes, A. (2003). *Testing for language teachers*. (Second edition). Cambridge: Cambridge UP.
8. Luoma, S. (2004). *Assessing Speaking*. Cambridge Language Assessment. CUP.
9. Madsen, S.H. (1983). *Techniques in Testing*. O.U.P.
10. Mcnamara, T. (2000). *Language Testing*. Oxford. O.U.P.
11. Purpura, E. J. (2004). *Assessing Grammar*. Cambridge Language Assessment. CUP.
12. Read, J. (2000). *Assessing Vocabulary*. Cambridge Language Assessment. CUP.
13. Weigle, S. C. (2002). *Assessing Writing*. Cambridge Language Assessment. CUP.
14. Weir, C. J. (1993). *Understanding and developing language tests*. NY: Prentice Hall.
15. Weir, C. J. (1990). *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

**11. Course Title: Language and Education**  
**Course Code: ELL426**

**Course Objectives**

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future researchers and policy makers. By the end of the courses the students will:

- have got an overview of the language in education policies of Pakistan
- be able to compare language in education policies of Pakistan with other countries
- be able to give their opinion on medium of instruction controversy
- be able to develop a range of perspectives to review the language in education situation in a country and its possible impacts on prospective socio-economic status of students

### **Course Contents**

- Language Policies of Pakistan: Historical Perspective
- An Overview of the Language Policies of Selected Countries
- Medium of Instruction Issue in Bilingual and Multilingual Communities
- Role of Majority and Minority Languages
- Issue of Placement of Vernacular Languages and English in Education
- Linguistic Rights
- Language and Literacy

### **Recommended Readings**

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34-58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992)..*Linguistic Imperialism*. Oxford: Oxford University Press.
4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
5. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3, 401-428.
6. Schiffman, H. E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
7. Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
8. Strevens, P. (1982). World English and the World's Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-31.

### **12. Course Title: Language and Gender Course Code: ELL427**

#### **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 treat the genders differently

### **Course Contents**

- Relationship between language, gender and society
- In what ways do men and women use language differently?
- How do these differences reflect and/or maintain gender roles in society?
- The primary linguistic approaches to gender and language
- Historical and contemporary issues and controversies in the field of language and gender
- Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

### **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

### **13. Course Title: Corpus Linguistics Course Code: ELL428**

#### **Course Description**

This course will provide a general overview of Corpus Linguistics, focusing on contemporary approaches. It also provides a historical overview of the discipline. The main theoretical issues in the discipline will be discussed. The qualitative vs. quantitative; diachronic vs. synchronic; monolingual vs. multilingual perspectives will be introduced. Examples and techniques for analysis at different levels will be given. Students will learn how to use some of the most common techniques, tools and software packages in corpus linguistics

### **Course Objectives**

The main objectives of the course are

- To introduce corpus Linguistics as an emerging branch of linguistics
- To introduce to different perspectives in the corpus-based analysis of language.
- To teach how to use some of the most common techniques, tools and software packages in corpus linguistics.
- To get familiar with corpus tools in research

### **Course Contents**

- Define and describe the main perspectives on the analysis of language from the point of view of corpus linguistics.
- Describe the difference between quantitative and qualitative corpus linguistics.
- Describe the difference between diachronic and synchronic corpus-based research.
- Identify the differences in conducting corpus research on monolingual vs. multilingual corpora.
- Identify the different levels of analysis in corpus linguistics (phonetic/phonological, morphological, lexical, syntactic/pragmatic, discourse).
- Critically evaluate different theoretical perspectives in corpus linguistics.
- Explain what it means for corpus linguistics to be a theory or a method.
- Describe the recent history of corpus linguistics.
- Compare Neo-Firthian corpus linguistics to corpus-based linguistics.
- Analyze applications of corpus linguistics (dictionary/grammar creation, education, writing, language acquisition, language teaching).
- Evaluate the limitations on the generalizations derived from data.
- Recognize and develop strategies and practices to deal with the issues surrounding corpus collection, storage, annotation and analysis.
- Manipulate the most commonly-used tools in corpus linguistics.
- Develop skills in corpus collection, searching, annotation and analysis.
- Apply basic statistical techniques to corpus analysis.

### **Recommended Readings**

1. Biber, D., S. Conrad and R. Reppen. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press

2. Granger, S. and Petch-Tyson, S. (2003). *Extending the scope of corpus-based research: New applications, new challenges*. Rodopi.
  3. Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press. \*
  4. McEnery, T. and Wilson, A. 2001. *Corpus Linguistics*. (2nd Ed.) Edinburgh: Edinburgh University Press. \*
  5. McEnery, T., Xiao, R. and Tono, Y. (2006). *Corpus-based language studies: An advanced resource book*. Routledge.
  6. McEnery, Tony and Andrew Hardie (2012) *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press. ISBN: 9780521547369.
  7. Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
  8. Sinclair, J. (2004). *How to use corpora in language teaching*. John Benjamins.
  9. Stubbs, M. (1996). *Text and corpus analysis*. Oxford: Blackwell.
- Wynne, Martin (editor). 2005. *Developing Linguistic Corpora: a Guide to Good Practice*. Oxford: Oxbow Books. Available online from <http://ota.ox.ac.uk/documents/creating/dlc>

## **SCHEME OF STUDIES FOR MPhil LITERATURE**

### **MPhil 1<sup>st</sup> SEMESTER (Literature)**

<b>Course Codes</b>	<b>Course Title</b>
ELIT701	Advanced Literary-Cultural Research Methodology (core)
ELIT702	Critical Theories (core)
ELIT703	Shakespearean Studies
ELIT704	Postmodern American Literature

### **MPhil 2<sup>nd</sup> SEMESTER (Literature)**

<b>Course Codes</b>	<b>Course Title</b>
ELIT705	World Literature & Translation
ELIT706	Pakistani Writings in English (core)
ELIT707	South Asian Literature
ELIT708	Diasporic Literatures

**Note: Only four courses are to be offered in each semester. However, list of courses may be extended according to availability of intellectual and human resources at the institution.**

**Elective Subjects for MPhil English Literature**

The courses given in the table above may be replaced with those given in the following list, depending on the choice of students, research direction, and availability of local expertise in the institution.

1. Contemporary Postcolonial Studies (ELIT710)
2. War Literature (ELIT711)
3. Literature and Globalization (ELIT712)
4. Literature and Environment (ELIT713)
5. Literature and Film Studies (ELIT714)
6. Women's Writings (ELIT715)
7. Postmodern Fiction (ELIT716)
8. Transnational Poetry (ELIT717)
9. Digital Humanities (ELIT718)

## SCHEME OF STUDIES FOR MPhil LINGUISTICS

### MPhil 1<sup>st</sup> Semester (Linguistics)

Course Codes	Course Title
ELING701	Research Methods in Linguistics (core)
ELING702	Linguistic Theories (core)
ELING703	Applied Grammar & Syntax
ELING704	Discourse Studies

### MPhil 2<sup>nd</sup> Semester (Linguistics)

ELING705	Language Power and Identity
ELING706	Translation Studies
ELING707	Latest Trends in Linguistics
ELING708	Narratology

### Elective Subjects for MPhil English Linguistics

The courses given in the table above may be replaced with the given in the following list, provided local expertise is available.

1. Corpus Linguistics (ELING709)
2. Language and Technology (ELING710)
3. Psycho-Neurolinguistics (ELING711)
4. Advanced Stylistics (ELING712)
5. Anthropological Linguistics (ELING713)
6. Systemic Functional Linguistics (ELING714)
7. Critical Discourse Analysis (ELING715)
8. Bilingualism (ELING716)
9. Genre Analysis (ELING717)
10. Issues in Syntax (ELING718)
11. Applied Linguistics (ELING719)
12. Multilingualism (ELING720)
13. Teaching and Learning English in Large Classes (ELING721)
14. Cross-Cultural Communication (ELING722)
15. Theoretical Phonology (ELING723)
16. Phonetics (ELING724)
17. Language Program Management (ELING725)
18. Morphology & its Theoretical Foundations (ELING726)
19. Neuro-linguistics (ELING727)
20. Cognitive Linguistics (ELING728)
21. Sociolinguistics (ELING729)
22. World Englishes (ELING730)

23. Linguistics Human Rights (ELING731)

**Assessment**

The teacher has the liberty to tailor the assessment criterion as per teaching methods. However, following is proposed as general guidelines:

1. One midterm/sit-down test: 15 marks
2. Presentation and class participation: 10 marks
3. Fortnightly reflection/response papers (4-5 page only), which sets out the author's position on the broad themes of the course: 15 marks
4. One major (5-6000-words) essay as term assignment: 15 marks
5. Terminal written exam: 45 marks

## **MPHIL ENGLISH (LITERATURE)**

### **FIRST SEMESTER**

**Course Title: Advanced Literary-Cultural Research Methodology (core)**

**Level: MPhil**

**Course Code: ELIT701**

#### **Course Description**

This course introduces the basic and advanced concepts and practices in research. Since the students are from the Humanities disciplines, the course will concentrate on qualitative methods. It has been designed for scholars who have some basic knowledge of research practices. Qualitative research complements quantitative research and there may be some areas where it is more likely to reflect the complexity of observable data. For some social researchers, especially those working in the human sciences, qualitative research may be more suitable to describe human actions and their symbolic exchanges. As a major approach of conducting social inquiry, qualitative research has become a critically important contributor of knowledge about human social processes. The disciplines that have benefitted from qualitative research include literary studies, ethnography, ethnology, anthropology, psychology, social work, sociology, comparative religion studies, and critical theory.

#### **Course Objectives**

In this course, the students will be able to learn the following key elements of qualitative research:

- identifying the setting and data
- choosing the appropriate qualitative research methods or combining/mixing methods
- fieldwork analysis
- reporting the results

The students should be introduced to the following methods of observation and data analysis:

- the in-depth and unstructured interview
- life histories
- focus groups
- thematic categorization
- discourse analysis
- symbolic exchange/interaction analysis
- deconstruction/critique
- narrative analysis

### Course Outline

- Introduction to Research
- Constructing valid research questions
- What's a hypothesis/thesis statement/statement of the problem?
- Selection of text as representation and Interpretation
- Cognitive biases in the selection of text
- Politics of interpretation
- Examples and styles of Interpretation
- Concept of Research Paradigm and comparative study of major paradigms of research
- Place and process of literary studies in academic research
- Literary Research Methods:
  1. Archival Research Methods
  2. Auto/biography as a Research Method
  3. Oral History as a Research Method
  4. Visual Methodologies
  5. Discourse Analysis and Critical Discourse Analysis
  6. Ethnography as a Research Method
  7. Quantitative Methods for textual/literary studies
  8. Textual Analysis as a Research Method
  9. Creative Writing as a Research Method
  10. Semiotics as a research method

### Recommended Readings

- Kilito, Abdelfattah. "Dog Words." In: Angelika Bammer (ed.), *Displacements: Cultural Identities in Question*. Bloomington & Indianapolis: Indiana University Press, 1994, pp. xxi–xxxi.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Best, J. W. & Kahn, J. V. (2006). *Research in Education (10th ed.)*. Boston, MA: Allyn & Bacon.
- Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- DiTiberio, J. K. & Jensen, G. H. (1995). *Writing and personality: Finding your voice, your style, your way*. Palo Alto, CA: Davies-Black Publishing.
- Jan Blommaert and Dong Jie. *The Ethnographic Fieldwork* .
- McMillan, J. H. & Schumacher, S. (2010). *Research in education* (7th ed.). Boston: Pearson.
- Morgan, G. A. & Griego, O. V. (1998). *Easy use and interpretation of SPSS for Windows: Answering research questions with statistics*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.



- Rudestam, K. E. & Newton, R. R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, CA: Sage Publications.
- Sternberg, D. (1981). *How to complete and survive a doctoral dissertation*. New York: St. Martin's Press.
- Waugh, C. K. (2013). *WED 594 – Advanced Research Methods Student Manual*. SIUC: Department of Workforce Education and Development
- Weedman, C. (1975). *A guide for the preparation and evaluation of the dissertation or thesis*. San Diego, CA: Omega.

**Course Title: Critical Theories (core)**

**Level: MPhil**

**Course Code: ELIT702**

**Course Description**

This course traces the development of literary theory as a reaction to the failure of Enlightenment movement. As a discipline, critical theory assumed great significance in the second half of 20<sup>th</sup> century. The emphasis would be on the developments after Charles Darwin, Karl Marx, and Freud had presented their theories. However, these developments and the subsequent ones will consistently be seen in relation to ideas that dominated the Western thought before and after the two World Wars that comprehensively frustrated the promise of the enlightened humanist view of the world. As literary theory continues to colour our worldview and interpretations of literature, this course focuses on conceptual anti-foundational developments and not merely the historicisation of critical thought from Aristotle to Eliot. The students will be introduced to the dialogic nature of various theoretical strands and methodologies used to interpret literature. During the course of the semester, they will be encouraged to apply those methods on their reading of literature.

**Course Contents**

**1. Introduction.**

The common ground between literary criticism, philosophy and literary theory should be delineated. The course will include an introduction to the fundamental shift in Western thought in 19<sup>th</sup> century. The thinkers (e.g. Charles Darwin, Karl Marx, Sigmund Freud and Friedrich Nietzsche) who caused this shift will be introduced. During the discussion, the contribution and influence of three literary critics from England, I. A. Richards, William Empson and F. R. Leavis, who triggered new critical trends, will also be discussed.

**2. New Criticism.**

This section focuses on the shift from Liberal Humanism to new modes of interpreting literature. William Empson's Epilogue to *Seven Types of Ambiguity* will be used to highlight this shift.

**3. Neo-Marxism and Marxist Criticism.**

Karl Marx "Consciousness Derived from Material Conditions", a selection from *The German Ideology*, will be discussed to understand the basics of Marxist theoretical framework. The students will be apprised of this framework's bearings on literary studies through a discussion of Terry Eagleton's "Categories for a Materialist Criticism", a selection from *Criticism and Ideology*.

**4. Structuralism**

This section includes discussion on Ferdinand De Saussure's "Nature of the Linguistic Sign" (from *The Course in General Linguistics*). The following discussion will underline the implications of de Saussure's findings on the relationship between word and things. In the latter half of the session, Claude Levi-Strauss's "The Structural Study of Myth" will be discussed. The discussion will foreground Levi-Strauss's application of structuralist methods in analysing mythology.

**5. Post-structuralism/Deconstruction.**

Jacques Derrida's deconstruction of Levi-Strauss's study of myth laid down the foundations of a new, and perhaps the most radical, school of thought, that is, deconstruction, of the 20<sup>th</sup> century. The beginning of post-structuralist/deconstructionist thought and its challenge to binaries in Western critical tradition would be discussed in the light of Derrida's essay "Structure, Sign and Play in the Discourse of the Human Sciences." Michel Foucault's "What is an Author?" will also be discussed.

**6. Semiotics.**

Umberto Eco's "The Myth of Superman" analyses the relation between human beings and stories of cyclical nature. Eco views Superman as a modern myth and theorises its bearings on modern thought.

**7. Psychoanalytical Criticism.**

Psychoanalysis is akin to the study of literature. Like literature, it allots greater importance to covert meaning in our use of language. Sigmund Freud's "Creative Writers and Daydreaming," Jacques Lacan's "The Mirror Stage as Formative of the I Function as Revealed in Psychoanalytic Experience" (From *Écrits: A Selection*), and Julia Kristeva's "Psychoanalysis and Polis" will provide the bases of discussion on this relationship between literature and psychoanalysis.

**8. Feminist Criticism.**

What is feminism? Do women writers need to (re)create language to write a literature of their own? And most importantly, how do

they relate themselves to their male and female predecessors? These questions will be debated in the light of Sandra M Gilbert and Susan Gubar's "Infection in the Sentence" (*The Madwoman in the Attic*) and Elaine Showalter's "Toward a Feminist Poetics" (From *The New Feminist Criticism*).

## 9. Green Studies and Ecocriticism

### Primary Texts

#### New Criticism

1. William Empson. Epilogue to *Seven Types of Ambiguity*.

#### Marxist Critical Theory

1. Karl Marx. "Consciousness Derived from Material Conditions" from *The German Ideology*.
2. Terry Eagleton. "Categories for a Materialist Criticism" From *Criticism and Ideology*.

#### Structuralism

1. Ferdinand De Saussure. "Nature of the Linguistic Sign" From *The Course in General Linguistics*.
2. Claude Levi-Strauss. "The Structural Study of Myth."

#### Post-structuralism

1. Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Sciences."
2. Michel Foucault. "What is an Author?"

#### Semiotics

1. Umberto Eco. "The Myth of Superman" From *The Role of the Reader*.

#### Psychoanalytic Critical Theory

1. Sigmund Freud. "Creative Writers and Daydreaming."
2. Jacques Lacan. "The Mirror Stage as Formative of the I Function as Revealed in Psychoanalytic Experience" From *Écrits: A Selection*.
3. Julia Kristeva. "Psychoanalysis and Polis."

#### Feminism

1. Sandra M. Gilbert and Susan Gubar. "Infection in the Sentence" From *The Madwoman in the Attic*.
2. Elaine Showalter. "Toward a Feminist Poetics" From *The New Feminist Criticism*.

#### Gender Theory

1. Hélène Cixous. "The Laugh of the Medusa."

### Further Recommended Texts

1. Adorno, Theodor W. *From Minima Moralia*.
2. Barthes, Roland. "From Work to Text" From *Image – Music – Text*.
3. Beauvoir, Simone de. *The Nomads*
4. Certeau, Michel de. *Walking in the City* from *The Practice of Everyday Life*
5. Chow, Rey. *Where Have All the Natives Gone?*
6. Clastres, Pierre. *Power in Primitive Societies*
7. Clastres, Pierre. *The Duty to Speak*
8. Derrida, Jacques. *Structure, Sign, and Play in the Discourse of Human Sciences*
9. Derrida, Jacques. *Racism's Last Word*
10. Engels, Friedrich. *The Family*
11. Foucault, Michel. From *The History of Sexuality*
12. Irigaray, Luce. From *This Sex Which is not One*
13. Nietzsche, Friedrich. *On Truth and Lie in an Extra moral Sense*
14. Sontag, Susan. *Against Interpretation*
15. Spivak, Gayatri C. *Can the Subaltern Speak?*

### Recommended Readings

1. Barry, Peter. *Beginning Theory*. This is an easy-to-use introduction to literary theory which in a very accessible way introduces beginners to different theoretical schools and complex ideas of critical theory. This book is invaluable for its understandable explanations of theoretical concepts, which a beginner otherwise might find intimidating.
2. Bennett, Andrew, Nicholas Royle. *Literature, Criticism and Theory*. This book elaborates the relationship between the text and reader, reader and author, and reader's role in interpreting the text.
3. Cuddon, J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. An essential reference book that every student of literature must have in his/her personal collection. This book is meant not only to be consulted frequently but read as well.
4. Eagleton, Terry. *Literary Theory: An Introduction*. A slightly advanced introduction to Literary Theory, as Eagleton focuses on selected theoretical trends. However, Eagleton connects literature and theory in his known lucid style, which makes this book a wonderful read.
5. Malpas, Simon, Paul Wake. *Routledge Companion to Literary Theory*. A useful selection of essays about major theories. It is a very helpful introduction to Literary Theory, designed for those who have already been initiated into it. At the end, it provides an explanation of frequently used theoretical terms and ideas.
6. Payne, Michael, John Schad. *Life. After. Theory*. This book discusses whether theory has overstayed its welcome or has it left

a permanent imprint on our consciousness and thus debates about it have become irritatingly repetitive.

7. Richter, David H. *The Critical Tradition: Classic Texts and Contemporary Trends*. A comprehensive work that covers critical tradition from the earliest developments in critical thought to recent developments in critical thought. It has selections of original works from Plato to Terry Eagleton. Canonical texts of great thinkers and critics are placed in different sections according to the school of thought they represent. At the beginning of each section, an insightful introduction is provided about that particular school of thought.
1. Tyson, Lois. *Critical Theory Today: A User Friendly Guide*. Another brilliant introduction for candidates who are starting a course in Literary Theory. Tyson provides a detailed introduction to contemporary literary trends and their development. She explains most frequently encountered theoretical approaches to study literature using examples every reader can relate to.

**Course Title: Shakespearean Studies**

**Level: MPhil**

**Course Code: ELIT703**

#### **Course Description**

The focus of the course is to study Shakespeare in the light of revisionist criticism such as postcolonial theory and contemporary cultural theory at large. The course includes plays from Shakespeare's histories, tragedies and comedies. While these genres might at first glance seem to exist in radically different realms—histories dealing with political struggles and the public world, tragedy with a downfall of a hero, comedies with love and private lives --- the emphasis will be upon change that these genres share. For example, Trauma and transformation are Shakespeare's subjects in all of these plays: *Richard III*, *Henry IV part 1*, *Henry V*, *Henry VI part 3*, *A Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, and *Twelfth Night*. The course will explore development of Shakespeare's dramatic powers in history, tragedy, and comedy from the early plays to the middle of his career, and to the rich and varied achievements of his later plays. Dramatic forms, themes, characters, and styles will be studied in the contexts of Shakespeare's theatre and his society. The culture and language of a very distant time period and how it appears in the plays will be focused, as a prelude to an examination of how the plays' poetic forms help express pain and reconciliation. Shakespeare's greatness/universality will also be explored/questioned in his plays and sonnets.

### **Course Objectives**

1. The course is expected to develop student's ability to critically appreciate Shakespeare and explore different dimensions of his characters, dramatic forms and themes.
2. The course hopes to develop literary competence by a comparative analysis of different genres and plays.
3. The course will enable students to critique, evaluate and reflect on Shakespeare's contribution to sonnet.

### **Course Outcomes**

After completion of the course, students are expected to

1. Refine their analytical ability and in-depth understanding of Shakespeare as a dramatist and poet.
2. Write response papers on Shakespeare in the light of postcolonial critical theories.

### **Course Contents**

1. *A Midsummer Night's Dream*
2. *Hamlet*
3. *Henry V*
4. *Julius Caesar*
5. *King Lear*
6. *Othello*
7. *Richard III*
8. *Tempest*
9. *The Merchant of Venice*
10. *The Taming of the Shrew*
11. *Twelfth Night*

### **Recommended Readings**

- Bloom, Harold. Shakespeare: The Invention of the Human. New York: The Berkley Publishing Group, 1999.
- Booth, Stephen. Shakespeare's Sonnets. New Haven and London: Yale University Press, 2000.
- Bradley, A. C. Shakespearean Tragedy. Middlesex: The Echo Library, 2007.
- Evans, G. Blakemore. Elizabethan Jacobean Drama: The Theatre in Its Time. New York: New Amsterdam Books, 1998.
- Garber, Marjorie. Shakespeare After All. New York: Anchor, 2005.
- Greenblatt, Stephen. Will in the World: How Shakespeare Became Shakespeare. London: W.W. Norton, 2005.
- Loomba, Ania. Postcolonial Shakespeare.
- Neil, Samuel. Shakespeare: a Critical Biography. London: Houlston and Wright, 1863.
- Nye, Robert. The Late Mr. Shakespeare. New York: Allison and Busby, 2001.

- Ribner, Irving. The English History Play in the Age of Shakespeare. Irving: Routledge, 2005.
- Shakespeare, William. Shakespeare's Sonnet. England: Thomas Thorpe, 1609.
- Stanley Wells, and Michael Dobson. The Oxford Companion to Shakespeare. Oxford: Oxford University Press, 2001.

**Course Title: Postmodern American Literature**

**Level: MPhil**

**Course Code: ELIT704**

**Course Description**

The course is designed to introduce students to postmodern American literary panorama. The aim is to understand postmodernism in terms of literary theory and practice. The contents highlight how postmodernist literature is marked with literary techniques such as fragmentation, paradox, unreliable narrators, often unrealistic and downright impossible plots, games, parody, paranoia, dark humor and authorial self-reference. This means considering postmodern literature in terms of form rather than context. This further leads to assessing how social and cultural change might prompt changes in literature and how literature positions its readers to respond to it. The course examines in particular the uneven effects of postmodernity and postmodernism as shaped by differences in race, ethnicity, class, sexuality, gender, and region. In this regard, the question of what constitutes "America" in postmodern world will be seen as a critical issue.

The course introduces a variety of postmodern American authors who tend to reject outright meanings in their novels, stories and poems, and, instead, highlight and celebrate the possibility of multiple meanings, or a complete lack of meaning, within a single literary work. The course does not deal with passive reading, rather it prepares readers to be skeptical about commonplace truths. It encourages students to question the truths of postmodern world, read critiques and write their responses. The course is challenging as it requires the reader to be an active co-creator of meaning. So that students need to work on their own views about postmodern literature so they may utilize their own ideas for carrying out research in future.

**Course Objectives**

The course aims to:

- Introduce the concept of postmodernism in American literature.
- Familiarize students with techniques of postmodernism such as fragmentation, paradox, unreliable narrators, unrealistic plots, plurality, paranoia, dark humor and introduce concepts of pastiche, intertextuality and magical realism etc.

- Enable students to analyze literary texts in the light of postmodern literary theory.
- Make students aware of the responses, criticism and theatrical debates on postmodernism in order to develop a better understanding of modern literature.

### **Course Contents**

#### **Poetry:**

1. Lyn Hejinian- *Oblivion*
2. Alan Davies- *The New Sentience*
3. Tom Mandel- *Poussin; Gray May Now Buy*
4. Christopher Dewdney- *The Beach; The theatre Party*
5. Sherman Alexie- *Poverty of Mirrors; What the orphan inherits; I would steal horses*
6. Allen Ginsberg- *Howl; America; A Supermarket in California*
7. Sylvia Plath- *Ariel; Daddy*

#### **Drama:**

1. Tennessee Williams- *Glass Menagerie, A Streetcar Named Desire*
2. Arthur Miller- *The Crucible*
3. August Wilson- *Fences*
4. Kurt Vonnegut- *Happy Birthday Wanda June, God Bless you, Mr. Rosewater*
5. Edward Albee- *Who's Afraid of Virginia Woolf*

#### **Fiction:**

1. Don DeLillo – *White Noise, Libra*
2. William S. Burroughs – *Naked Lunch, Junky, Cities of the Red Night*
3. Toni Morrison – *Beloved, Jazz, Song of Solomon*
4. Ishmael Reed- *Mumbo Jumbo, The Last Days of Louisiana Red*
5. Thomas Pynchon. *The Crying of Lot 49, Mason and Dixon, Vineland, gravity's Rainbow*
6. Kurt Vonnegut- *Slaughterhouse-Five*
7. Foster Wallace- *The Broom of the System*
8. John Fowles- *The French Lieutenant Woman, A Maggot*
9. John Barth- *Letters, Chimera*

#### **Outcome(s) of the course**

- The course is challenging but it will enable students to develop a critical approach.
- The course will provide theoretical and conceptual understanding of postmodern American literature so it will enable students to be



more conversant with the ideas of relative truth and fragmented reality in these postmodern times.

- It is expected that students will be able to explore new ideas and write research papers in this subject area and hence grow in the field of research, which is indispensable to make a place in the academia.

### **Suggested Readings**

- Arac, Jonathan, ed. *Postmodernism and Politics*. Minneapolis: University of Minnesota Press, 1986. Web.
- Bertens, Hans. *The idea of the postmodern: A History*. New York: Routledge, 1995.
- Couturier, Maurice. *Representation and Performance in Postmodern Fiction*. Université Paul Valéry, 1983.
- Fokkema, Douwe Wessel. *Literary History, Modernism, Postmodernism*. Amsterdam: John Benjamins Publishing Company, 1984. Web.
- Gregson, Ian. *Postmodern Literature*. NP: Bloomsbury Academic, 2004.
- Harvey, David. *The Condition of Postmodernity: An Inquiry into the Origins of Cultural Change*. Malden: Blackwell Publishers, 1990.
- Hogue, W. Lawrence. *Postmodern American Literature and its other*. NP: University of Illinois Press, 2009. Web.
- Hoover, Paul, ed. *Postmodern American Poetry: A Norton Anthology*, 2<sup>nd</sup> Ed. NP: W.W. Norton & Company, 2013. Web.
- Hutcheon, Linda. *Politics of Postmodernism*. New York: Routledge, 2002.
- Lyotard, Jean-Francois. *The Postmodern Condition: A Report on Knowledge*. Minneapolis: University of Minnesota Press, 1984. Web.
- McHale, Brian, and Len Platt, ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016.
- McHale, Brian. *Postmodernist Fiction*. Methuen: Methuen & Company Ltd., 1987. Web.
- McHale, Brian. *Constructing Postmodernism*. NP: Routledge Press, 1993. Web.
- McGowan, John. *Postmodernism And Its Critics*. New York: Cornell University, 1991. Web.
- Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. New York: Cambridge University Press, 2009.
- Paula Geyh, Fred G. Leebron and Andrew Levy, eds. *Postmodern Fiction: A Norton Anthology*. NP: W.W. Norton & Company, 1997. Web.
- Platt, Len, and Sara Upstone, ed. *Postmodern Literature and Race*. New York: Cambridge University Press, 2015.

- Ziegler, Heidi, ed. *The End Of Postmodernism: New Directions*. NP: University of Pennsylvania Press, 1993. Web.

## **SECOND SEMESTER**

**Course Title: World Literature in Translation**

**Level: MPhil**

**Course Code: ELIT705**

### **Course Description**

World Literature that is rendered in English, from the pre-Colonial era to the present, introduces scholar(s) to major literary topics and themes emerging from a variety of nations and cultures. Genres studied include the novel, short story, poetry, testimonial narrative, plays and historical nonfiction. Readings, films, and discussion help provide the social and historical context necessary for understanding and appreciating literature from Mexico, the Caribbean, Central and South America, Europe and Asia. Special emphasis is given to the relationship between literature and social change, focusing particularly on the literary theories that enable a better interpretation of art. As the scholars explore this literature, they will learn about history, politics, human rights, social activism, and gender roles all over the globe through the lens of fictional and non-fictional characters.

The course encourages introspection in the analysis of literary texts through class discussions, occasional lectures, and written assignments and oral presentations. Scholars are asked to imagine the context in which the author wrote and thought at that time.

### **Course Objectives**

The course aims to help students achieve the following:

- Become familiar with important authors and common themes in contemporary translated literature.
- Recognize literary terms, concepts, critical strategies and stylistic characters in the texts studied.
- Articulate a basic understanding of history, politics, human rights, social activism, and gender roles, as seen through the lens of fictional and non-fictional characters
- Demonstrate critical and independent thinking in the interpretation of texts
- Demonstrate an understanding of ways the literature studied reflects its intellectual, social, historical, and multicultural contexts

### Course Outcomes

- Scholars should be able to evaluate the power of literature to address personal values and goals and to challenge human endeavors, and also to write academic research papers based on literatures in Translation.

### Course Contents

1. A selection of poems and an excerpts of a biographical and feministic letter : *Response to Sor Filotea* (Sister Juana Ines de la Cruz)
2. *The Labyrinth of Solitude/ Mexican Mask*(Octavio Paz)
3. *The Metamorphosis, The Trial* (Franz Kafka)
4. *The Myth of Sisyphus, The Stranger, The Plague* (Albert Camus)
5. *Longer Poems of Iqbal: Mosque of Cordova and Satan's Council* (Dr. Allama Iqbal)
6. *Poems by Faiz: Ghazal, Quatrain and Poems* (Faiz Ahmed Faiz)
7. *Blood Wedding, House of Bernarda Alba* (Federico Garcia Lorca)
8. *Accidental Death of an Anarchist* (Dario Fo)
9. *The Bird of the East* (Tawfiq al Hakim)
10. *The Flea Palace* (Elif Shafak)
11. *Selections from Gitanjali (Rabindranath Tagore)*
12. *Midaq Alley (Naguib Mahfouz)*
13. *In Other Words (Jhumpa Lahiri)*
14. *The Conference of Birds (Fariduddin Attar)*

### Suggested Readings

Copies of the necessary texts will be provided by the instructor.

1. Selected chapters from *Translation, History and Culture* (Andre Lefevere and Susan Bassnett) to develop the idea of Translation as a Genre
2. An excerpt of a biographical and feministic letter : *Response to Sor Filotea*
3. *Sor Juana: A Modern Voice in Seventeenth Century Mexico*
4. *Writings on Faiz (Yasmeen Hameed)*
5. Selected Essays on Varieties of Cultural Studies from *Introduction to Translation Studies*
6. *Poetry* (Paz)
7. *Comparative Literature: A critical introduction* (Susan Bassnett)
8. *Refractions: Essays in Comparative Literature* (Henry Levin)
9. *The world, The Text, and the Critic* (E. Said)
10. *Selection from Mathnawi* (Jalaluddin Rumi)
11. *Rubaiyat* (Omar Khayyam/Iqbal)
12. *Selections of Haiku* (Basho)
13. *Six Characters in Search of an Author* (Pirandello)
14. *Mother Courage and The Life of Galileo* (Bertolt Brecht)

**Course Title: Pakistani Writings in English (core)**

**Level: MPhil**

**Course Code: ELIT706**

**Course Description:**

This course does not merely trace the evolution of Pakistani Literature in English, it also brings into the spotlight the more contemporary writings in English that are making their mark on the international scene. While it has brought together a number of literary works from different sources, what makes this course unique is that it has also incorporated recent critical works that have made their mark on the international scene. The texts included within this course offer a diversity of ideas for analysis in terms of generic, thematic and stylistic evolution. With novelists ranging from Bapsi Sidhwa to Shehryar Fazli i.e., from partition fiction to Karachi noir, and poets ranging from Taufiq Rafat to present-day poets like Raza Ali Hasan, this course allows the students to develop an overarching comprehension of the corpus of literary works that fall under the umbrella of Pakistani writings in English.

**Course Objectives/Aims:**

This course revolves around the following objectives:

- To analyze the enmeshment of history, culture and society in Pakistani writings in English so that the students can read the prescribed texts in terms of their situatedness in a Pakistani context
- To bring to the fore the osmosis between Western and Eastern literary paradigms as evinced in Pakistani Literature in English
- To subject the prescribed texts to an analysis from multiple theoretical lens so that further areas of debates and discourses may be generated
- To enable the students to move onwards from a postcolonial critique to a post-post-colonial analysis and theorization of the given literary texts
- To enable the student to raise questions regarding how this class of literature can function as an “irruption” point within global narratives pertaining to Muslim and Third World countries in Asia.

**Course Contents/Core Texts:**

- I. Fiction (Short Fiction and Novels)
  1. *The Crow Eaters* by Bapsi Sidhwa
  2. *The Heart Divided* by Mumtaz Shah Nawaz
  3. *A God in Every Stone* and *Burnt Shadows* by Kamila Shamsie
  4. *City of Spies* by Sorayya Khan

5. *In Other Rooms, Other Wonders* by Daniyal Mueenuddin (Selections)
6. *The Scatter Here is Too Great* by Bilal Tanweer
7. *Maps for Lost Lovers* or *The Wasted Vigil* by Nadeem Aslam
8. *Invitation* by Shehryar Fazli
9. *The Prisoner* by Omar Shahid Hamid
10. *The Swan's Wife* by Aamer Hussein
11. *Our Lady of Alice Bhatti* by Mohammed Hanif
12. *Émigré Journeys* or *Stories of Exile and Alienation* by Abdullah Hussain

## II. Poetry

1. *Arrival of the Monsoon* by Taufiq Rafat (Selections)
2. *Before the Carnations Wither* by Daud Kamal (Selections)
3. *Kohl and Chalk* or *Baker of Tarifa* by Shadab Zeest Hashmi
4. *The Country at My Shoulder* or *How the Stone Found its Voice* by Moniza Alvi
5. "Mohenjo-Daro, City of the Dead" "In Search of Truth at the Geological Museum", "Photography", "Leaf Falling", "The Silence" and "Alexander Comes of Age" by Ghulam Fariduddin Riaz
6. "Footloose", "A Void" and "My Foster God" by Mona Hassan
7. "The Return", "Partition", "List of Damaged and Destroyed Monuments", and "Life of the Imagination" by Moeen Faruqi
8. "Bhakkar Town", "Guru", "Elohim Creating Adam", "Snails" or any other from *The Last Tea* by Athar Tahir
9. *Between You and Your Love* by Harris Khaliq
10. *Picture This . . . Poems* by Ilona Yusuf (Selections)
11. *Sorrows of the Warrior Class* by Raza Ali Hassan
12. "Pakistani Story (from real to comic)", "The Maids of the City of Dust", "Inside American Embassy Islamabad", "A Half-Rhymed Tale of a Punjabi Girl" and "Lahore 2009" by Rizwan Akhtar
13. *Poetic Palpitations from Pakistan: A Lyrical Document of Protest against a Society* by Aamir Aziz and Rizwan Saeed Ahmed (Selections)

## III. Plays

1. *Tom Jones and the Biryani Surprise* by Wajahat Ali
2. *Selected Plays* by Shahid Nadeem (Selections)
3. *The Guilt* or *The Last Metaphor* by Usman Ali

## IV. Prose

1. *Return of the Onion* by Khalid Hassan
2. *The Faithful Scribe* by Shahan Mufti
3. *Meatless Days* by Sara Suleri

#### 4. *Discontent and its Civilization* by Mohsin Hamid

##### **Outcomes of the Course:**

After completing this course, the students will be able to not only understand the developments in Pakistani Literature in English, they will also be able to review them in the light of multiple theoretical and socio-political paradigms that have shaped both the genre and the region.

- The students will be enabled to produce serious academic essays that intervene within the current discourses regarding issues such as the clash of civilizations and post-9/11 identities, etc.
- With the help of these readings, the students will be able to critically determine the weaknesses within any representational praxes and develop a sound critical and theoretical tradition in the domain. Thus, they will be able to identify further areas of research within the field.
- The students will be trained to weave different global and local theoretical tenets to define frameworks for not only further analyzing these works, but will also be able to initiate post-postcolonial debates that endeavor go beyond the shadow of the region's colonial past.
- It will also strengthen the students' command over the field of Culture Talk, using its interdisciplinary matrix to articulate their views regarding the role and scope of Pakistani Writings in English.

##### **Further/Suggested Readings:**

- Abbas, Tahir. "After 9/11: British South Asian Muslims, Islamophobia, Multiculturalism, and the State." *American Journal of Islamic Social Sciences*, Special Issue: New- Orientalism and Islamophobia: Post-9/11, Vol. 21:3, Summer (2004): 1-25. Pdf.
- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. 1983. London: Verso, 2006.
- Asad, Talal. *On Suicide Bombing*. NY: Columbia University Press, 2007.
- Baudrillard, Jean. "The Implosion of Meaning in the Media". *In the Shadow of the Silent Majorities ... Or the End of the Social and Other Essays*. Trans. Paul Foss, Paul Patton and John Johnston. New York: Columbia University, 1983. 95-112. Pdf.
- ."The Spirit of Terrorism". Trans. Dr. Rachel Bloul. *Le Monde*. 2 November 2001. Web article. Accessed on 14<sup>th</sup> November, 2011.
- ."Hypotheses on Terrorism". Trans. Chris Turner. London: Verso, 2003. 35-48. Pdf.

- Bhalla, Alok. *Partition Dialogues: Memories of a Lost Home*. Oxford: Oxford University Press, 2006.
- Brah, Avtar. *Cartographies of Diaspora: Contesting Identities*. NY: Routledge, 1996. Imagined communities
- Chambers, Claire & Caroline Herbert, eds. *Imagining Muslims in South Asia and the Diaspora: Secularism, Religion, Representations*. UK: Routledge, 2014
- Chambers, Claire. *Britain through Muslim Eyes Literary Representations, 1780-1988*. UK: Palgrave Macmillan, 2015.
- . *British Muslim Fictions: Interviews with Contemporary Writers*.
- Chibber, Vivek. *Postcolonial Theory and the Specter of Capital*. London: Verso, 2013.
- Chomsky, Noam. "The Imperial Grand Strategy" .*Hegemony or Survival: America's Quest for Global Dominance*. NY: Metropolitan Books, 2003.
- . "History and Memory". *Imperial Ambition: Conversations on the Post-9/11 World*. NY: Metropolitan Books, 2005. 92-114.
- . *Power and Terror: Conflict, Hegemony, and the Rule of Force*. 2003. London: Pluto Press, 2011.
- Chouliaraki, Lillie. "Watching 11 September: The Politics of Pity." *Discourse and Society* 2001. September 2001 (2004): 185–198.
- Cilano, Cara. *Contemporary Pakistani Fiction in English: Idea, Nation, State (Routledge Contemporary South Asia Series)*. NY, Routledge, 2013.
- . *National Identities in Pakistan: The 1971 war in contemporary Pakistani fiction (Routledge Contemporary South Asia Series)*. NY, Routledge, 2011.
- . *Post-9/11 Espionage Fiction in the US and Pakistan: Spies and "Terrorists" (Routledge Contemporary South Asia Series)*. NY, Routledge, 2014.
- . "Spatial Visions: Mobility and the Social Order in Pakistani Women's English-Language Partition Fiction". *Asiatic* vol. 10(1), 2016. 113-127.
- Guelke, Adrian. *Terrorism and Global Disorder*. NY: I.B Taurus, 2006. Pdf.
- . *The New Age of Terrorism and the International Political System*. NY: I.B Taurus, 2010.
- Hodges, Adam. *The "War on Terror" Narrative: Discourse and Intertextuality in the Construction and Contestation of Sociopolitical Reality*. Oxford: OUP, 2011.
- Holloway, David. *9/11 and the War on Terror*. Edinburgh: Edinburgh UP, 2008.
- Huntington, Samuel. 'The Clash of Civilizations?' *Foreign Affairs*; Summer 72. 3 (1993): 22-49. Pdf.

- Kachru, Braj. *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. Urbana: University of Illinois Press, 1986.
- Kanwal, Aroosa. *Rethinking Identities in Contemporary Pakistani Fiction in English: Beyond 9/11*. London: Palgrave Macmillan, 2015.
- Maggio, J. "Can the Subaltern be Heard?" *Alternatives* (32), 2007. 419-443.
- Mamdani, Mahmood. *Good Muslim, Bad Muslim: Islam, the USA, and the Global War against Terror*. 2004. Delhi: Permanent Black, 2010.
- Morey, Peter and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Harvard University Press, 2011
- Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. Delhi: OUP, 1983.
- Santesso, Mirze. *Disorientation: Muslim Identity in Contemporary Anglophone Literature*. UK: Palgrave Macmillan, 2013.
- Patke, Rajiv S. *Postcolonial Poetry in English*. Oxford: Oxford University Press, 2006.
- Raja, Masood Ashraf. *Constructing Pakistan: Foundational Texts and the Rise of Muslim National Identity, 1857 – 1947*. Oxford: Oxford University Press, 2010.
- Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory: A Reader*. NY: Columbia University Press, 1994.
- Yusaf, Ilona. *Picture This ... Poems*. Islamabad: Alhamra Publishing Pakistan, 2001.

**Course Title: South Asian Literature**

**Level: MPhil**

**Course Code: ELIT707**

**Course Description**

This course introduces the literature of South Asia (contemporary India, Pakistan, Sri Lanka and Bangladesh) and the writers of the south Asian descent. Particularly, this course underscores the differential episteme of South Asian literature that defines it as a category different from the Commonwealth and Postcolonial literatures. It will focus on novels, short stories, and poetry that both present recognizable themes, and draw on the rich cultural, literary, and historical background of the region. The different short stories, novels, and films in the course represent some very important 20<sup>th</sup> century historical events, such as the moment of Independence for India and Pakistan, an event immediately followed by the ghastly violence of the 'Partition.' Others deal with more recent events: the Indo-Pakistan war of 1971, which led to the founding of Bangladesh; the civil war in Sri Lanka in the 1970s and 80s; or the recent



border conflicts between India and Pakistan over Kashmir. Also, a significant number of the books in the course are written by 'diasporic' authors -- people who for various reasons live outside of the subcontinent. Some of these writers focus quite specifically on what life is like for displaced South Asians in London, the U.S., Canada, and elsewhere. Being a part of this contemporary world, the south Asian writers are no more isolated the contemporary trends in literary studies.

### **Course Objectives**

This course aims:

1. To explore the effects of social, political and cultural factors on the literature produced in South Asia
2. To understand the differences as well as similarities in the literature produced in South Asia.
3. To develop an understanding of the issues of identity, class oppression, gender oppression, racism, and cosmopolitanism;

### **Course Outcomes**

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

1. Re assert South Asian Literature as an important strand of the Postcolonial literature and to demonstrate an understanding of important concepts in South Asian Literature in English;
2. Develop an understanding of rich literary tradition of south Asian literature and compare it with the rest of the literature as postcolonial. Afro – American literature etc. of the world.
3. Understand social, historical, cultural and global context of south Asian Literature in English and their points of convergence as well as their points of divergence

### **Core Texts**

#### **Novel**

1. Amitav Ghosh, *Sea of Poppies* (2008), *The Shadow Lines* (1988)
2. Arundhati Roy, *The God of Small Things* (1997)
3. Bapsi Sidhwa, *Cracking India* (1991), *An American Brat* ( 1993)
4. Bharati Mukherjee, *Jasmine* (1989)
5. H.M. Naqvi, *Home Boy* (2009)
6. Hanif Kureishi, *The Buddha of Suburbia* (1990)
7. Jhumpa Lahiri, *The Namesake* (2004)
8. Kamila Shamsie, *Burnt Shadows* (2009)
9. Khushwant Singh, *Train to Pakistan* (1956)
10. Michael Ondaatje, *The English Patient* (1992) *The Anil's Ghost*
11. Mohammed Hanif, *A Case of Exploding Mangoes* (2009)
12. Mohsin Hamid, *The Reluctant Fundamentalist* (2007), *Moth Smoke* (2000)
13. Monica Ali, *Brick Lane* (2003)
14. Sara Suleri, *Meatless Days* (1989)

15. Tariq Ali, *Shadows of the Pomegranate Tree* (1992)
16. Uzma Aslam Khan, *Trespassing*

### Play

1. Arun Joshi: —The Only American from Our Village
2. MacIntyne, Ernest (Sr.) *Rasanayagam's Last Riot* (1990)
3. Karnad, Girish (In) *Tughlaq*
4. Tendulkar, Vijay (In) *Silence! The Court is in Session.*

### Poems

1. Aamir Hussain: —*Sweet Ricell*
2. Tahira Naqvi: —*Attar of Roses*
3. Daud Kamal: —*An Ode to Death*
4. Agha Shahid Ali - *A Country without a post office; Zainab's Lament in Damascus; The Last Saffron; I See Kashmir From Delhi at Midnight;*
5. A. K. Ramanujan.: *Astronomer, Chicago Zen, A River, Extended Family*
6. Kamala Das: *The Maggots, The Stone Age, The Dance of the Eunuchs*
7. Shams ur Rehman: *Mask, If You Stare Like That, Roar To Freedom, So Many Days*
8. Taufiq Rafat: —*Reflections*

### Short stories

1. Akhtaruzzaman Elias:- *The Festival*
2. Amar Jalil:- *The Bird*
3. Saadat Hasan Manto:- *Selection from Black Margin*
4. Selina Hossain:- *Spent*
5. Farkhanda Lodhi :- *Cracks in the Heart*

### Recommended Readings

1. Ahmad, Aijaz. In *Theory: Classes, Nations, Literatures*. London: Verso, 1992.
2. Ashcroft, Bill et al. *Key Concepts in Postcolonial Studies*. London: Routledge, 1998.
3. Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Postcolonial Literatures*. London & New York: Routledge, 2001.
4. Bahri, Deepiva and Mary Vasudeva, eds. *between the Lines: South Asia and Postcoloniality*. Philadelphia: Temple University Press, 1999.
5. Bhabha, Homi K. *The Location of Culture*. London: Routledge, 2003.
6. Brah, A. *Cartography of Diaspora: Contesting Identities*. London: Routledge, 1996.

7. Brians, Paul. *Modern South Asian Literature in English*. Greenwood Press: USA, 2003.
8. Gurr, Andrew. *Writers in Exile: The Identity of Home in Modern Literature*. New Jersey: Humanities Press, 1981.
9. Kabeer, Naila. *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*. London: Verso, 2000.
10. Kirpal, Viney. *The Third World Novel of Expatriation*. New Delhi: Sterling, 1989.
11. Martin, Stoddard. *The Great Expatriate Writers*. London: Macmillan, 1992.
12. Narayan, Uma. *Dislocating Cultures: Identities, Traditions and Third World Feminism*. London & New York: Routledge, 1997.
13. Rehman, Tariq. *A History of Pakistani Literature in English*. Lahore: Vanguard, 1991.
14. Ranasinghe, Ruvani. *Asian Writers in Twentieth-century Britain: Culture in Translation*. OUP: London, 2007.
15. Roy, Rituparna. *South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh*. Amsterdam: IAS / Amsterdam University Press, 2010.
16. Said, Edward. *Culture and Imperialism*. New York: Vintage Books, 1994.
17. Said, Edward. *Reflections on life in Exile*. Cambridge Mass: Harvard University Press, 2000.
18. Said, Edward. *Orientalism*. India: Penguin Books, 2001.
19. Shamsie, Muneeza. *A Dragonfly in the Sun*. London: OUP, 1997.

**Course: Diasporic Literatures**

**Level: MPhil**

**Course Code: ELIT708**

**Course Description**

This course introduces the study and analysis of literature that reflects the experiences of socio-cultural and geographical dislocation due to practices of slavery, indentured labor, forced or voluntary exile, and migration. The academic and social relevance of this course lies in the fact that the emerging diasporic literary forms challenge the stereotypical assumptions about victimization and marginalization and give new directions to experiences of dislocation in the contemporary globalized world. Over the last few decades, the liminal diasporic condition has become an enabling enunciatory state, as contemporary scholarship in this field shows. Diasporic studies foreground the revolutionary emerging trends in cultural, political, ethnic, racial and national affiliations. Globalization, privatization, cosmopolitanism as well as neocolonial and neo-imperial practices as they replace the traditional postcolonial

practices, are all shaping the contemporary world, both in their positive and negative dimensions.

The study of diasporic literature has a great potential for research in terms of developing critical angles and methodologies as well as developing an understanding of the metropolitan multicultural global societies. In this scenario where postcoloniality has assumed new definitions and dimensions, diasporic literature incorporates the issues, debates and philosophies of the others of the world, thus enhancing the scope of research into a vast variety of important emerging trends in cultural and social practices and situations.

### **Course Objectives**

- To develop an understanding of the theoretical concepts relating with diasporic literature through the study of the works of major scholars and critics.
- To study the selected literature using the insights provided by the works of scholars and critics.
- To see how the primary and secondary readings relate with the contemporary realities and experiences of diasporic authors, as well as with issues and debates of the world and assess Pakistan's position in this scenario as well as identify the role of a Pakistani scholar in the national as well as international academy.

### **Course Contents**

#### **Poetry**

1. Zulfikar Ghose. Selections from *The Loss of India* (1964) and *50 Poems* (2013)
2. Saleem Peeradina. Selections from *Contemporary Indian Poetry in English* (1972)
3. A.K. Ramanujan. Selections from *Selected Poems* (1976)
4. Adrian A. Hussain. Selections from *Desert Album* (1998)
5. Usha Akella. Selections from *Kali Dances. So Do I* (2000)
6. Agha Shahid Ali. Selections from *The Veiled Suite* (2009)
7. Pramila Venkateswaran. Selections from *Draw Me Inmost* (2010) and *Trace* (2011)

#### **Drama**

1. Lorraine Hansberry. *A Raisin in the Sun* (1959)
2. David Henry Hwang. *Family Devotions* (1981)
3. David Henry Hwang. *M. Butterfly* (1988)
4. David Henry Hwang. *Yellow Face* (1993)
5. Philip Kan Gotanda. *Standing on its Head* (1994)
6. Pearl Cleage. *Flyin' West* (1995)

7. Julia Cho. *The Architecture of Loss* (2004)

### **Fiction**

1. Octavia E. Butler. *Kindred* (1979), a novel.
2. Bharati Mukherjee. *The Middleman and Other Stories* (1988), a collection of short stories. *Jasmine* (1989), a novel.
3. Rohinton Mistry. *A Fine Balance* (1995), a novel.
4. Jhumpa Lahiri. *Interpreter of Maladies* (1999), a collection of short stories. *The Namesake* (2003), a novel.
5. Zadie Smith: *White Teeth* (1999), a novel.
6. M.G.Vassanji. *The In-Between World of Vikram Lall* (1999), a novel.
7. Muneeza Shamsie. *Leaving Home* (2001), a collection of short stories.
8. Sara Suleri. *Boys will be Boys: A Daughter's Elegy* (2003), a novel.
9. Monica Ali. *Brick Lane* (2003), a novel.
10. Kiran Desai. *The Inheritance of Loss* (2006), a novel.
11. Mohsin Hamid. *The Reluctant Fundamentalist* (2007), a novel.
12. H. M. Naqvi. *Home Boy* (2009), a novel.
12. Teju Cole. *Open City* (2012), a novel.
13. Chimamanda Ngozi Adichie. *Americanah* (2013), a novel.

(Note: This provides ample margin to the concerned teacher to make selections from collections/ anthologies and from each section as well depending upon time and topics of discussion.)

### **Course Outcomes**

At the end of the course, students should be able to answer the following:

1. To what extent do you agree or disagree with the author, scholar or critic writing the text?
2. What are the reasons for your agreement or disagreement?
3. Are you able to support your point of view by supplementing it with the help of scholarly resources?
4. Does your point of view validate an inquiry into the assumptions that you support or disagree with and does this provide you with a researchable topic and area of discussion?

### **Suggested Readings**

- Anderson, B. (1991). *Imagined Communities*. London, New York: Verso.
- Anthias, F. (1998, August). Evaluating Diaspora: Beyond Ethnicity? *Sociology*, 32, 557-580.
- Anthias, F. (2002). *Rethinking Anti-Racisms: from theory to practice*. London : Routledge.

- Bauman, Z. (1998). *Globalization*. Polity Press: Cambridge.
- Bhabha, H. K. (1990). *Nation and Narration*. London: Routledge.
- Bhabha, H. K. (1994). *The Location of Culture*. London: Routledge.
- Cheah, P., & Robbins, B. (Eds.). (1998). *Cosmopolitics; Thinking and Feeling Beyond the Nation*. University of Minnesota Press.
- Chow, R. (1993). *Writing Diaspora*. Bloomington: Indiana University Press.
- Clark, V. (1991). Developing Diaspora Literacy and Marasa Consciousness. *Spillers*, 40-60.
- Gilroy, P. (1995). *The Black Atlantic*. Massachusetts: Harvard University Press.
- Gilroy, P., Amos, V., & Parmer, P. (1992). *The Empire Strikes Back: race and racism in 70s Britain*. London : Routledge.
- Hutchinson, J., & Smith, A. (1994). *Nationalism*. Oxford University Press.
- Kamboureli, S. (2000). *Scandalous Bodies: Diasporic Literature in English Canada*. Waterloo: Wilfrid Laurier University Press.
- Shackleton, M. (Ed.). (2008). *Diasporic Literature and Theory-Where Now?* Newcastle: Cambridge Scholars Publishing.
- Sollors, W. (1999). *Neither Black Nor White Yet Both: Thematic Explorations of Interracial Literature*. Massachusetts: Harvard University Press.
- Spivak, G. (1999). *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Massachusetts: Harvard University Press.
- Spivak, G. (2004, September 13). (University of California Television) Retrieved August 2, 2016, from [www.uctv.tv/shows/Gayatri-Spivak-The-Trajectory-of-the-Subaltern-in-My-Work-8840](http://www.uctv.tv/shows/Gayatri-Spivak-The-Trajectory-of-the-Subaltern-in-My-Work-8840)
- Spivak, G. (2008). *Other Asias*. Blackwell Pub.
- Spivak, G. (2012). *An Aesthetic Education in the Era of Globalisation*. Massachusetts: Harvard University Press.
- Walcott, R. (1997). *Black Like Who? Writing Black Canada*. Toronto: Insomniac Press.
- Relevant articles by Stuart Hall and Diana Brydon can be given in the class.

(Note: The same books published by any other publisher can also be used.)

## **Elective Subjects MPhil English (Literature)**

- 1. Course Title: Contemporary Postcolonial Studies**  
**Level: MPhil**  
**Course Code: ELIT 710**

### **Course Description**

This course introduces important concepts of postcolonial theory along with a study of leading postcolonial literary texts (selected poetry, drama and fiction). Postcolonialism as a field in literary scholarship has emerged and developed new theoretical dimensions in relation to the changing contemporary global environment. This introduces the postcolonial scholar to a series of interdisciplinary trends which are important to an understanding of the current conditions of the world and its conflicts.

Literature from different phases of production in the postcolonial world is reflective of the debates and issues of its time and, consequently, introduces the scholar to a wide range of debates as they have developed over time. A study of selected texts can help Pakistani scholars negotiate their own position in the neo-imperial globalized world and provide a direction for assessing the future possibilities regarding the global power structures, and also study the forms of resistance generated by natives.

The interdisciplinary theoretical innovations of postcolonial literary theory help in assessing and negotiating the political, economic, environmental, strategic, religious, and high capital and privatization issues of modern nation state. This opens avenues for useful and relevant research for Pakistani scholars and creates a space for assessing the emerging subject positions of the others of the world which is the source of giving new dimensions to postcolonial discourse theory and philosophy.

### **Course Objectives**

1. To develop an understanding of the theoretical concepts of the postcolonial discourse theory through the study of the works of major postcolonial scholars and critics.
2. To study the selected literature using insights provided by the works of scholars and critics.
3. To see how primary and secondary readings relate with contemporary realities, issues and debates of the world and assess Pakistan's position in this scenario as well as identify the role of a Pakistani postcolonial scholar in the national as well as international academy.

### **Course Contents**

#### **Poetry**

1. Louise Bennett. *Selected Poems* (1983)

2. Okot p'Bitek. *Song of Lawino, Song of Ocol* (1984)
3. Wole Soyinka. *Mandela's Earth and Other Poems* (1988)
4. Derek Walcott. *Selections from Omeros* (1990)
5. A.K. Ramanujan. *Collected Poems* (2011)

#### **Drama**

1. Jack Davis. *The Dreamer* (1982)
2. Athol Fugard. *Blood Knot* (1987)
3. Cyrus Mistry. *Doongaji House* (1991)
4. Wole Soyinka. *Bacchae of Euripides* (2004)
5. Girish Karnad. *Diaries of Tipu Sultan* from *Collected Plays*, Vol II, Oxford University Press (2005)

#### **Fiction**

1. Mulk Raj Anand. *Untouchable* (1940), a novel.
2. Chinua Achebe. *A Man of the People* (1966), a novel.
3. Nuruddin Farah. *From a Crooked Rib* (1970), a novel.
4. Anita Desai. *Games at Twilight and Other Stories* (1978), a collection of short stories.
5. Nadine Gordimer. *Something Out There* (1981), a short story.
6. Ngugi Wa Thiong'o. *Devil on the Cross* (1982), a novel.
7. Jean Rhys. *Tales of the Wide Carribean* (1985), a collection of short stories.
8. J. M. Coetzee. *Foe* (1986), a novel.
9. Rohinton Mistry. *Tales from Firozsha Baag* (1987), a collection of short stories.
10. Michael Ondaatje. *In the Skin of a Lion* (1987), a novel.
11. V. S. Naipaul. *A Bend In the River* (1989), a novel.
12. Sara Suleri. *Meatless Days* (1989), a novel.
13. Ben Okri. *The Famished Road* (1991), a novel.
14. Arundhati Roy. *The God of Small Things* (1997), a novel.
15. Edwidge Danticat. *The Dew Breaker* (2004), a novel.

(Note: This provides ample margin to the concerned teacher to make selections from collections/ anthologies and from each section as well depending upon time and topics of discussion.)

#### **Course Outcomes**

At the end of the course, students should be able to comprehend and answer satisfactorily the following questions:

1. To what extent do you agree or disagree with the author, scholar or critic writing the text?
2. What are the reasons for your agreement or disagreement?
3. Are you able to support your point of view by supplementing it with the help of scholarly resources?
4. Does your point of view validate an inquiry into the assumptions that you support or disagree with and does this provide you with a researchable topic and area of discussion?



### Suggested Readings

- Ahmad, A. (1992). *In Theory: Classes, Nations, Literatures*. London: Verso.
- Anderson, B. (1991). *Imagined Communities*. New York: Verso.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back*. London : Routledge.
- Bauman, Z. (1998). *Globalization*. Polity Press: Cambridge.
- Bhabha, H. K. (1990). *Nation and Narration*. London: Routledge.
- Bhabha, H. K. (1994). *The Location of Culture*. London: Routledge.
- Cheah, P., & Robbins, B. (Eds.). (1998). *Cosmopolitics; Thinking and Feeling Beyond the Nation*. University of Minnesota Press.
- Fanon, F. (1963). *The Wretched of the Earth*. (C. Farrington, Trans.) New York: Grove Weidenfeld.
- Fanon, F. (2008). *Black Skins, White Masks*. (C. L. Markmann, Trans.) London: Pluto Press.
- Foucault, M. (1972). *The Archeology of Knowledge and The Discourse on Language*. (A. M. Smith, Trans.) New York: Pantheon Books.
- Foucault, M. (1978). *The History of Sexuality* (Vol. I). (R. Hurley, Trans.) New York: Pantheon Books.
- Foucault, M. (1986). *The History of Sexuality* (Vol. II). (H. Robert, Trans.) New York: Pantheon Books.
- Foucault, M. (1990). *The History of Sexuality* (Vol. III). (H. Robert, Trans.) New York: Vintage Books.
- Foucault, M. (1991). *Discipline and Punish*. (A. Sheridan, Trans.) New York: Vintage Books.
- Goodman, R. (2010). *Feminist Theory in Pursuit of the Public*. Palgrave Macmillan.
- Hutchinson, J., & Smith, A. (1994). *Nationalism*. Oxford University Press.
- Loomba, A. (1998). *Colonialism/ Postcolonialism*. London: Routledge.
- Mohanty, C. (2003). *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham and London: Duke University Press.
- Said, E. W. (1978). *Orientalism*. London: Routledge.
- Said, E. W. (1994). *Culture and Imperialism*. London: Vintage Books.
- Sollors, W. (1999). *Neither Black Nor White Yet Both: Thematic Explorations of Interracial Literature*. Massachusetts: Harvard University Press.
- Spivak, G. (1988). *Marxism and Interpretation of Culture: Can the Subaltern Speak?* (C. Nelson, & L. Grossberg, Eds.) Urbana and Chicago: University of Illinois Press.

(Note: The same books published by any other publisher can also be used.)

**2. Course Title: War Literature**  
**Level: MPhil**  
**Course Code: ELIT711**

**Course Description**

This course introduces the genre of war writings, written during and after the wars fought in the twentieth century. The war fiction(s) as counter narratives not only recount horrors of war but also expose the dark side of human nature that seems to dominate the doings of fate and powers of societal institutions. War Literature considers texts engaging with diverse impacts of war, both on soldiers and civilians, and examines ways in which writers/poets transcend the boundaries of race, culture, religion, and politics to create narratives of universal human appeal. War, as this course reveals, can bring about liberation (social, psychological and political) and it can also engender new ways of control and power. It also makes possible new acts of creation where histories are rewritten and human emotions are captured in formidable situations.

This course, therefore, brings to light the multiplicity of perspectives contained in a conflict: the traumatic experiences of war veterans, civilians caught up in the war, the suffering of the displaced including the exiles, refugees and prisoners of war, the acts of gallantry, compassion and sacrifice in the face of utter indifference and hostility, and the fear of those left behind (especially women and children) during a war. In order for students to be familiar with these issues, this course offers a range of texts covering major conflicts in the twentieth century, and explores how some war writings tend to be propagandist and overtly political in nature. The Cold War Espionage was the main cause of popular contemporary genre of spy fiction. In addition, an important feature of this course is also the screening of popular war fiction movies to educate students about the impact of war.

**Course Objectives**

The student are expected to:

- Gain basic understanding of the historical context of the major wars of the twentieth century.
- Appreciate and analyze texts for their universal appeal rather than national or topical.
- Learn how great tragedies like war affect people and change their world view altogether.
- Deconstruct power narratives and reach for the underlying scheme of meaning.

**Course Contents**

**Note:**

At least **four** works of fiction and **two** poets may be selected for reading/analysis. The students are also expected to watch movies accompanying the texts, or any other recommended by the course instructor.

### **Fiction**

War/Spy Novels:

1. Stephen Crane (American) *The Red Badge of Courage*
2. Ernest Hemingway (American) *A Farewell to Arms*
3. Joseph Heller (American) *Catch - 22*
4. Erich Maria Remarque (German) *All Quiet on the Western Front*
5. Graham Greene (English) *The Quiet American; The Tenth Man*
6. Aleksandr Solzhenitsyn (Russian) *August 1914*
7. Anne Frank *The Diary of a Young Girl*
8. Viktor Emil Frankl *Man's Search for Meaning*
9. Atiq Rahimi (Afghan) *Earth and Ashes*
10. Khaled Hosseini (Afghan) *A Thousand Splendid Suns*
11. Sharmila Bose (South Asian) *Dead Reckoning*
12. John Le Carre *The Spy Who Came in From the Cold*
13. John Buchan (Scottish) *The 39 Steps*
14. Alistair MacLean (Scottish) *Where Eagles Dare*
15. Elfriede Jelinek *Wonderful, Wonderful Times*
16. Boris Pasternak *Dr. Zhivago*

### **Poetry**

1. John McCrae *In Flanders Fields, The Anxious Dead, Disarmament.*
2. Isaac Rosenberg *Break of Day in The Trenches, In the Trenches, Returning, We Hear the Larks.*
3. Wilfred Owen *Futility, Strange Meeting, Anthem for Doomed Youth.*
4. Siegfried Sassoon *Suicide in the Trenches, Attack, Ancient History.*
5. Edward Thomas *Lights Out, Rain, The Cherry Trees.*
6. A. E. Housman *Here Dead We Live, Soldiers From the Wars Returning.*
7. Rupert Brooke *War Sonnets: Peace, Safety, The Dead I, The Dead II, The Dead II.*

### **Drama**

1. Bertolt Brecht (German) *Mother Courage and Her Children*
2. Irwin Shaw (American) *Bury the Dead*
3. R.C. Sheriff (English) *Journey's End*

### **Course Outcomes**

- To have knowledge of the historical contexts of the literary works.

- To be able to separate history from fiction.
- To show an understanding of war ethics, war crimes and war trauma.

### **Suggested Readings**

1. Cooperman, Stanley. *World War Land the American Novel*. Baltimore: Johns Hopkins UP, 1967.
2. Crane, Stephen. *The Red Badge of Courage*. New York: Bantam, 1981.
3. Fussell, Paul. *The Great War and Modern Memory*. New York: Oxford UP, 1975.
4. Ionesco, Eugène. *Rhinoceros and Other Plays*. New York: Grove Press, 1960.
5. Klein, Holger, ed. *The First World War in Fiction*. London: Macmillan, 1976.
6. Kovic, Ron. *Born on the Fourth of July*. New York: Akashic Books, 2005.
7. Norman, Michael. *These Good Men: Friendships Forged from War*. New York: Crown, 1989.
8. O'Brien, Tim. *The Things They Carried*. New York: Mariner Books, 2009.
9. Settle, Mary Lee. *All the Brave Promises*. New York: Delacorte, 1966.
10. Vonnegut, Kurt. *Slaughterhouse-Five*. New York: Dial Press, 2009.

### **3. Course Title: Literature and Globalization**

**Level: MPhil**

**Course code: ELIT712**

### **Course Description**

Globalization is a multidimensional process constituted by complex and often contradictory interactions of global, regional, and local aspects of social life. It thus requires an interdisciplinary approach broad enough to behold the 'big picture'. The course has been designed keeping this complexity in view.

### **Course Objectives**

- Investigate the complex interactions and interdependencies of global, regional and local aspects of life in the social, economic, political and religious spheres.
- Investigate the interrelation between globalization, identity and social struggles.
- Study the impact of globalization on literature and our understanding of the 'literary'

- Understanding of the diverse mechanisms at work in the globalization process as well as investigating their contours in the contemporary literature.

### **Course Contents**

Keeping in view the aims and objectives of the course and the requirements of the discipline, the course contents are structured to complement theory and practice and maximize research areas for the PhD scholars. Scholars in the program can conduct research on globalization in relation to a wide range of topics such as:

- Dimensions of globalization: ideological, political, economic, social, cultural, technological
- Globalization, Identity, and Social Struggles: nationalism, religious fundamentalism, ethnic movements, localism and regionalism
- Globalization, inequality and poverty: sweatshop labour, feminization of poverty
- Cultural Imperialism: McDonaldization, Hybridization, multiculturalism, cosmopolitanism Consumerism, Media and Globalization, Homogeneity-Heterogeneity
- Network society and Global village: Cyberspace and identities, 'colonization of communications space', Travelling and tourism.

### **Primary Reading (creative texts)**

#### **FICTION**

1. Akhtar, Ayad. *American Dervish*. New York, Back Bay Books, 2012.
2. Chua, Lawrence. *Gold by Inch*. New York: Grove Press, 1998.
3. DeLillo, Don. *Cosmopolis*. London: QPD, 2003.
4. Ellis, Bret Easton. *Glamorama*. New York: Vintage,,2000.
5. Farah, Nurudin. *Gifts*. USA, Arcade Publishing, 1999.
6. Gibson, William. *Pattern Recognition*. New York, Putnam, 2003.
7. Hamid, Mohsin. *How to get Filthy Rich in Rising Asia*. New York: Penguin, 2013.
8. Kundra, Milan. *The Unbearable Lightness of Being*. Olive Edition, 2008.
9. Kunzru, Hari. *Transmission*. USA: Plume, 2005.
10. Khadra, Yasmina [Mohammed Moulessehoul]. *The Swallows of Kabul*. New York: Anchor Books, 2002.
11. Sinha, Indra. *Animal's People*. New York: Simon & Schuster, 2007.

#### **DRAMA**

1. Akhtar , Ayad. *Disgraced*. London and New York, Bloomsbury, 2013.

2. Hudes, Quiara Alegria. *Water by the Spoonful*. Theatre Communications Group, 2012.
3. Onwueme, Osonye Tess. *No Vacancy! (A Play)*. Africa World Press, 2005.

#### **POETRY**

1. Adnan, Etal. *There: In the Light and the Darkness of the Self and of the Other*. Post- Apollo Press, 1997.
2. Gander, Forrest. *Core Samples from the World*. New York: New Directions, 2011.
3. Grass, Gunter. "What Must Be Said". Trans, Breon Mitchell. 2012 .pdf.
4. Salleh, Muhammad Haji. *Beyond Archipelago: Selected Poems*. Ohio University Press, 1994.
5. \_\_\_\_\_. *Rowing Down Two Rivers*. Penerbit Universiti Kebangsaan Malaysia, 2000.

#### **Critical Readings**

- Appadurai, Arjun. *Modernity at Large- Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 2003.
- Appiah, Kwame Anthony. *Cosmopolitanism: Ethics in a World of Strangers*. New York: W. W. Norton, 2006.
- Barber, Benjamin R. *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole*. New York: W.W. Norton, 2007
- Bauman, Zygmunt. *Globalization: The Human Consequences*. Cambridge: Polity, 1999.
- Berger, Peter L., & Samuel P. Huntington, ed. *Many Globalizations: Cultural Diversity in the Contemporary World*. New York: Oxford UP, 2002.
- Castell, Manuel. *The Information Age*. 3 vols. 1996-1998.
- Cowen, Tyler. *Creative Destruction: How Globalization is Changing the World's Cultures*. New Jersey: Princeton UP, 2004.
- Dabachi, Hamid. *The Arab Spring: The End of Postcolonialism*. London, Zed Books, 2012.
- Klein, Nomi. *No Logos*: USA: Picador, 2000.
- \_\_\_\_\_. *Shock Doctrine: The Rise of Capitalism*. USA: Picador, 2007.
- Roy, Arundhati. *The Shape of the Beast*. Penguin, 2009.
- Scholte, Jan Aart. *Globalization: A Critical Introduction*. New York: Palgrave, 2000.
- Steger, Manfred B. *Globalization: A Brief Insight*. New York: Sterling, 2009.
- Steger, Manfred B. *Globalization: A Very Short Introduction*. UK: Oxford U P, 2003.
- Waters, Malcolm. *Globalization*. 2<sup>nd</sup> ed. London: Routledge, 2001.

### Suggested Readings

- Albrow, Martin. *The Global Age: State and Society Beyond Modernity*. Stanford: Stanford UP, 1997.
- Annesley, James. *Fictions of Globalization: Consumption, the Market and the Contemporary American Novel*. London: Continuum, 2006.
- Cadle, Nathaniel. *The Mediating Nation: American Literature and Globalization from Henry James to Woodrow Wilson*. Chapel Hill, 2008. UMI 3304331.
- Connell, Liam, and Nicky Marsh, eds. *Literature and Globalization: A Reader*. Routledge, 2011.
- Friedman, Thomas L. *The Lexus and the Olive Tree: Understanding Globalization*. Reprint and Revised. Picador. 2012.
- Giddens, Anthony. *The Consequences of Modernity*. USA: Stanford UP, 1990.
- Giddens, Anthony. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge, 2003.
- Gupta, Suman. *Globalization and Literature*. Cambridge: Polity Press, 2009.
- Hamid, Mohsin. *Moth Smoke*. New York: Penguin, 2001.
- *The Reluctant Fundamentalist*. Canada: Doubleday, 2009.
- Hassan, Wail S. "World Literature in the Age of Globalization: Reflections on an Anthology." *Aspects of Contemporary Literature*. Ed., P. Bayapa Reddy. New Delhi: Atlantic, 2008.
- Held, David et al. (eds.) *Global Transformations: Politics, Economics and Culture*. Stanford University Press, 1999.
- Jameson, Frederic and Masao Miyoshi, eds. *The Cultures of Globalization*. USA: Duke UP, 1998.
- Joseph, Clara A. B., and Janet Wilson, eds. *Global Fissures: Postcolonial Fusions*. New York: Rodopi, 2006.
- Mernissi, Fatima. *Doing Daily Battle: Interviews with Moroccan Women*. Trans. Mary Jo Lakeland. New Brunswick: Rutgers UP, 1989.
- Majaj, Lisa Suhair, Paula W. Sunderman, and Therese Saliba, eds. *Intersections: Gender, Nation, and Community in Arab Women's Novels*. New York: Syracuse UP, 2002
- Millhauser, Steven. *Martin Dressler: The Tale of an American Dreamer*. Canada: Doubleday, 2010.
- Mirrelmann, James H., *Whither Globalization? The Vortex of Knowledge and Ideology*. London: Routledge, 2004.
- Mirrelmann, James H. *The Globalization Syndrome: Transformation and Resistance*. Princeton: Princeton UP, 2000.
- Mpe, Phaswane. *Welcome to Our Hillbrow*. Scottsville, University of KwaZulu-Natal Press, 2001.
- Robertson, Roland. *Globalization: Social Theory and Global Culture*. Sage publications, 1992.

- Roy, Badhan Chandra. *A Passage to Globalism: Globalization, Identities and South Asian Diasporic fiction in Britain*. New York: Peter Lang, 2013.
- Saussy, Haun, ed. *Comparative Literature in the Age of Globalization*. Baltimore: John Hopkins UP, 2006.
- Stiglitz, Joseph. *Globalization and its Discontents*. London: Allen lane, 2002.
- Suman, Gupta. *Globalization and Literature*. Cambridge: Polity Press, 2009.
- Yamashita, K. T. *Tropic of Orange*. Minneapolis: Coffee House Press, 1997.
- Wallace, David Foster. *Infinite Jest*. USA, 1996.
- Walkowitz, Rebecca L., ed. *Immigrant Fictions: Contemporary Literature in an Age of Globalization*. Madison: U of Wisconsin P, 2006.

**4 Course Title: Literature and Environment**  
**Level: MPhil**  
**Course Code: ELIT713**

**Course Description**

Interdisciplinary environmental studies deal with the interdependence of organisms on the planet earth. Ecocriticism is a comparatively emerging field of cultural criticism which establishes the link between the environmental studies and literary studies. The course emphasizes the role played by literature in developing human understanding of nature and raising human consciousness about environmental crisis and degradation and other related issues of our contemporary times.

**Course Objectives**

- Understand, and connect important concepts involved in the study of environmental literature and culture.
- Analyze and evaluate the moral and ethical challenges involved in the practice of ecocriticism in contemporary world.
- Discuss and analyze representation of environment in literature.
- Develop an understanding of emerging environmental issues in contemporary consumerist, globalized world such as environmental justice, ecological crisis and ecofeminism in literature.
- Reflect on causes of emergence of environmental movements, ecocriticism and future of ecocriticism.

**Course Contents**

Some of the major themes/issues that will be discussed include:

1. Ecocriticism: Historical Overview



2. Link between literary studies and environmental studies
3. Culture and environment
4. Impact of technological development, urbanization, and globalization of capitalist economy, and consumerism on environment
5. Eco-feminism
6. Environmental justice and social justice
7. Food and literature
8. Consumerism
9. City, Suburb, rural and wilderness

### Primary Readings

1. A selection from William Wordsworth, Gary Snyder, David Henry Thoreau and Valerie Gillies
2. Rudyard Kipling. *Kim*. US: Dover Thrift Edition, 2005.
3. Henry David Thoreau, *Walden*. US: Dover Thrift Edition, 1990.
4. J.M Coetzee, *The Lives of Animals*. New Jersey: Princeton UP, 2001.
5. Amitav Ghosh, *The Hungry Tide*. UK: HarperCollins, 2004.
6. Kamala Markandaya, *Nectar in a Sieve*
7. Jamaica Kincaid, "A Small Place"
8. Paolo Bacigalupi, *Ship Breaker*
9. Cormac McCarthy. *The Road*
10. Uzma Aslam Khan, *Thinner than Skin* (2012)
11. Indra Sinha, *Animal's People* (2009)
12. Patricia Grace, *Potiki* (1995)
13. Margaret Atwood, *Surfacing* (1998)
14. Simon J Ortiz, *Fight Back: For the Sake of the People, For the Sake of the Land* (1980)

### Films

Students may watch the following and other such films/documentaries and write response papers:

1. Into the Wild
2. The Road
3. The Book of Eli

### Critical Readings

- Buell, Lawrence. *The Environmental Imagination, Thoreau, Nature Writing and the Formation of American Culture*. USA: Harvard University Press, 1996.
- \_\_\_\_\_. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Blackwell, 2005.
- Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.

- Glotfelty, Cheryl and Harold Fromm, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. USA: University of Georgia press, 1996.
- Phillips, Dana. *The Truth of Ecology: Nature, Culture, and Literature in America*. New York: Oxford UP, 2003.
- Plumwood, Val. *Feminism and the Mastery of Nature*. New York: Routledge, 1993.
- Warren, Karen J. *Ecofeminist Philosophy*. USA: Rowman & Littlefield Publishers, 2000.

### **Suggested Readings**

- Adamson, Joni, Mei Mei Evans, and Rachel Stein. Eds. *The Environmental Justice Reader: Politics, Poetics & Pedagogy*. Arizona, 2002.
- Adamson, Joni. *American Indian Literature, Environmental Justice, and Ecocriticism: The Middle Place*. Arizona, 2001.
- Armbruster, Karla and Kathleen R Wallace, eds. *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. Virginia: University Press of Virginia, 2001.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, 1995; 3rd ed., 2009.
- Bate Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. London and New York: Routledge, 1991.
- Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. Routledge, 1991.
- Becket, Fiona and Terry Gifford. Eds. *Culture, Creativity and Environment: New Environmentalist Criticism*. Rodopi, 2007.
- Bennett, Michael and David W. Teague. Eds. *The Nature of Cities: Ecocriticism and Urban Environments*. Arizona, 1999. Boston and Massachusetts, Shambhala Publications, 1995.
- Buell, Lawrence. *Writing for an Endangered World: Literature, Culture, and Environment in the U.S. and Beyond*. Belknap, Harvard: Harvard Press, 2001.
- Carson, Rachel. *Silent Spring*. Houghton Mifflin, 1962.
- Cook, Barbara J. Eds. *Women Writing Nature: A Feminist View*. Lexington, 2008.
- Coupe, Laurence. Eds. *The Green Studies Reader: From Romanticism to Ecocriticism*. Routledge, 2000.
- Cudworth, Erika. *Developing Ecofeminist Theory: The Complexity of Difference*. Hampshire and New York: Palgrave, 2005.
- Cuomo, Chris J. *Feminism and Ecological Communities: An Ethic of Flourishing*. London and New York: Routledge, 1998.
- Daanish Mustafa. "Structural Causes of Vulnerability to Flood Hazard in Pakistan." *Economic Geography* 74.3 (1998): 289-305
- Farina, Almo. *Ecology, Cognition and Landscape: Linking Natural and Social Systems*. New York : Springer, 2010.

- Fromm, Harold. *The Nature of Being Human: From Environmentalism to Consciousness*. Baltimore and Maryland: Johns Hopkins U P, 2009.
- Glotfelty, Cheryll and Fromm, Harold, eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens and Georgia: U of Georgia P, 1996.
- Gyan Prakash, "Science "Gone Native" in Colonial India." *Representations* 40 (1992): 153-78.
- Gyan Prakash, "Science "Gone Native" in Colonial India." *Representations* 40 (1992): 153-78
- Harrison, Robert Pogue. *Forests: The Shadow of Civilization*. Chicago, 1992.
- Heise, Ursula K. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford, 2008.
- Henning, Daniel. H. *A Manual for Deep Ecology and Buddhism*. Buddhnet Book Library. 2002.
- Ingram, Annie Merrill and et al, eds. *Coming into Contact: Explorations in Ecocritical Theory and Practice*. Georgia, 2007.
- Kelly Oliver, "What Is Wrong with (Animal) Rights?" *The Journal of Speculative Philosophy* 22.3 (2008): 214-224
- Krebs, Charles. *The Ecological World View*. Australia: CSIRO, 2008.
- Leonard N. Neufeldt and Mark A. Smith "Going to Walden Woods: *Walden*, Walden, and American Pastoralism." *Arizona Quarterly* 55.2 (1999): 57-86.
- Love, Glen A. *Practical Ecocriticism: Literature, Biology, and the Environment*. University Press of Virginia, 2003.
- Meeker, Joseph W. *The Comedy of Survival: Studies in Literary Ecology*. Scribner, 1974.
- Mol, Arthur. P.J. *Globalization and Environmental Reform: The Ecological Modernization of the Global Economy*. U.S.A : MIT Press, 2001.
- Morton, Timothy. *Ecology without Nature: Rethinking Environmental Aesthetics*. Harvard, 2007.
- Murphy, Patrick D. *Ecocritical Explorations in Literary and Cultural Studies: Fences, Boundaries, and Fields*. Lexington, 2009.
- Murphy, Patrick. D. *Ecocritical Explorations in Literary and Cultural*
- Orr, David. W. *The Nature of Design: Ecology, Culture, and Human Intention*. Oxford: OUP, 2002.
- Paul J. Smith, "Climate Change, Weak States and the "War on Terrorism" in South and Southeast Asia." *Contemporary Southeast Asia* 29.2 (2007): 264-85.
- Pepper, David. *ECO-SOCIALISM: From Deep Ecology to Social Justice*. London and New York: Routledge, 1993.
- Phillips, Dana. *The Truth of Ecology: Nature, Culture, and Literature in America*. Oxford: OUP, 2003

- Pramod K. Nayar, "The Postcolonial Uncanny; The Politics of Dispossession in Amitav Ghosh's *The Hungry Tide*." *College Literature* 37.4 (2010): 88-119
- Rachel Carson, *Silent Spring* (excerpt), Clip from *An Inconvenient Truth* (2005)
- Robert Marzec, "Enclosures, Colonization, and the *Robinson Crusoe* Syndrome: A Genealogy of Land in a Global Context." *boundary 2* Vol 29.2 (2002): 129-156.
- Rosendale, Steven. Ed. *The Greening of Literary Scholarship: Literature, Theory, and the Environment*. Iowa, 2002.
- Sabir Khan. "Geographies Of Disaster." *Log 7* (2006): 111-18
- Sessions, George. Ed. *Deep Ecology for the Twenty-First Century*.
- Smith, John and Jenks, Chris. *Qualitative Complexity: Ecology, Cognitive Processes and the Re-emergence of Structures in Post-humanist Social Theory*. New York: Routledge, 2006.
- *Studies: Fences, Boundaries, and Fields*. United Kingdom: Lexington Books, 2009.
- Thoreau, Henry David. *Walden; or, Life in The Woods*. Princeton University Press, 1854, 2004.
- Wenden, Anita. L. Ed. *Educating for a Culture of Social and Ecological Peace*. Albany: State University of New York Press, 2004.
- Westling, Louise H. *The Green Breast of the New World: Landscape, Gender, and American Fiction*. Georgia, 1996.

##### **5. Course Title: Literature and Film Studies**

**Level: MPhil**

**Course Code: ELIT714**

##### **Course Description**

The course enables students to experience international cultures critically by analyzing how movies and literary works create meaning(s). It provides conceptual frameworks and vocabulary for understanding and articulating how films and literature function or, in some cases, do not function. Every work has several layers of signification meant to be "read" or analyzed by the audience, and it is the goal of this course to establish how these layers of meaning contribute to our understanding of literary works and cinematic works in their entirety. Furthermore, this course explores the multiple and varied connections that exist between film, literature, and society.

##### **Course Objectives**

- To see how the semiotics of narrative and visual texts contribute to the hermeneutics of culture.
- To trace out the history of cinematic adaptations in terms of modernist/avant-gardist and postmodernist cinema and its politics.

- Employ comparative methods in order to better understand literary diversity and intertextuality.
- Acquire a critical knowledge of literary and film themes, motifs, structures, narratives, points of view, and values that are typical of various regions of the world.
- To investigate the politics and poetics of literary cinematic and video adaptations.
- Acquire a background for further studies in literature and film for a career and/or for pleasure.

### Course Contents

The following themes/topics/works may be discussed:

- Film as an art form
- Politics of viewing and politics of culture
- Film adaptations and their relationship with literature
- Issues of authorship and adaptation
- Role of light and music in film
- Impartiality of Vision
- Basic Concepts: Language and Aesthetics of Film
- Understanding Film(1): Use of Light and Sound
- “Well, who you gonna believe, me or your own eyes?”  
Understanding Film(2)
- Adaptation as Interpretation: Filming Literary Texts
- *King Lear*: Across Cultures and Beyond Time
- *Macbeth*: From Scotland to Japan to India
- *Othello*: Transformation of a General into a Mafia Leader
- *All Quiet on the Western Front*: No More Fighting for King and Country
- Shakespeare on Film
- Orwell, George. *Nineteen eighty-four a novel*. New York: Plume, 2003.
- *1984* (directed by Michael Redford)
- Defoe, Daniel. *Robinson Crusoe* (both versions of 1954 & 1997)
- Austen, Jane. *Pride and Prejudice* and *Emma*.
- Burgess, Anthony. *A Clockwork Orange*. Film directed by Stanley Kubrick
- Golding, William. *Lord of the Flies*.
- Shelley, Mary. *Frankenstein*.
- Bollywood and the partition narratives (*Earth* dir. by Deepa Mehta, *Pinjar*, *Partition*, *Khamosh Pani*, etc.)
- Diasporic cultures (*Monsoon Wedding*, *The Namesake*, *My Son – the Fanatic*, *The Kite Runner*. 2007, directed by Mark Forster, etc.)
- Postcolonial visual narratives (*The Battle of Algiers*, *Mississippi Masala*, etc.)
- Film and fantasy (Tolkien’s *The Lord of the Rings*; Rowling, J.K. *Harry Potter and the Order of the Phoenix* 2007, David Yates,

dir.)

### **Suggested Texts**

1. *Macbeth* (Olivier) 1955, (Polanski) 1971, (Gold) 1983
2. *Maqbool* (Bhardwaj) 2004
3. *Throne of Blood* (Kurosawa) 1957
4. *Hamlet* (Olivier) 1948, (Bennett) 1980
5. *Haider* (Bhardwaj) 2004
6. *Othello* (Burge) 1965, (Miller) 1981
7. *Om Kara* (Bhardwaj) 2004
8. *King Lear* (Elliott) 1983, (Miller) 1982
9. *Ran* (Kurosawa) 1985
10. *All Quiet on the Western Front* (Milestone) 1930

### **Suggested Movies**

1. *Casablanca* (Curtiz) 1942
2. *The Spider's Stratagem* (Bertolucci) 1970
3. *The Hairdresser's Husband* (Leconte) 1990
4. *Shawshank Redemption* (Darabont) 1994
5. *Forrest Gump* (Zemeckis) 1994
6. *Pulp Fiction* (Tarantino) 1994
7. *The Bridges of Madison County* (Eastwood) 1995
8. *Dinner of Fools* (Veber) 1998
9. *Satya* (Varma) 1998
10. *Astitva* (Manjrekar) 2000
11. *Blackboards* (Makhmalbaf) 2000
12. *Monsoon Wedding* (Nair) 2001
13. *Chandni Bar* Bhandarkar) 2001
14. *Road to Perdition* (Mendes) 2002
15. *The Dreamers* (Bertolucci) 2003
16. *Pinjar* (Dwivedi) 2003
17. *Hazaron Khwahishen Aisi* (Mishra) 2003
18. *Khamosh Pani* (Sumar) 2004
19. *Corporate* (Bhandarkar) 2006
20. *Gangs of Wasseypur* (Kashyap) 2012
21. *Citizen Kane* (Orson Welles) 1941
22. *Arsenic and Old Lace* (Capra) 1944
23. *Rashomon* (Kurosawa) 1950
24. *A Streetcar Named Desire* (Kazan) 1951
25. *Rear Window* (Hitchcock) 1954
26. *Pather Panchali* (Ray) 1955
27. *North by Northwest* (Hitchcock) 1959
28. *Yojimbo* (Kurosawa) 1961
29. *The Grim Reaper* (Bertolucci) 1962
30. *Birds* (Hitchcock) 1963
31. *The Matrix* (Wachowski Brothers) 1999

32. *Time Regained* (Ruiz) 1999
33. *Eyes Wide Shut* (Kubrick) 1999
34. *American Beauty* (Mendes) 1999
35. *Malena* (Tornatore) 2000
36. *Memento* (Nolan) 2000
37. *The Circle* (Panahi) 2000
38. *Mulholland Drive* (Lynch) 2001
39. *Irreversible* (Noe) 2002
40. *Dogville* (Trier) 2003
41. *Kill Bill* (Tarantino) 2003
42. *Klimt* (Ruiz) 2006
43. *Gulaal* (Kashyap) 2009

### Suggested Critical Readings

- “The Language of Film.” n.a. n.p.
- Arnheim, Rudolf. *Film as Art*. Los Angeles: UCP, 1957.
- Barsam, Richard. *Looking at Movies*. Second Edition. New York: Norton, 2007.
- Boozer, Jack. Ed. *Authorship in Film Adaptation*. Austin: University of Texas Press, 2008.
- Brook, Peter, Peter Hall, Richard Loncraine, Baz Luhrmann, Trevor Nunn, Oliver Parker, Roman Polanski and Franco Zeffirelli. “Shakespeare in the Cinema: A Film Directors’ Symposium with Peter Brook, Sir Peter Hall, Richard Loncraine, Baz Luhrmann, Oliver Parker, Roman Polanski and Franco Zeffirelli.” *Cinéaste*. 24. 1 (1998): 48-55. *jstor*. Web.
- Burnett, Mark Thornton. *Filming Shakespeare in the Global Marketplace*. Hampshire: Palgrave, 2007.
- Cartmell, Deborah. Ed. *A Companion to Literature, Film, and Adaptation*. Chichester: Blackwell, 2013.
- Eisenstein, Sergei and Daniel Gerould. “Montage of Attractions: For “Enough Stupidity in Every Wiseman.”” *The Drama Review*. 18. 1 (1974): 77-85. *jstor*. Web.
- Giannetti, Louis D., and Jim Leach. *Understanding Movies*. Toronto: Prentice Hall, 2005.
- Hurtgen, Charles. “The Operatic Character of Background Music in Film Adaptations of Shakespeare.” *Shakespeare Quarterly*. 20. 1 (1969): 53-64. *jstor*. Web.
- McLean, Andrew M. Rev. “From Stage to Screen Shakespeare on Film by Jack J. Jorgens.” *Shakespeare Quarterly*. 29. 2 (1978): 315-320. Web.
- Nelson, Cathryn A. Rev. “Shakespeare on Film by Jack J. Jorgens.” *Cinema Journal*. 19. 1 (1979): 99-101. *jstor*. Web.
- Newstok, Scott L. Rev. “Shakespeare, Film Studies, and the Visual Cultures of Modernity” by Anthony R Guneratne. *Renaissance Quarterly*. 63. 1 (2010): 328-329. *jstor*. Web.

- Sabal, Rob. "Introduction." *Journal of Film and Video*. 61.1 (2009): 3-5. *Project Muse*. Web.
- Salter, Denis. "Between Wor(1)ds: Lepage's *Shakespeare Cycle*." *Theatre*. n.p. n.d.
- Serper, Zivaka. "The Bloodied Sacred Pine Tree: A Dialectical Depiction of Death in Kurosawa's *Throne of Blood* and *Ran*." *Journal of Film and Video*. 52.2 (2000): 13-27. *jstor*. Web.
- Zhang, Yingjin. "From Shakespeare's Drama to Early Chinese Cinema: Authority and Authorship in Literary Translation and Film Adaptation." *Yearbook of Comparative and General Literature*. 54 (2008): 83-102. *jstor*. Web.

## **6. Course Title: Women's Writings**

**Level: MPhil**

**Course Code: ELIT715**

### **Course Description:**

This course engages with critical discussions on women's writings from across the world that constitute a strong anti-foundationalist voice together and, simultaneously, establish a counter-discourse that questions/challenges the political correctness of hegemonic patriarchal views and white western gender-specific politics of feminism. Journeying from their object positions of insufficiency to the status of agentive subjects, women have worked their way up as revolutionaries, distinguished academics, creative writers, and political activists over the centuries. Riven by multiple differences, women's writings are variously subsumed under different waves of feminism spearheaded by Western White feminists and Third World feminists, and spill over into postfeminist times when women are rather shy of being branded as feminists.

Going beyond universalist essentialist position on gender discrimination, popularized and espoused by white western feminists, women's writings overtly seem to engage with linguistic, cultural, ethnic, racial, and class differences of women living in contemporary global world. That is why there is an obvious distancing of the Third World feminist epistemological praxes from the white western bourgeois feminist positions. Since late twentieth century, women's writings have increasingly been tangential in terms of subscribing to theoretical stances professed through Marxist, poststructuralist, postmodernist and, now, ecocritical/ecofeminist, postfeminist, and posthumanist theories. With feminism gaining wide currency in the contemporary Muslim world, this course (also) addresses questions generated by growing western literature on women and Islam and contemporary Islamic intellectual encounters with western feminism.



**Course Aims/Objectives:**

This course aims to:

- trace historical trajectory of how women moved away from their biological/social givens to epistemological freedom and subjecthood
- provide a comprehensive analysis of the nature and motivation of women's writings in global perspective, and help scholars understand why/how women write
- make scholars conversant with the differential nature of women's writings across the world and help them see how their writings go beyond gender-specific view
- help scholars develop a critical view of the cultural encounter between Islam and the west, especially with reference to the position of women in Islam
- develop an awareness, among scholars, of how women's writings negotiate the contestatory space between the margin and center
- familiarize the students with the play of feminism in contemporary posthumanist times

**Core Texts**

**Note:** Instructors are supposed to foreground a detailed introductory discussion from Greco-Roman times through all three waves of feminism to contemporary postfeminist times. It would be in order to touch on ecofeminist/green feminist, and posthumanist feminist issues so that students can develop a background to the reading of texts.

**Poetry (across ages and cultures)**

- Sappho. "I have not had one word from her"
- Piercy, Marge. "The Woman in the Ordinary"
- Angelou, Maya. "Woman Work"
- Rich, Adrienne. "Aunt Jennifer's Tigers"
- Rich, Adrienne. "Diving into the Wreck"
- Alvarez, Julia. "Ironing Their Clothes"
- Kizer, Carolyn. "Fearful Women."
- Duffy, Carol Ann. "Little Red Cap"
- Nelly Wong. "When I Was Growing Up"
- mary hope lee. "on not bein"
- Cherrie Moraga. "For the Color of My Mother"

- Maki Qureshi, “Kittens” and “For my Grandson”
- Hina Faisal Imam, “Motherhood and Frustration”

**Note:** Since these are poems by women from different ages and cultures, teachers are supposed to discuss a selection of at least ten poems.

### Fiction

- Louisa May Alcott, . *Little Women*, 1868
- Bronte, Charlotte, *Jane Eyre* (1847)
- Chopin Kate. *The Awakening* (1898)
- Zora Neale Hurston. *Their Eyes Were Watching God* (1937)
- Anita Desai. *Clear Light of Day*, (1980)
- Alice Walker. *The Color Purple*
- Buchi Emecheta. *The Joys of Motherhood* (1979)
- Roy, Arundhati. *The God of Small Things* (1997 )
- Chimamanda Ngozi Adichie, . *Americanah* (2013)
- Toni Morrison. *Jazz* (1992) or *Home* (2012)
- Bapsi Sidhwa. *The Pakistani Bride* (1990)
- Shazaf Fatima Haider. *How it Happened* (2012)
- Azar Nafisi, *Reading Lolita in Tehran*
- Qaisra Shahraz, *The Holy Woman* (2001)

**Note:** Instructors may select any 8-10 novels from the given list as per availability of texts and the semester timings.

### Short Fiction

- Charlotte Perkins Gilman, “The Yellow Wallpaper” 1973 [1892]
- Margaret Atwood, “Uncles” from *Wilderness Tips* (1991)
- Kamala Das, “The Kept Woman” (2010)
- Qaisra Shahraz, “A Pair of Jeans” from *A Pair of Jeans* (2013)
- Rukhsana Ahmad, “The Gate Keeper’s Wife” from *The Gatekeeper’s Wife* (2014)
- Bharati Mukherjee, “Wife” from *The Middleman and Other Stories* (1988)
- Zaib-Un-Nissa Hamidullah, “The Bull and the She Devil,” from *The Young Wife* (1958)
- Muneeza Shamsie, “Shahrazad’s Golden Leopard” in *A Dragonfly in the Sun* (1998)

**Note:** Instructor is supposed to select at least 6-8 stories for discussions.

### **Drama**

- Sarah Kane, *Crave*, from *Complete Plays* (2001)
- Rukhsana Ahmad, *Song for a Sanctuary* (1990)

**Note:** Instructors may select additional plays or replace the suggested plays by other women playwrights as per semester duration or the availability of texts.

### **Non-Fiction**

- Fatima Mernissi, *Beyond the Veil* (1975)
- Anne Sofie Roald, *Women in Islam: The Western Experience* (2001)
- Leila Ahmed, *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America* (2011)

**Note:** This course has been developed in view of the requirements of our curriculum. It may be considered an instructional model and instructors may replace the suggested texts as per the availability of texts and secondary sources. For **Non-Fiction**, the instructors may select only chapters/parts of the suggested books.

### **Outcomes of course**

- Since this course is likely to expose students to a variety of women's writings since Greek times, they are likely to develop a special palate for women's texts as counter narratives and sites of contestation.
- As women's writings frequently intersect with contemporary critical theory, the students will be psyched up for critical analysis and theoretical forays, especially while writing research essays and dissertations.
- With intensive and extensive reading of the Western, Third World, and Muslim women's writings, MPhil scholars would be able to appreciate Muslim intellectual women's encounters with Euro-American feminism, and see how Muslim women writers from the Third World counter hegemonic western feminist discourse and why, sometimes, they become compradors trading off ideology for commercial success.
- Above all, this course will enable the students to develop a sound understanding of all three waves of feminism and the uncertain postfeminist / posthumanist times, and they will be able to do their own feminist criticism. That would provide a base for a useful production of feminist knowledge.

### Further/Suggested Readings

- Ahmed, Durre S., ed. *Gendering the Spirit: Women, Religion, and the Post-Colonial Response*. London & New York: Zed Books, 2002.
- Ahmad, Rukhsana. *The Gatekeeper's Wife and Other Stories*. Lahore: Ilqa Publications, 2014.
- Belsey, Catherine and Jane Moore, eds. *The Feminist Reader*. Cambridge MA & Oxford UK: BLACKWELL, 1989.
- Das, Kamala. *The Kept Woman and Other Stories*. New Delhi: Om Books International, 2010.
- Donovan, Josephine. *Women and the Rise of the Novel, 1405-1726*. London: MACMILLAN, 1999.
- Ithaca, New York: Cornell University Press, 1985..
- Lewis, Reina, and Sara Mills, eds. *Feminist Postcolonial Theory: A Reader*. New York: Routledge, 2003.
- Luke, Helen M. *Kaleidoscope: The Way of Woman and Other Essays*. Ed. Rob Baker. New York: Parabola Books, 1992.
- Millett, Kate. *Sexual Politics*. Urbana & Chicago: University of Illinois Press, 1969 [2000].
- Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington and Indianapolis: Indiana UP, 1991.
- Morris, Pam. *Literature and Feminism: An Introduction*. Cambridge: Blackwell, 1993.
- Mukherjee, Bharati. *The Middleman and Other Stories*. New York: Grove P, 1988.
- Putnam, Emily James. *The Lady: The Lady: Studies of Certain Significant Phases of Her History* (1910)
- Robbins, Ruth, *Literary Feminisms*. Houndmills (Basingstoke): Palgrave Macmillan, 2000.
- Rousseau, Jean-Jacques. *Emile, Or On Education*. Intr. & tr. Allan Bloom. New York: Basic Books, 1979.
- Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology of Pakistani Writing in English*. Karachi: Oxford University Press, 1998.
- Shamsie, Muneeza, ed. *And the World Changed: Contemporary Stories by Pakistani Women*. Karachi: Oxford University Press, 2006.
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton, NJ: Princeton UP,

1999[1977].

- Spivak, Chakravorty. *In Other Worlds: Essays in Cultural Politics*. New York: Methuen, 1987.
- Walby, Sylvia. *Theorising Patriarchy*, Cambridge: Basil Blackwell, 1990.
- Walker, Alice. *Alice. You Can't Keep a Good Woman Down*. London: The Women's Press, 1982.
- Warhol, Robyn R., and Diane Price Herndl, eds. *Feminisms: An Anthology of Literary Theory and Criticism, Vols 1 & 2*. New Jersey: Rutgers University Press, 1996.
- Waugh, Patricia. *Feminine Fictions: Revisiting the Postmodern*. London & New York: Routledge, 1989.
- Wollstonecraft, Mary. *A Vindication of the Rights of Woman* New York, Middlesex: Penguin Books, 1978; already reprinted in 1975 by Pelican Books [first pub. 1792].

**7. Course Title: Postmodern Fiction**

**Level: MPhil**

**Course Code: ELIT716**

**Course Description**

The course aims to explore postmodern literary theories and selective fiction by taking into account their formal, thematic and philosophical principles. The students will start by investigating how and why postmodern literature is different from modernism. The course also acquaints the students with the fundamental elements of the art of fiction, especially including the point of view, plot, character, style, narrative technique, theme, imagery, symbol, and setting. The ultimate objective is to enhance their ability to read, interpret, write about, and appreciate postmodern literary fictions.

Special emphasis will be given to postmodern themes such as issues of identity, displacement, narrative exhaustion, temporality, relativism, non-absolutism, consumerism, historicism, and literary forms such as metafiction, intertextuality, parody, irony etc. The course focuses not just on the key features and characteristics of "high" postmodernism of the 1960s and 1970s but also the critical and creative development of postmodernism of the twenty first century. Through careful reading of the selection of representative texts from the past seven decades across the globe, the students will be encouraged to identify opportunities for research within the field.

**Course Objectives**

Students are expected to:

- Acquire an understanding of the relationship between texts and context and what characteristics of 20<sup>th</sup> and 21<sup>st</sup> century literature can be considered as postmodern
- Build on discussions by analysing passages, characters, plots, and themes developed in the selected texts
- Critically analyse the theories and arguments presented by postmodern critics and theorists such as Jean Francois Lyotard, Roland Barthes, Jean Baudrillard, John Barth etc.
- Develop analytical writing and presentation skills by engaging with the variety of postmodern stylistic features

### Course Contents

1. Joseph Heller - *Catch-22* (1961)
2. Jorge Luis Borges - *Labyrinths* (1962) (selective short stories)
3. Umberto Eco- *The Name of the Rose* (1980)
4. Ben Okri - *Incidents at the Shrine* (1986) (selective short stories)
5. Toni Morrison - *Beloved* (1987)
6. Arundhati Roy – *The God of Small Things* (1997)
7. Zadie Smith - *White Teeth* (2000)
8. Dimitris Lyacos - *With the People from the Bridge* (2014)
9. Don DeLillo – *White Noise*
10. John Barth – *Fun House*

### Suggested Readings

1. Appignanesi, Richard, and Garratt, Chris. 1995. *Postmodernism for Beginners*. Cambridge, UK: Icon.
2. Barth, John, 1984. 'The Literature of Exhaustion' (1967), collected in *The Friday Book: Essays and other Nonfiction*.
3. Borges, Jose Luis, *Collected Ficciones of Jose Luis Borges*. Translated by Andrew Harley: Allen Lane: The Penguin Press.
4. -----, 2007. *Labyrinths*. New Directions.
5. Black, Shameem. 2000. *Fiction across Borders: Imagining the lives of others in late twentieth-century novels*. Columbia University Press.
6. Baudrillard, Jean. 1988. *Jean Baudrillard: Selected Writings*. Edited by Mark Poster. Stanford, Calif.: Stanford University Press.
7. Bertens, Hans & Douwe Fokkema. eds. 1997. *International Postmodernism: Theory and Literary Practice*. Amsterdam: John Benjamins Publishing Company.
8. Connor, Steven, 2004. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge University Press.
9. Flax, Jane. 1990. *Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West*. Berkeley: University of California Press.

10. Grausam, Daniel. 2011. *on Endings: American Postmodern Fiction and the Cold War*. The University of Virginia Press.
11. Harvey, David. 1989. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Oxford and Cambridge, Mass.: Blackwell.
12. Hutcheon, Linda. 1988. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge.
13. -----, 1980. *Narcissistic Narrative: The Metafictional Paradox*. Wilfrid Laurier University Press.
14. Ihab Hassan. 1982. *The Dismemberment of Orpheus: Towards a Postmodern Literature*. University of Wisconsin Press.
15. Jameson, Fredric. 1991. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Durham, N.C.: Duke University Press.
16. Lyotard, Jean-Francois. 1984. *The Postmodern Condition: A Report on Knowledge*. Translated by Geoff Bennington, and Brian Massumi. Vol. 10 of *Theory and History of Literature*. Minneapolis: University of Minnesota Press.
17. Mason, Fran. 2009. *The A to Z of Postmodernist Literature and Theatre*. UK: The Scarecrow Press, Inc.
18. McHale, Brian. 2015. *The Cambridge Introduction to Postmodernism*. Cambridge University Press.
19. Nicol, Bran. 2009. *The Cambridge Introduction to Postmodern Fiction*. Cambridge: Cambridge University Press.
20. Sarup, Madan, 1993. *Introductory Guide to Structuralism and Modernism*. London: Harvester Wheatsheaf.
21. Silverman, Hugh J. ed. 1990. *Postmodernism: Philosophy and the Arts*. New York: Routledge.
22. Taylor, Victor E., and Charles E. Winquist. eds. 1998. *Postmodernism: Critical Concepts*. 4 vols. London and New York: Routledge.
23. Tester, Keith. 1993. *The Life and Times of Postmodernity*. London: Routledge.
24. Waugh, Patricia, 2012. *Feminine Fictions: Revisiting the Postmodern*. Routledge.

**8. Course Title: Translational Poetry**  
**Level: MPhil**  
**Course Code: ELIT717**

**Course Objectives**

Benedict Anderson's *imagined Communities (1984)* paved way for transnational discourse. The theorists, writers from Global South respond to myths and situations compounded by nationalism and offer an alternative critique to phenomena as diverse and interconnected as exile, border-crossing, diaspora, race, and immigration. This type of literary cultivation houses Global-South Global-North dialogue and pushes

boundaries between literary productions imbued with constrictive nationalism and ones nurturing wider, cross-cultural, and transnational elements.

Jahan Ramazani in *A Transnational Poetics* (2015) identifies 'the imaginative enactment of geographic displacement' in transnational poetry and its capacity to transcend 'mononational paradigms'. Therefore, this course aims to critique poetry trans (national) contexts, and their forms and themes inhabiting cross-cultural aesthetics. On one hand transnational poetry questions homogenized forms of globalization, and on the other hand feeds on complexities of cosmopolitan multiculturalism. Therefore this course also aims to unpack different traditions of poetry such as African American, Caribbean American, Asian American traditions. Moreover, the course also questions as how poets invent polysemic metaphors, and how they subvert existing paradigms of politics, culture and language, and how far they are successful in producing a dialogue among culturally diverse geographies.

#### **Primary Readings**

- 1: The Selected Poems of Claude McKay (1953)
- 2: Derek Walcott: Selected poems (2007)
- 3: Marilyn Chin: *Hard Love Prince* (2014)
- 4: Kamau Brathwaite: *Middle Passages* (1992)
- 5: The Collected Poems of Denise Levertov (NY: New Directions Publishing Corporation, 11/2013)
- 6: Wole Soyinka: *Samarkand and Other Markets I Have Known* (2002).
- 7: Tony Harrison: *The Shadow of Hiroshima and Other Film/Poems* (1995).
- 8: Agha Shahid Ali: *A Nostalgist's Map of America* (1992)
- 9: A.K. Ramanujan: *Selected Poems*. New Delhi: Oxford University Press, 1976.
- 10: Imtiaz Dharker: *The Terrorist at My Table* (2007)
- 11: Moniza Alvi: *The Country at My Shoulder* (1993)

#### **Suggested Readings**

- Anzaldú, Gloria, *Borderlands: The New Mestiza*, California: Aunt Lay Books: 1987.
- Eatough, Matt & Mark Wollaeger, Ed. *The Oxford Book of Global Modernism*, Oxford: Oup, 2010.
- Hart, Mathew, *Nations of Nothing But poetry: Modernism, Transnationalism and Synthetic Vernacular Writing*, Oxford: Oxford University Press, 2010.
- Quinn, Justin, *Between Two Fires: Transnationalism and Cold war Poetry*, Oxford: OUP, 2015.



- Ramazani, Jehan, *A Transnational Poetics*, Chicago: The University of Chicago Press: 2009.

**9. Course Title: Digital Humanities**  
**Level: MPhil**  
**Course Code: ELIT718**

**Course Description**

Digital Humanities is a field of study in which scholarly applications of technology are used to perform analyses and generate insights that would be difficult or impossible to achieve without the help of technology. This course will introduce students to a number of digital tools that will aid them both in their studies and their lives beyond university, and will help them to use these tools in a critical way. The approach taken in this course is grounded in literature, linguistics and book history. Students will examine computer-mediated communication, and will consider the development of digital texts in the light of earlier technologies such as the printing press. They will focus on two kinds of approaches that are particularly prominent within digital literary studies, computational text analysis and digital mapping and will explore, and critique, examples of projects which use these tools.

The hands-on nature of the course is such that students will have the opportunity to learn how to use these applications for them, and will need to devote time each week to participating in the class's virtual community through regular, informative contributions to the course blog. As the main assessment for the course, students will produce a digital project which conforms to the same high standards of scholarly rigour as an assessed essay, but which is attentive to the specific imperatives of the online environment in relation to genre, design and format.

**Course Contents**

1. What is Digital Humanities? Introduction to the field.
2. Computational tools for text analysis 1: Voyant, ManyEyes
3. Computational tools for text analysis 2: Ngrams, topic modelling, sentiment analysis
4. Computer-mediated communication
5. Versioning: Juxta
6. Historicizing textual technologies 1: Collaborating with Google Docs
7. Historicizing textual technologies 2: Zotero
8. Geospatial technologies 1: Simile Exhibit
9. Geospatial technologies 2: Google Earth and KML
10. Scholarship in the digital age: data, privacy, presence

### Suggested Readings

- Darnton, Robert. 'Google and the Future of Books.' *New York Review of Books* 12 February 2009. Web. 13 Dec. 2013.
- Duguid, Paul. 'Material Matters: The Past and Futurology of the Book'. *The Book History Reader*. 2nd revised ed. Ed. David Finkelstein and Alistair McCleery. Abingdon: Routledge, 2006. 494-508.
- Flanders, Julia. 'The Productive Unease of 21st-century Digital Scholarship.' *Digital Humanities Quarterly* 3.3 (Summer 2009). Web. 13 Dec. 2013.
- Grafton, Anthony. 'Future Reading: Digitization and its Discontents.' *The New Yorker* 5 November 2007. Web. 13 Dec 2013.
- Gregory, Ian, and David Cooper. 'GIS, Texts, and Images: New Approaches.' *Poetess Archive Journal* 2.1 (2010). Web. 13 Dec 2013.
- Hayles, N. Katherine. 'How We Read: Close, Hyper, Machine,' *ADE Bulletin* 150 (2010): 62-79. Web. 13 Dec. 2013.
- Hindley, Meredith. Mapping the Republic of Letters. *Humanities: The Magazine of the National Endowment for the Humanities* 34.6 (2013). Web. 13 Dec. 2013.
- Hitchcock, Tim. Big Data for Dead People: Digital Readings and the Conundrums of Positivism. Keynote Address at CVCE Conference: Reading Historical Sources in the Digital Age, 4-5 December 2013. 9 Dec. 2013. Web. 13 Dec. 2013.
- Kirschenbaum, Matthew. What Is Digital Humanities and What's It Doing in English Departments? *ADE Bulletin* 150 (2010): 1-7.
- Leary, Patrick. Googling the Victorians. *Journal of Victorian Culture* 10:1 (Spring 2005): 72-86. Web. 13 Dec. 2013.
- McCarty, Willard. What is Humanities Computing? Toward a Definition of the Field. Address at Reed College, 2 Mar 1998. Web. 13 Dec. 2013.
- Michel, Jean-Baptiste et al. Quantitative Analysis of Culture Using Millions of Digitized Books. *Science* 331.176 (2011): 176-182. Web.
- Nunberg, Geoffrey. Farewell to the Information Age. *The Future of the Book*. Ed. Nunberg. Berkeley, CA: University of California Press, 1996. 103-138.
- Piez, Wendell. Something Called Digital Humanities. *Digital Humanities Quarterly* 2.1 (2008). Web. 13 Dec 2013.
- Rockwell, Geoffrey. What is Text Analysis, Really? *Literary and Linguistic Computing* 18.2 (2003): 209-219. Web. 13 Dec 2013.
- Schmidt, Ben. Reading Digital Sources: A Case Study in Ships Logs. *Sapping Attention* 15 Nov. 2012. Web. 13 Dec. 2013.
- Serlen, Rachel. The Distant Future? *Reading Franco Moretti. Literature Compass* 7.3 (2010): 214-225. Web. 13 Dec 2013.

- Sinclair, Stefan. Computer-Assisted Reading: Reconceiving Text Analysis. *Literary and Linguistic Computing* 18.2 (2003): 167-74. Web. 13 Dec 2013.
- Underwood, Ted. Where to Start with Text Mining. *The Stone and the Shell* 14 Aug 2012. Web. 13 Dec 2013.
- Underwood, Ted. Why Digital Humanities Isn't Actually The Next Thing in Literary Studies. *The Stone and the Shell* 27 Dec. 2011. Web. 13 Dec. 2013.

### Further Readings

- “Examples of Spatial Humanities Projects.” 2011. *The New York Times*. Retrieved from [http://www.nytimes.com/interactive/2011/07/27/arts/spatial-maps.html?\\_r=0](http://www.nytimes.com/interactive/2011/07/27/arts/spatial-maps.html?_r=0).
- CartoDB Acadaemy: <http://academy.cartodb.com/>
- Code and intro from Jockers, M. *Text Analysis with R for Students of Literature*, 2014. <http://link.springer.com/book/10.1007%2F978-3-319-03164-4>
- Fish, Stanley. “The Digital Humanities and the Transcending of Mortality”. (Erin)
- French, Amanda. 2013. “Introduction to Omeka—Lesson Plan.” Retrieved from: <http://amandafrench.net/2013/11/12/introduction-to-omeka-lesson-plan/>
- Gold, Matthew. 2015. “Facts, Patterns, Methods, Meaning: Public Knowledge Building in the Digital Humanities.” Retrieved from <http://blog.mkgold.net/2015/04/20/facts-patterns-methods-meaning-public-knowledge-building-in-the-digital-humanities/>.
- HASTAC Scholars Program. 2013. “Visualizing Geography: Maps, Place and Pedagogy.” Retrieved from <https://www.hastac.org/initiatives/hastac-scholars/scholars-forums/visualizing-geography-maps-place-and-pedagogy>.
- Kirschenbaum, Matthew. G. (2010). “What is digital humanities and what’s it doing in English departments?” *ADE Bulletin* 150, 55–61. Retrieved from <http://bit.ly/WK6Qos>
- Liu, Alan. 2013. “From Reading to Social Computing.” *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/from-reading-to-social-computing/>.
- Posner, Miriam. 2012. What are some challenges to doing DH in the library? Retrieved from <http://miriamposner.com/blog/what-are-some-challenges-to-doing-dh-in-the-library/>. Read both the post and the comments.
- Posner, Miriam. 2015 What’s next: the radical unrealized potential of digital humanities.” Keynote at the Keystone Digital Humanities Conference. Retrieved from <http://miriamposner.com/blog/whats->

next-the-radical-unrealized-potential-of-digital-humanities/.  
(Chelsea)

- Ramsay, Stephen. "Who's In and Who's Out." (David) Also, "On Building." (Abby) Read both posts and comments. Retrieved from <http://stephenramsay.us/text/2011/01/08/whos-in-and-whos-out/> and <http://stephenramsay.us/text/2011/01/11/on-building/>.
- Read around the "Map of Early Modern London." Retrieved from <https://mapoflondon.uvic.ca/index.htm>.
- Renear, Allen H. Text Encoding.
- TEI Consortium. A Gentle Introduction to XML.
- Terras, Melissa. (2012). "Infographic: Quantifying Digital Humanities." Retrieved from <http://melissaterras.blogspot.com/2012/01/infographic-quantifying-digital.html>
- Vandergrift, Micah. What is Digital Humanities and What's it doing in the Library? Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2012/dhandthelib/>.
- Wadewitz, Adrienne. 2013. "Wikipedia's gender gap and the complicated reality of systemic gender bias." Retrieved from <https://www.hastac.org/blogs/wadewitz/2013/07/26/wikipedias-gender-gap-and-complicated-reality-systemic-gender-bias>. (Erica)
- Walsh, John. (2014). A brief introduction to Markup, Part 1 (video: about 15 minutes).
- Walsh, John. (2014). A brief introduction to Markup, Part 2 (video: about 14 minutes).
- Willett, Perry. Electronic Texts: Audiences and Purposes
- Clement, Tanya. 2013. "Text Analysis, Data Mining, and Visualizations in Literary Scholarship." *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/text-analysis-data-mining-and-visualizations-in-literary-scholarship/>. (Erin)
- Hoover, David. 2013. "Textual Analysis." *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/textual-analysis/>. (Chelsea)
- Torget, Andrew and Jon Christensen. 2012. "Mapping Texts: Visualizing American Historical Newspapers." *Journal of Digital Humanities*, 1:3. Retrieved from <http://journalofdigitalhumanities.org/1-3/mapping-texts-project-by-andrew-torget-and-jon-christensen/>. (Abby)
- Whitmore, Michael. 2009. "Comic Twelfth Night, Tragic Othello." Retrieved from <http://winedarksea.org/?p=228>. (Tassie)
- From an IU IP address, download the PDF of *Text Analysis with R for Students of Literature*: <http://link.springer.com/book/10.1007%2F978-3-319-03164-4>. This will be a handy reference.

- Zhao, Yanchang. 2014. "Text Mining with R – an Analysis of Twitter Data." Retrieved from <http://www.slideshare.net/rdatamining/text-mining-with-r-an-analysis-of-twitter-data>.
- Brett, Megan R. 2012. "Topic Modeling: A Basic Introduction." *Journal of Digital Humanities* 2:1. Retrieved from <http://journalofdigitalhumanities.org/2-1/topic-modeling-a-basic-introduction-by-megan-r-brett/>.
- Blei, David M. 2013. "Topic Modeling and Digital Humanities." *Journal of Digital Humanities*. Retrieved from: <http://journalofdigitalhumanities.org/2-1/topic-modeling-and-digital-humanities-by-david-m-blei/>
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- "Cytoscape." 2014. UCLA Center for Digital Humanities. Retrieved from [http://dh101.humanities.ucla.edu/?page\\_id=165](http://dh101.humanities.ucla.edu/?page_id=165).
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- Frischer, Bernard. 2013. "Introduction with remarks on digital restoration of the Richmond Caligula and its methodological implications." Retrieved from [http://www.digitalsculpture.org/papers/frischer/frischer\\_paper.html](http://www.digitalsculpture.org/papers/frischer/frischer_paper.html).
- Weber, Gerhard. 2013. "Another link between archaeology and anthropology: Virtual anthropology." *Digital Applications in Archaeology and Cultural Heritage*, 1:1. Retrieved from <http://www.sciencedirect.com/science/article/pii/S2212054813000027>. (I'm assuming you googled for the correct article if you noticed that the link was incorrect before. It is correct now.)
- Konwest, Elizabeth and Stacie King. "Moving toward public archaeology in the Nejapa Valley of Oaxaca, Mexico. Retrieved from: <http://www.indiana.edu/~anthro/people/faculty/king/KonwestandKing2012movingtowardpublicarchaeologyinthenejapaoaxaca.pdf>

# **MPHIL ENGLISH (LINGUISTICS)**

## **FIRST SEMESTER**

**Course: Research Methods in Linguistics (core)**

**Level: M Phil**

**Course Code: ELING 701**

### **Course Description**

This course looks at various approaches to the study of linguistics using both qualitative and quantitative methods of investigation. With a focus on the area of linguistics, students are introduced to the process of hypothesis formulation and testing, issues of interpretation, evaluation and replicability of data and of research results, questionnaire and interview design, data gathering and recording, statistical description and analysis.

### **Course Objectives**

The aims of this course are to enable the students:

1. To be familiar with selected research techniques and approaches within the qualitative and quantitative research paradigms;
2. To develop understanding and skills of using appropriate tools for collecting data
3. To develop an understanding of ways of analyzing and reporting qualitative and quantitative data
4. To develop an understanding of basic concepts underlying the use of statistics;
5. To develop an understanding of ways of constructing, analyzing and reporting quantitative data;
6. To use of SPSS for analysis of data
7. To understand and use ethical issues at all stages of the research process.

### **Course Contents**

- Research Questions in Linguistics
- Principles of Research Design
- Basic Features and Philosophical Underpinnings of Qualitative Studies
- Quantitative, Qualitative or Both? Combining Methods in Linguistic
- Data Collection and Data Analysis in the Social Sciences
- Descriptive and Inferential Statistical Techniques and the handling of Multivariate Data
- Standard Descriptive Terminology and Concepts in Applied Linguistics,
- Organising and Processing Data: the Nuts and Bolts of Quantitative Analyses

- Qualitative Research Methods
- Discourse Analytic Approaches to Text and Talk
- Linguistic Ethnography
- Interviews and Focus Groups
- Multimodal Analysis: Key Issues
- Narrative Analysis in Linguistic Research

### Recommended Readings

- Alvesson, Mats. & Sköldbberg, Kaj. (2000). *Reflexive Methodology: New Vistas for Qualitative Research*. Sage Publication.
- Abelson, R. P. (1995). *Statistics as Principled Argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Black, T. R. (1999). *Doing Quantitative Researching the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics*. London, UK: Sage.
- Blaikie, N. (2003). *Analysing Quantitative Data: From Description to Explanation*. Thousand Oaks, CA: Sage.
- Bogdan, R. C., Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (Third edition.). New York: Allyn and Bacon.
- Byrne, D.(2003). *Interpreting Quantitative data*. Thousand Oaks, CA: Sage.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. (Fifth edition). London: Routledge.
- Creswell, J. W. (2002). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publication
- Darlington, Y. & Scott, D. (2002). *Qualitative Research in Practice: Stories from the Field*. Philadelphia: Open University
- Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.), (2002). *Theory and Practice in Action research*. Oxford: Symposium Books.
- Denzin, N. K. & Lincoln, Y. S. (2005). *The Handbook of Qualitative Research*. (Third edition). Sage.
- Field, A. & Graham, H. (2003). *How to Design and Report Experiments*. Sage.
- Fielding, N. G. & Lee, R. M. (1998). *Computer Analysis and Qualitative Research*. London: Sage.
- Glesne, C. (1999). *Becoming Qualitative Researchers: An Introduction*. New York: Longman.
- Gorard, S.(2001). *Quantitative Methods in Educational Research*. London: Continuum.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles and Practices*. London: Routledge.
- Holliday, A. (2002). *Doing and Writing Qualitative Research*. London: Sage.
- Huck, S. W. (2004). *Reading Statistics and Research*. (Fourth edition). Boston, MA: Allyn and Bacon.

- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage.
- Lincoln, Y. L. and Guba, E. G. (1985). *Naturalistic Inquiry*. London: Sage.
- Mason, J. (2002). *Qualitative Researching*. Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach*. (Second edition). Thousand Oaks, CA: Sage.
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass Publishers.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. London: Sage.
- Smith, L. M. (2004). Yesterday, Today, Tomorrow: Reflections on Action Research and Qualitative Inquiry. *Educational Action Research*. 12:2. 175-195.
- Strauss, A. & Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: Sage.
- Tesch, R.(1990). *Qualitative Research: Analysis Types and Software Tools*. London: Falmer.
- Bell, Judith. (2010). *Doing Your Research Project*. Berkshire: McGraw-Hill Education.
- Edward Arnold Mackey, A. & Gass, S.M. (2005) *Second Language Research: Methodology and Research*. Mahwah, New Jersey: Lawrence Erlbaum Associates
- Gay, L. R. (2008). *Educational Research*. Florida: Pearson.
- Kirszner, Laurie G., and Stephen R. Mandell. (2002). *The Pocket Handbook*. Philadelphia: Heinle.
- Litosseliti, L. (2010) *Research Methods in Linguistics*. Continuum Books
- Neuman, W.L. (2008). *Social research methods: Qualitative and quantitative approaches*, Pearson Education.
- Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge UP.
- Seliger, Herbert & Elana Shohamy. (1990). *Second Language Research Methods*. Oxford: Oxford UP.
- Wei, Li and Melissa G. Moyer (2008). *Research Methods in Bilingualism and Multilingualism*. Blackwell Publishing.
- Wray, Alison(1998). *250 Projects in Linguistics- A Practical Guide to Researching Language*. Swansea: Arnold.
- Wray, A. & Trott, K., Bloomer, A., Reay, S., Butler, C. (1998). *Projects in Linguistics: A Practical Guide to Researching Language*.

**Course: Linguistic Theories (core)**  
**Level: M Phil**



**Course Code: ELING702****Course Description**

This course aims to provide students with an introduction to broad theoretical approaches to linguistics through the writings of important linguists including: Descartes, Saussure, Sapir, Jespersen, Bloomfield, Chomsky and others. Furthermore, the course will situate the field in terms of historical context and the philosophy of science. Readings for the course largely include articles from the philosophy of science and history of linguistics. Moreover, papers by well-known linguists will be deconstructed specifically in terms of assumptions, argumentation, and methodology.

**Course Objectives**

The course aims at:

- tracing theoretical underpinnings of the discipline of linguistics;
- introducing students with major theorists, philosophers and critics in different fields of linguistics;
- enabling them to determine fundamental assumptions of the key linguistic theories;
- empowering them to apply their understanding of the linguistic theories to language-related research.

**Course Outcomes**

By the end of the course, the students will understand major theories in linguistics and as a result will be able to:

- read and understand several authors' own exposition of their theories;
- summarize and outline such theories with care;
- discern crucial assumptions of such approaches;
- compare and contrast theories, both in terms of philosophies and applications.
- apply the insights of theories to language-related fieldwork;

**Course Contents**

The course will cover the following areas:

- Formalism
  - Roman Jakobson
- Structuralism
  - Ferdinand de Saussure
  - Prague, Moscow and Copenhagen Schools of Linguistics
- Post-structuralism
  - Michel Foucault
  - Jacques Lacan
  - Roland Barthes
  - Julia Kristeva

- Deconstruction
  - Jacques Derrida
- Functionalism
  - M. A. K. Halliday
- Transformational Grammar
  - Noam Chomsky.
- Standard Generative Theory
  - Noam Chomsky
- Minimalist Program
  - Noam Chomsky
- Optimality Theory
  - Alan Prince
  - Paul Smolensky
  - John J. McCarthy

### Recommended Readings

- Chomsky, N. (1995). *The minimalist program* (Vol. 28). Cambridge, MA: MIT press.
- Chomsky, N. (1975). The logical structure of linguistic theory.
- Chomsky, N. (1964). *Aspects of the Theory of Syntax*. MASSACHUSETTS INST OF TECH CAMBRIDGE RESEARCH LAB OF ELECTRONICS.
- De Saussure, F., Baskin, W., & Meisel, P. (2011). *Course in general linguistics*. Columbia University Press.
- Derrida, J. (1976). *Of grammatology*, trans. G. Spivak. *Baltimore: Johns Hopkins University*.
- Fromkin, V., Rodman, R., & Hyams, N. (2013). *An introduction to language*. Cengage Learning.
- Foucault, M. (1954). Structuralism and post-structuralism. *Michel Foucault aesthetics. Essential works of Foucault, 1984*, 433-463.
- Hayes, B., Curtiss, S., Szabolcsi, A., Stowell, T., Stabler, E., Sportiche, D. & Steriade, D. (2013). *Linguistics: An introduction to linguistic theory*. John Wiley & Sons.
- Halpern, M. (2001). The End of Linguistics: Taking the Language Back from Nature—and Linguists. *The American Scholar*, 70(1), 13-26.
- Joseph, J. E. (1995). Trends in twentieth-century linguistics: An overview. *Concise History of the Language Sciences: From the Sumerians to the Cognitivists*, 221-233.
- Jakobson, R. (1972). Linguistics and poetics. *Style in language*, 85-122.
- Lazard, G. (2012). The case for pure linguistics. *Studies in language*, 36(2), 241-259.
- Prince, A., & Smolensky, P. (2008). *Optimality Theory: Constraint interaction in generative grammar*. John Wiley & Sons.

**Course: Applied Grammar and Syntax****Level: MPhil****Course Code: ELING703****Course Description**

The structure of human language is both ambiguous and complicated; henceforth, knowledge of syntax helps us to lessen the ambiguity and simplify the complexity. The present course is a combination of applied grammar and syntax. The applied grammar part is included to build comprehensive foundations for understanding and learning the syntactic theories. Thus, the first part covers principal grammatical/ syntax concepts like sentence constructions and constituency, syntactic linkages, the principles, methods, and procedures of constructing and parsing phrases, clauses and sentences of English. The former part will help learners to better understand the next part which is based on some of the major syntactic theories and processes.

**Course Objectives**

The course aims:

- To familiarize learners to some major applied grammatical concepts
- To explain and demonstrate through examples, how syntax works in structuring a language, particularly with reference to English language
- To develop students' ability to parse and analyze English sentences as well as sentences from some other languages (ideally from some Pakistani languages)
- To acquaint learners with some foundational syntactic processes and theories
- To assist learners apply the knowledge of syntax and syntactic theories on languages other than English

**Course Outcomes**

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

- Comprehend grammatical concepts related to syntax.
- Identify the concepts, assumptions and methodology used by contemporary syntacticians.
- Apply syntax knowledge on primarily English language sentences and some other languages too.
- Compare and contrast structures of different languages.
- Write a term paper to apply their theoretical understanding of syntax on any language sample.

**Course Contents**

Major focus will be on the following topics:

- Phrases & Clauses: Focus on Constructions

- Grammatical Functions
- Head, Compliments & Modifiers: Focus on PS Rules, X Rules and Features
- Syntactic Linkage
- Constructions: Auxiliary, Passive, Conditional & Wh-Constructions
- Constituents structures & Tree diagrams
- Transformational- Generative Grammar & shift towards Modular Approaches
- Universal Grammar
- Stratificational Grammar & Tagmemics
- Relational Grammar
- Lexical Functional Grammar
- Systemic Functional Grammar: Construction of Mood & Modality, Theme & Rheme and Transitivity

### **Recommended Readings**

- Andrew Carnie. (2012). *Syntax: A Generative Introduction*. 3rd Edition.
- Koopman, Hilda, Sportiche, D. & Stabler, E. (2013). *An Introduction to Syntactic Analysis and Theory*. Wiley-Blackwell.
- Miller, Jim. (2002). *An Introduction to English Syntax*. Edinburgh 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* (4<sup>th</sup> 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.

### **Course: Discourse Studies**

**Level: MPhil**

**Course Code: ELING704**

### **Course Description**

This course builds on the foundations laid in Introduction to Discourse Analysis and explores in greater depth the basic assumptions, concepts and procedures of discourse studies, focusing particularly on literary discourse. The overall goal is to help students develop awareness and familiarity with the discourse analytic research process and practice it.

The analysis of discourse - frequently defined as "language use above the level of the sentence" (Stubbs, 1983) - provides students with the opportunity to study the meaningful production and interpretation of texts

and talk. The analysis of discourse encourages students to reconsider and re-evaluate the 'rules' of language with which they are already familiar. The examination of texts problematizes traditional word-class classifications and sheds new light on the functions and workings of grammatical categories (tense, mood and aspect, for example). In this respect, students may be encouraged to critically engage with discourses and explore how the meaning and interpretation of a text may be negotiated around the selection and use of particular syntactic and lexical forms or even aspects of pronunciation.

Through the study of discourse analysis students may gain an advanced and sophisticated understanding of the concept of 'context'. Students engage with the study of how, in social interaction, human beings convey their meaning not as an individualistic enterprise but as a result of dynamic and ongoing negotiation with their interlocutors. In this way, students gain knowledge and understanding of the (symbolic) function of language in social life, and the role that language plays in the construction and shaping of social relationships. Students also have the opportunity to explore how power relations underpin the construction and meaning of discourse, and to learn about the ways in which control, dominance and inequality may be both asserted and resisted in discourse.

### **Course Objectives**

The main aims of the course are:

1. Understand formal and contextual features of discourse;
2. Develop skills in analysing the properties of different texts, in characterizing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings.
3. Improve knowledge about both the internal structure of discourse and the varied uses of language in context.
4. Improve practical skills in conducting discourse study projects. In this course students will also cover a number of themes in discourse studies, including discourse and cultural diversity, discourse and social institutions, discourse and power, discourse and technology, etc.

### **Course Outcomes**

1. The course will enable students to consider the variations between different kinds of texts. It will give them opportunity to consider a variety of texts, such as speeches, advertisements and email-messages, so as to see how discourse is used and to what effects.
2. It would inform them about both the internal structure of discourse and the varied uses of language in context

### Suggested Readings

- Adam Jaworski and Nikolas Coupland (Eds.) *The Discourse Reader* 2nd Edition (New York: Routledge, 2006)
- Annelise Riles (Ed.) *Documents: Artifacts of Modern Knowledge* (Ann Arbor: Univ.Michigan, 2006)
- Antaki, C., Billig, M., Edwards, D., & Potter, J. (2003) Discourse Analysis Means Doing Analysis: a Critique of Six Analytic Shortcomings. *Discourse Analysis Online*, 1, (1). <http://extra.shu.ac.uk/daol/articles/open/2002/002/antaki2002002-paper.html>
- Angermuller, J. Maingueneau, D. and Wodak, R. (Eds.) *The Discourse Studies Reader* (Amsterdam: John Benjamins, 2014)
- Brown, G. and Yule, G. (1983) *Discourse Analysis*. Cambridge: Cambridge University Press.
- Cameron, D. (2001) *Working with Spoken Discourse*. London: Sage Publications
- Fairclough, N. (2001) *Language and Power*. London: Longman, 2nd edition.
- Jaworski, A. and Coupland, N. (eds.) (1999) *The Discourse Reader*. London: Routledge.
- Johnstone, B. (2002) *Discourse Analysis*. Oxford: Blackwell.
- Johnstone, B. *Discourse analysis* (Malden, MA: Blackwell Pub (Introducing linguistics, 3, 2nd ed. (2008)
- Kock, Christian and Lisa Villadsen (2015). "Citizenship Discourse." In Karen Tracy (General Editor), Cornelia Ilie and Todd Sandel (Associate Editors), *The International Encyclopedia of Language and Social Interaction*. Malden, MA (Wiley).
- Kock, Christian and Lisa Villadsen (2014). "Introduction: Rhetorical Citizenship as a Conceptual Frame: What We Talk About When We Talk About Rhetorical Citizenship." In Christian Kock and Lisa Villadsen (Eds.), *Contemporary Rhetorical Citizenship (Rhetoric in Society)*. Leiden (Leiden University Press), 9-26.
- Kock, Christian (2007a). "Norms of Legitimate Dissensus." *Informal Logic* Vol. 27, No. 2, 179-196.
- Kock, Christian (2007b). "Dialectical Obligations in Political Debate." *Informal Logic* Vol. 27, No. 3, 233-247
- Miller, J. (2002) Discourse Analysis. Guide to Good Practice in languages, linguistics and area studies.
- Renkema, J. *Introduction to discourse studies* (Amsterdam: John Benjamins, 2004)
- Ruth Wodak, *The Politics of Fear*. London: Sage, 2015
- Ruth Wodak *The Discourse of Politics in Action. Politics as Usual*. Basingstoke: Palgrave, 2009. (2nd rev. ed. 2011), 133-151
- Ruth Wodak and Michael Meyer (Eds.) *Methods of Critical Discourse Analysis* 2nd Edition (London: SAGE, 2009)

- Schiffrin, D. (1994) *Approaches to Discourse*. Oxford: Blackwell.
- Schiffrin, D., Tannen, D., & Hamilton, H. (eds.) (2001) *The Handbook of Discourse Analysis*. Oxford: Blackwell.
- Stubbs, M. (1983) *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Chicago: The University of Chicago Press.
- Woods, N. (2006) *Describing Discourse: a Practical Guide to Discourse Analysis*. London: Hodder Arnold.
- Yule, G. *The Study of Language* (CUP, 5th ed. 2014)

## **SECOND SEMESTER**

### **Course: Language Power and Identity**

**Level: MPhil**

**Course Code: ELING705**

#### **Course Description**

This course is about Language and Power. It draws a connection between language use and unequal relations of power. The course is based on two perspectives. The first is theoretical: to help correct a widespread underestimation of the significance of language in the production, maintenance and change of social relations of power. The second perspective is more practical which focuses on how language contributes to domination of some people by others. In particular the course will deal with exercise of power in modern society which is achieved through ideology and ideological workings of language.

#### **Course Objectives**

1. The course will provide students in-depth knowledge about language, power and identity.
2. The interrelationship between these important sociolinguistic concepts will be analyzed with relevance to contemporary times and scenario.
3. The aim of this module is to enable students to understand the current approach to language called CLS - Critical language study.

#### **Course Outcomes**

At the completion of the course the scholars should be able to

1. Appreciate connection between language, power and identity;
2. Increase their consciousness of how exercise of power in modern society is achieved through language;
3. Understand Discourse as a social practice and the relationship between class and power in capitalist society.

#### **Core Texts**

1. Fairclough, N. (1993). *Language and Power*, London and New York: Longman.

2. Wodak, Ruth. (1989). *Language, Power and Ideology: Studies in Political Discourse*. London: Benjamin Publishing Company.

### **Course Contents**

1. Introduction of the Module, Definition of Key Terms Related to Language, Power and Identity.
2. Approaches to CLS (Critical Language Study)
  - Linguistics
  - Sociolinguistics
3. Pragmatics and its Relationship to CLS
4. Conversational Analysis
5. Discourse Analysis
6. Concept and History of Rhetoric
7. Political Rhetoric – Propaganda
8. Persuasive Language
9. Mid Term Test/Exam
10. Recent Theory/Theorists
  - Michel Foucault
  - Jurgen Habermas
  - Relationship of Recent Theories to CLS
11. Discourse as Social Practice
  - Language and Discourse
  - Discourse and Orders Of Discourse
12. Discourse as Social Practice
  - Class and Power in Capitalist Society
  - Dialectic Of Structures and Practices
13. Discourse and Power
  - Power in Cross-Cultural Encounters
  - Social Struggle in Discourse
14. Discourse in Social Change
  - Advertising and Consumerism
  - Colonizing Tendencies in Advertising

### **Recommended Readings**

1. Atkinson J.M., Heritage J. (1984). *Structures of Social Action: Studies in Conversation Analysis*. Cambridge: Cambridge University Press.
2. Austin, L.J. (2004). *How to do Things with Words*. London: Harvard University. Press.
3. Fairclough, Norman. (1995). *Critical Discourse Analysis Harlow*. UK: Longman.
4. Foucault, Michel. (2002). *Discipline and Punishment: The Birth of the Prison*. New York: Vintage Books.
5. Habermas J. (1984). *Theory of Communicative Action Vol 1: Reason and the Rationalization of Society*. London: Heinemann.



6. Herman, S. Edward and Chomsky, Noam. (2004). *Manufacturing Consent: A Propaganda Model*. London: Pantheon Books.
7. Russell, Bertrand. (1983). *Power: A New Social Analysis*. London: Oxford Uni. Press.

**Course: Translation Studies**

**Level: MPhil**

**Course Code: ELING706**

**Course Description**

Translation Studies is an academic discipline that explores the practice, process and product of translation from both linguistic and cultural viewpoints. Interest in translation is practically as old as human civilization and there is a vast body of literature on the subject dating back at least to the antiquity. With the advent of globalization, however, this discipline has come into a dynamic interaction with such subjects as history, literature, linguistics, semantics, media studies, corpus linguistics and so on. Its nature is, therefore, interdisciplinary and it seeks to synthesize insights emerging from different disciplines with reference to the theory and practice of translation.

The course is geared towards an imparting intimate knowledge of the subject by exploring the role of translation in intercultural and intracultural relations and to find out how it is used to make communication possible and efficient. The course also focuses on the relationship between translation and other aspects of language use such as language patterning, textual organization and the semiotics of verbal and non-verbal communication.

**Course Objectives**

1. To elucidate the importance of translation.
2. To understand the history of translation along with major theoretical debates.
3. To understand the interplay of source text and target text.
4. To develop a considerably sound and proficient command of translation.
5. To conceptualize the intricacies and technicalities of translation with reference to the questions of globalization, identity, dominance and hegemony.
6. To cultivate a deep understanding of cultural and linguistic dimensions of translation.

**Course Outcomes**

Upon the successful completion of this program the scholars are expected to:

1. Demonstrate a detailed knowledge and understanding of various areas of translation theory

2. Explore different theoretical debates and approaches in order to appreciate the interdisciplinary nature of the subject.
3. Analyse and describe, coherently and independently, translated text
4. Appreciate the complexities of translation in order to deepen and broaden their linguistic and communicative competence.
5. Undertake an independent in-depth investigation in an area of their choice

### **Course Contents**

1. What is translation? Definition and scope
  - a. Linguistic approaches to definition
  - b. Philosophical approaches to definition
  - c. Cultural approaches to definition
  - d. Communicative approaches to definition
2. Translation methods and skills
3. A brief look at the history of translation with special focus on the 20<sup>th</sup> and 21<sup>st</sup> centuries
4. Translation in the era of information technology: machine translation and corpus-based translation
5. Postcolonial theories of translation
6. Translation, ideology, and politics
7. Self-translation
8. The question of equivalence
9. Kinds of translation: word-for-word, sense-for-sense
10. Translating idioms, metaphors and fixed expressions.
11. Translation, genre and register (brief discussion on translating different kinds of text e.g. legal, medical, scientific, business, technical, political, literary, etc.)
12. Major techniques and strategies of translation e.g. foreignization, domestication, etc.
13. Translation and pedagogy
14. Research issues in translation

### **Recommended Readings**

- Baker, M. (1992) *In Other Words: A Coursebook on Translation*. London & New York: Routledge.
- Baker, Mona, and Gabriela Saldanha, eds. (2009) *Routledge encyclopedia of translation studies*. Routledge.
- Ijaz, Rahi. *Urdu zaban mein tarjamy ke masail*. (2000). Islamabad: Muqtaddra Qomi Zuban.
- Bassnett, S. & Trivedi, H. (2003) *Post-Colonial Translation – Theory and Practice*. London: Routledge.
- Bassnett, S. (2002) *Translation Studies*. (3rd edn.). London and New York: Routledge.

- Bermann, S. & Wood, M. (2005) *Nation, Language, and the Ethics of Translation*, Princeton University Press.
- Crystal, David, ed. (1987). *The Cambridge Encyclopedia of Language*. Cambridge University Press.
- Lefevere, A. (1992) *Translation, Rewriting and the Manipulation of Literary Fame*. London: Routledge.
- Munday, J. (2009) *The Routledge Companion to Translation Studies*. New York: Routledge.
- Munday, Jeremy. *Introducing translation studies: Theories and applications*. Routledge, 2016.
- Snell-Hornby, Mary. *Translation studies: An integrated approach*. John Benjamins Publishing, 1988.
- Venuti, L. (1995/2008) *The Translator's Invisibility*. London/New York: Routledge.
- Venuti, L. (1998a) *The Scandals of Translation: Towards an Ethics of Difference*. London: Routledge.
- Venuti, L. (2000) *The Translation Studies Reader*. New York: Routledge.
- Venuti, L. (2013) *Translation Changes Everything*. New York: Routledge.

**Course: Latest Trends in Linguistics**

**Level: M Phil**

**Course Code: ELING707**

**Course Description**

Linguistics is rapidly evolving discipline in the present era. The in-depth study and explorations in the field has given rise to many sub-disciplines, both core and applied in nature. However, the process has not just stopped as newer trends in Linguistics are always in pipeline. This course familiarizes learners to four contemporary areas in Linguistics (currently, as new additions can be made in future) to keep their knowledge updated. Forensic linguistics is about how language relates to law, both in terms of linguistic evidence and in terms of legal discourse. The module on Ecolinguistics is based on a wide range of approaches to the study of language in its ecological context. The segment of Computational Linguistics is based on the elementary theoretical frameworks and applications of computational linguistics. The fourth part introduces learners to the newly developed field of Cultural Linguistics, a multidisciplinary field of research that examines the complex relationship between language and cultural conceptualizations.

**Note for the teachers:** Since the nature of this course is to cover current as well as emerging trends in Linguistics; thus, teacher is at liberty to add new fields/ topics/ contents or change the above listed fields/ topics/ contents.

### **Course Objectives**

The course aims:

- To acquaint learners with four contemporary fields in linguistics
- To familiarize learners to linguistic aspects of the criminal justice system including those which center on policing and the courtroom (Forensic Linguistics)
- To introduce learners to the burgeoning literature on discursal aspects of the discussion of the environment, sustainability and ecologies (Ecolinguistics)

To encourage learners to critically appraise the ways in which the environment, sustainability and ecologies are presented, represented and constructed through a range of contemporary forms of language and communication (Ecolinguistics)

- To introduce the learners to the core theories and applications of computational linguistics
- To assist students critically evaluate link between language and cultural concepts (Cultural Linguistics)

### **Course Outcomes**

By the end of this course, scholars should be able to:

- comment on the linguistic aspects of various interactions in the legal system
- discuss which factors determine authorship, what authorship means, and what issues are relevant to plagiarism (Forensic Linguistics)
- understand basics of the field including some principal theories and applications (Computational Linguistics)
- demonstrate awareness of the key groups of protagonists in environmental and related debates
- identify themes and patterns in language and discourse on environmental topics (Ecolinguistics)
- appreciate the diversity of world views and cultural cognitions reflected in different languages and language varieties
- reflect critically on their own experiences of communication with people from diverse backgrounds (Cultural Linguistics)

### **Course Contents**

This course will cover following topics:

#### **Forensic Linguistics**

- Introduction to Forensic Linguistics: language and the legal process and as evidence
- Characteristics of legal language
- Textual variation; plagiarism
- Forensic Texts & Transcriptions
- Forensic linguistics in practice

- Linguistic power (in-balance) in the courts and in police investigations

### **Eco-Linguistics**

- Eco-linguistics: Introduction & key terms in the field
- Advertisements and advertisers - Consumerism – dominant discourses and our responses
- Law and the environment
- ‘The people’ – Public discourses of the environment – Activists and activities
- Literary representations of environmental change

### **Computational Linguistics**

- Computational Linguistics: Introduction
- Computational Linguistic: Major theories
- Some knowledge from Applied Computational Linguistics
- Applications that use computational linguistics: machine translation, search, information extraction

### **Cultural Linguistics**

- Introduction to Cultural Linguistics
- Cultural schemas, metaphors and categories
- Cultural Linguistics and intercultural communication
- Cultural Linguistics and Learning English as an International Languages

### **Linguistic Structures in Pakistani Languages**

- Phonetics and Phonology
- Morphology
- Syntax
  - Documentation of Pakistani Languages
    - Language Documentation
    - Endangered Pakistani Languages
    - Corpus Linguistics: Corpus Development of Pakistani Languages
  - Language in Mind and Brain
    - Psycholinguistics
    - Neurolinguistics
    - Bilingualism
    - Cognitive linguistics
    - Generative Phonology
    - Generative Semantics
  - Language in Pakistani Society
    - Pragmatics and Discourse Analysis
    - Sociolinguistics
    - Code switching
    - Feminist Linguistics
    - Forensic Linguistics
    - Ethnolinguistics
  - Pakistani Languages and Technology

- Computational Linguistics
- Machine Translation and Machine Assisted Translation

## Recommended Readings

### Forensic Linguistics

- Coulthard, Malcolm and Johnson, Alison. (2007). *An Introduction to Forensic Linguistics: Language in Evidence*. Routledge.
- Olsson, John, (2004). *Forensic Linguistics: An Introduction to Language, Crime, and the Law*
- Olsson, John and Luchjenbroers, June. (2014). *Forensic Linguistics*. Bloomsbury.
- Shuy, Roger. (2014). *The Language of Murder Cases*. OUP.

### Computational Linguistics

- Jurafsky, D. and J. H. Martin. (2008). *Speech and language processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition* (2nd Edition). Prentice-Hall.

### Ecolinguistics

- Alexander, R. (2009) *Framing Discourse on the Environment: A Critical Discourse Approach*. London: Routledge.
- Carvalho, A. (2005) 'Representing the Politics of the Greenhouse Effect: Discursive Strategies in the British Media'. *Critical Discourse Studies*. 2(1): 1-29.
- Coupland, N. and Coupland, J. (1997) 'Bodies, Beaches and Burn-Times: 'Environmentalism' and its Discursive Competitors'. *Discourse and Society*. 8(1): 7-25.
- Goatly, A. (1996) 'Green Grammar and Grammatical Metaphor, or Language and the Myth of Power, or Metaphors we Die By'. *Journal of Pragmatics*. 25(4): 537-60.
- Fill, A. and Mühlhäusler, P. (Eds.) (2001) *The Ecolinguistics Reader: Language, Ecology and Environment*. London: Continuum.
- Fill, Alwin and P. Hermine (Eds.) (2007). *Sustaining Language: Essays in Applied Ecolinguistics*. Vienna: LIT Verlag.
- Harré, R., Brockmeier, J. and Mühlhäusler, P., (1999) *Greenspeak: A Study of Environmental Discourse*. London: Sage.
- Mühlhäusler, P. (2003) *Language of Environment, Environment of Language: A Course in Ecolinguistics*. London: Battlebridge.
- Pattenger, M. (2007) *The Social Construction of Climate Change: Power, Knowledge, Norms, Discourses*. Aldershot: Ashgate.

### **Cultural Linguistics**

- Sharifian, F. (forthcoming). *Cultural Linguistics*. Monash University, Clayton
- Sharifian, F. (2010). Cultural conceptualizations in intercultural communication: A study of Aboriginal and non-Aboriginal Australians. *Journal of Pragmatics*, 42, 3367–3376.
- Sharifian, F. (2013). Cultural Linguistics and Intercultural Communication. In F. Sharifian & M. Jamarani (Eds.) *Language and Intercultural Communication in the New Era*. (pp. 60-80) Oxford: Routledge/Taylor and Francis.
- Sharifian, F. (2013). Globalization and developing metacultural competence in learning English as an International Language. *Multilingual Education*, 3 (7).
- Sharifian, F. (2014). Conceptual metaphor in intercultural communication between speakers of Aboriginal English and Australian English. In A. Musolff, and F. MacArthur (Eds.) *Metaphor and Intercultural Communication*. London: Bloomsbury Publishing
- Sharifian, F. (2015). *The Routledge Handbook of Language and Culture*. New York/London: Routledge (Taylor and Francis Group)
- Unsworth, S. J. Sears, C. P., and Pexman, P.M. (2005). Cultural influences on categorization processes. *Journal of Cross-Cultural Psychology*, 36, 662-688.
- Yu, N. (2007). The Chinese conceptualization of the heart and its cultural context: Implications for second language learning. In F. Sharifian and G.B. Palmer (Eds.), *Applied Cultural Linguistics: Implications for second language learning and intercultural communication*. (pp. 65–85). London and New York: Routledge

### **Recommended Books**

- Archangeli, D. B., & Langendoen, D. T. (1997). *Optimality theory: An overview* (Vol. 1): Wiley-Blackwell.
- Aronoff, Mark. 1994. *Morphology by itself*. MIT Press, Cambridge.
- Boeckx, Cedric and Massimo Piattelli-Palmarini (2005) Language as a natural object, linguistics as a natural science. *Linguistic Review* 22: 447–466
- Burton, N. 1998. *Analysing Sentences: An Introduction to English Syntax*- Longman.
- Bauer, Laurie. 2003. *Introducing Linguistic Morphology*--Edinburgh University Press
- Blevins, J. (2004). *Evolutionary phonology: The emergence of sound patterns*. Cambridge: Cambridge University Press.

- Bokamba, Eyamba G. (1989). "Are there syntactic constraints on code-mixing?". *World Englishes*. 8 (3): 277–92. doi:10.1111/j.1467-971X.1989.tb00669.x.
- Burquest, D., & Payne, D. (1993). Phonological analysis: a functional approach. *Dallas: Summer Institute of Linguistics*.
- Clyne, Michael (2000). "Constraints on code-switching: how universal are they?". In Li Wei. *The Bilingualism Reader*. Routledge
- Carnie, Andrew 2006. *Syntax: A Generative Introduction*.
- Chomsky, Noam. 2004. Biolinguistics and the Human Capacity. Lecture delivered at MTA, Budapest, May 17
- Coulthard, M. & Johnson, A. (2007). *An introduction to Forensic Linguistics: Language in evidence*. New York: Routledge.
- David et al. 2009. Urdu Morphology
- Davenport, M., & Hannahs, S. J. (2005). *Introducing phonetics and phonology* (2nd ed.). London: Hodder Arnold.
- Delmonte, R. (2007). *Computational linguistic text processing*. New York, NY: Nova Science Publishers.
- Dougherty, Ray C. (1974). Generative semantics methods: A Bloomfieldian counterrevolution. *International Journal of Dravidian Linguistics*, 3, 255-286.
- Friedenberg, J. Silverman, G. (2006). *Cognitive science: An introduction to the study of mind*. Thousand Oaks, California, CA: Sage Publications.
- Gee, J. P. (2011). *How to do Discourse Analysis: A toolkit*. New York, NY: Routledge.
- Gibbons, J. & Turrell, M. T. (Ed.) (2008). *Dimensions of Forensic Linguistics*. Amsterdam: John Benjamin.
- Gruber, H. & Redeker, G. (Ed.) (2014). *The Pragmatics of discourse coherence*. Amsterdam: John Benjamins.
- Heller, Monica (1992). "The Politics of Codeswitching and Language Choice". In C. Eastman. *Codeswitching*. Clevedon: Multilingual Matters.
- Hooper, J. B. (1976). *An introduction to natural generative phonology*. New York: Academic Press.
- Hutchins, W. John; Somers, Harold L. (1992). *An Introduction to Machine Translation*. London: Academic Press.
- Itô, J. (1986). *Syllable theory in prosodic phonology*. Ph D dissertation. University of Massachusetts at Amherst, Amherst.
- John Olsson (2008).. *Forensic Linguistics, Second Edition*. London: Continuum
- Katz, Jerrold J.; & Fodor, Jerry A. (1964). The structure of a semantic theory. In J. A. Fodor & J. J. Katz (Eds.) (pp. 479–518).
- Klein, S and Simmons, RF (1963) A computational approach to grammatical coding of English words. In: *Journal of the Association for Computing Machinery*, 10: 334-347.



- Kenstowicz, M. J. (1994). *Phonology in generative grammar* (Vol. 7): Wiley-Blackwell.
- Leech, G (1997a) Introducing corpus annotation. In: Garside, Leech and McEnery (1997).
- Mangrio, Riaz Ahmed. 2016. *The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands*, Newcastle upon Tyne, Cambridge Scholars Publishing.
- Matlin, W. M. (2003). *Cognition* (5th ed.). Crawfordsville: John Wiley & Sons Inc.
- McCarthy. 2002. *An Introduction to English Morphology- Words and their Structure*

**Course: Narratology**

**Level: M Phil**

**Course Code: ELING708**

**Course Description**

Storytelling is a universal discourse practice and an important cognitive tool, yet conventional forms of traditional narrative vary widely across languages, cultures, and genres. This course explores the typology of narrative forms, focusing on the linguistic devices that are relied upon in the construction of an effective narrative. The course discusses linguistic aspects of the complex relationship between the narrator, the speaker, and the author. It also address the role of grammar in shaping narrative forms, as well as the relationship between narrative forms and the ways narratives are performed and transmitted.

**Course Objectives**

The main objectives of the course are:

- To familiarize scholars with fact-producing story telling.
- To equip scholars with methodological approach using computational means to look at large scale corpora of narratives.
- To analyze new traditions of storytelling developing in the digital media.

**Course Outcomes**

Students who successfully complete the course are expected to:

- Gain a wide knowledge of narratological models, and of specific approaches and work within the discipline.
- Develop adaptable skills that will allow them to conduct professional narratological analyses.
- Develop independent research skills, critical thinking, the ability to assimilate different theoretical approaches to a phenomenon, skills of adapting a methodology to a new context, and effective communication skills.

### **Course Contents**

- History of Narratology
- Reference to entities: How characters are introduced and referred to, Referential density and the use of anaphoric pronouns
- Reference to events: Event segmentation, Plot and composition
- Narrative deixis and discourse reporting: Tense, person, Strategies for reporting characters' speech
- Author, narrator, and source of knowledge: Authorial presence and sources of knowledge, Reference to psychological states: characters' emotions, motivation, intention
- Discourse cohesion and the encoding of interclausal relations: Grammatical means of linking clauses together, Subordination and nominalization
- Encoding relationships between larger-than-sentence units: Discourse markers, Prosody, Orality and literacy reflected in narrative
- Acquisition of narrative skills
- Narratology and Digital Media
- Central Concepts in Digital Narratology

### **Recommended Readings**

- Biber, D. 2004. Historical patterns for the grammatical marking of stance: A cross register comparison. *Journal of Historical Pragmatics* 5(1): 107-136
- Bickel, B. 2003. Referential density in discourse and syntactic typology. *Language* 79(4): 708-736.
- Brinton, L. J. 1993. Episode boundary markers in Old English discourse. Jeffers, R. J. & H. Aertsen (eds.) *Historical Linguistics 1989: Papers from the 9th International Conference on Historical Linguistics*, Rutgers University, 14-18 August 1989.
- de Vries, L. 2006. Areal pragmatics of New Guinea: Thematization, distribution and recapitulative linkage in Papuan narratives. *Journal of Pragmatics* 38: 811-828.
- Fox, B. Anaphora in popular written English narratives. R. S. Tomlin (ed.) *Coherence and Grounding in Discourse: Outcome of a Symposium*, Eugene, Oregon, June 1984. Amsterdam: John Benjamins, pp. 157-174.
- Fowler, A. 2012. Naming in History. In *Literary Names: personal names in English Literature*. Oxford: Oxford University Press, pp. 11-28.
- Kuroda, S.-Y. 1979. Where epistemology, style, and grammar meet: A case study from Japanese. In *The (W) hole of the Donut: Syntax and Its Boundaries*. Ghent: E. Story Scientia, pp. 185-203.
- Norrick, N. R. 2001. Discourse markers in oral narrative. *Journal of Pragmatics* 33: 849-878.

- Ong, W. J. 1982. Oral remembering and narrative structures. In D. Tannen (ed.) *Analyzing Discourse: Text and Talk*. Washington: Georgetown University Press, pp. 12-24.
- Pawley, A. 1987. Encoding events in Kalam and English: Different logics for reporting experience. In R. S. Tomlin (ed.) *Coherence and Grounding in Discourse: Outcome of a Symposium*, Eugene, Oregon, June 1984. Amsterdam: John Benjamins, pp. 329-360.
- Slobin, D. I. 1996. From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (eds.) *Rethinking Linguistic Relativity*. Cambridge: CUP, 70-96.
- Schiffrin, D. 1981. Tense variation in narrative. *Language* 57(1): 45-62.
- Urban, G. 1989. The "I" of discourse. In B. Lee & G. Urban (eds.) *Semiotics, Self and Society*. Berlin: Walter de Gruyter, pp. 27-51.
- Van Kleeef, S. 1988. Tail-head linkage in Siroi. *Language and Linguistics in Melanesia* 20: 147-156.

## ELECTIVES

1. **Course Title: Corpus Linguistics**  
**Level: M Phil**  
**Course Code: ELING709**

### Course Description

Corpora, viz. electronic collections of spoken and written data, are playing an ever increasing role in a large number of applied linguistics areas. This course examines how applied linguistics has benefited from the use of corpora, in areas such as: language and its acquisition, language and assessment, language and instruction, language and society, language and technology, language and translation, language for specific purposes.

### Course Objectives

This course aims to:

- equip students with a critical understanding of what corpora are, and how they can be used to address a range of different linguistic research questions
- familiarise students with a number of existing corpora, and enable them to comment on the appropriateness of using these corpora to tackle different kinds of research question
- encourage students to think about situations in which they may want to design their own corpora, and provide them with the necessary skills and knowledge in order to do so

### Course Outcomes

On successful completion of this module, students will be able to:

- use corpus tools and methodologies to query the corpus and extract and interpret the patterns accordingly
- create and evaluate corpus-based materials based on research
- evaluate the main theoretical strands which underpin corpus-based research

### Course Contents

- Introducing Corpus Linguistics
- Research Questions and Corpus Design
- Methods in Corpus Linguistics: interpreting concordance and beyond concordance
- Corpus annotation
- Linguistic annotation in corpus linguistics
- Linguistic Annotation of Texts ("tagging")
- Corpus Software
- DIY Corpora: Building and using your own corpora

- Application of corpora in applied linguistics
- Corpora and language teaching: issues of language description
- Exploring corpus tools

### **Recommended Readings**

- Aijmer, K. 2009. *Corpora and Language Teaching*. Amsterdam: John Benjamins.
- Baker, P. 2006. *Using Corpora in Discourse Analysis*. London/New York: Continuum
- Biber, D. Conrad, S. &Reppen, R. (1998) *Corpus Linguistics: investigating language structure and use*. Cambridge University Press.
- 'British and American English?' *International Journal of Corpus Linguistics* 17(3): 295-324.
- Hunston, S (2002) *Corpora in applied linguistics*. Cambridge: Cambridge University Press.
- Kennedy, G. (1998) *An Introduction to Corpus Linguistics*. London: Longman.
- Meyer, C. (2002) *English Corpus Linguistics*. Cambridge University Press.

## **2. Course Title: Language and Technology**

**Level: M Phil**

**Course Code: ELING710**

### **Course Description**

This course is multidisciplinary in nature and provides critical understanding for creative cross disciplinary research. The course provides opportunities to develop innovative scholarship based on increasingly complex, multidimensional, transdisciplinary and vibrant ideas in Language & emerging Technologies, Information Communication Technology, Social Media, Mobile Technologies, Digital Media Technologies and Digital Games, Human Computer Communication, hypertext, cybertext, digital games and cinema, digital narratives and Digi-socio-cultural dimensions of language usage.

This course focuses on a strong connection of 'technology' and 'language' and encourages critical understanding of impressions of technological progression in the field of linguistics and changing perspectives in language usage and language learning technologies due to a strong and exciting interface of language and technology.

### **Course Objectives**

- To develop critical understanding of multidimensional perspectives of interface of technology and language
- To develop understanding of the vital issues and concepts in the use of language in different forms and formats of digital technology

- To critically analyze ICT tools, Digital Media, Mobile Technologies, Social Media on the Internet, virtual reality, digital games and Learning Technologies for language usage, language learning and teaching

### **Course Outcomes**

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

- have clear understanding of multidimensional perspectives of the interface of technology and language
- Critically evaluate various digital technologies for language usage in different forms, formats and language learning
- Develop innovative research projects based on the use of technology in language pedagogy, Digi-socio-cultural language usage, Digital Media, ICT tools, gender based issues of language and technology, virtual reality and Human Computer Communication

### **Course Contents**

1. Introduction to Language & Technology
2. Human-Machine Communication
3. Digital Text
4. Hypertext
5. Cybertext
6. Interactive Texts
7. Digital Media
8. Communication in Virtual Reality
9. Digital Gaming
10. Language and Social Media
11. TELL (Technologically Enhanced Language Learning)
12. m-learning (mobile learning)
13. Flipped learning
14. Digital Visual Discourse
15. Emerging Technologies

### **Recommended Readings**

- Bell, Alice. (2010). *the Possible Worlds of Hypertext Fiction*. London: Palgrave Macmillan.
- Bodomo, Adams B. (2009). *Computer-Mediated Communication for Linguistics and Literacy Technology and Natural Language Education*. Hong Kong: University of Hong Kong Press.
- Brave, Robert J. Blake. (2008). *New Digital Classroom Technology and Foreign Language Learning*. Washington: Georgetown University Press.
- Chapelle, Carol A. (2003). *English Language Learning and Technology*. Amsterdam: John Benjamins Publishing.

- Erneling, Christina E. (2010). *Towards Discursive Education Philosophy, Technology, and Modern Education*. Cambridge: CUP.
- Evans, Michael. (2009). *Foreign-Language Learning with Digital Technology Education and Digital Technology*. Cambridge: CUP.
- Landow, George P. (2006). *Hypertext 3.0 Critical Theory and New Media in an Era of Globalization*. Baltimore: Johns Hopkins University Press.
- Monroe, Barbara Jean. (2004). *Crossing the Digital Divide Race, Writing, and Technology in the Classroom Language and Literacy Series*. New York: Teachers College Press.
- Sproat, Richard. (2010). *Language, Technology, and Society*. Oxford: OUP.
- Thomas, Michael and Hayo Reinders. (2010). *Task-Based Language Learning and Teaching with Technology*.
- Zajda, Joseph and Donna Gibbs. (2009). *Comparative Information Technology Languages, Societies and the Internet Globalisation, Comparative Education and Policy Research*.

**3. Course Title: Psycho-Neurolinguistics**  
**Level: M Phil**  
**Course Code: ELING711**

**Course Description**

Psycholinguistics is the empirical and theoretical study of the mental faculty that underpins our consummate linguistic agility. It is as much about the study of the human mind itself as it is about the study of that mind's ability to communicate and comprehend. From a linguistic standpoint, neurolinguistics aims at clarifying how language structures can be instantiated in the brain. Neurolinguistics is located at the interface between linguistics, neurology and psychology. Interestingly, it is deeply entwined with psycholinguistics for gaining intriguing and stimulating insights into the processes governing linguistic abilities. This course is specifically designed to provide insights into the interdisciplinary perspectives on the issues in psycholinguistics and neurolinguistics which entail the comprehension of sentences, speech production, memorization, bilingualism, the neuroanatomy of language and neurolinguistic impairments etc. Moreover, the contents of the course specifically invite scholars to address and further research on those dimensions that are not yet fully explained and explored by current theories. To maximize the learning potential, the scholars are required to attend the classes regularly, participate in classroom discussion sessions and unannounced/announced quizzes, compose assignments that reflect their original and creative ideas and present research papers as a significant part of the major project by the end of the semester.

### **Course Objectives**

- To examine the psychological and neurological processes that underlie linguistic abilities
- To critically review the major theoretical frameworks which investigate the psychological and neurological aspects of language
- To analyze language impairments as these impairments provide evidence for the organization of language in the brain

### **Course Outcomes**

By the end of the course, the scholars are expected to:

- Gain comprehensive understanding of the critical issues with regard to psycho-neurolinguistics
- Assess and present research papers within the field of psycholinguistics and neurolinguistics so as to give an up-to-date overview of recent advances in the said fields and provide substantial basis for providing new insights into the selected dimensions

### **Course Contents**

- **Comprehension of Sentences**
  - The Construction Process
  - Surface Constituents
  - Syntactic approaches
  - Semantic approaches
- **Language Production**
  - Discourse Plans
  - Sentence Plans
  - Constituent Plans
  - Execution of Speech Plans
- **Psycholinguistic Perspective on Memorization**
  - Propositions in Memory and Recall Search
  - Biases in Reconstruction
  - Modality-Specific Memory
- **The Psycholinguistics of Bilingualism**
  - Sentence Processing in Bilinguals
  - Bilingual Visual Word Recognition
  - Bilingual Text Production Activity: Processes and Strategies
  - Bilingual Memory
- **Neurolinguistics**
  - The Development of Theories about Brain and Language
  - Models and Frameworks in Neurolinguistics Today
- **The neuroanatomy of language**
  - The Structure of the Cerebral Cortex
  - The Broca-Wernicke-Lichtheim Model
  - The Neuropsychological Perspective
- **Neurolinguistics and aphasiology**



- Reading and Writing from a Neurolinguistic Perspective
- Acquired Disturbances of Reading and Writing and Developmental Dyslexias
- Recovery Patterns in Bilingual Aphasia

#### **Recommended Readings**

- Bastiaanse, R., & Grodzinsky, Y. (1999). *Grammatical Disorders in Aphasia: A Neurolinguistic Perspective*. London: Whurr Publishers Ltd.
- Bouton, C. B. (2012). *Neurolinguistics Historical and Theoretical Perspectives*. London: Plenum Press.
- Cutler, A. (2005). *Twenty-First Century Psycholinguistics: Four Cornerstones*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Foss, D. J., & Hakes, D. T. (1978). *Psycholinguistics: An Introduction to the Psychology of Language*. London: Prentice Hall.
- Luria, A. R. (1976). *Basic Problems of Neurolinguistics*. Germany: Mouton & Co. B Publishers.
- Murdoch, B. E. (1990). *Acquired Speech and Language Disorders*. USA: Publishing Co Inc.
- Scovel, T. (1998). *Psycholinguistics*. New York: Oxford University Press.

#### **4. Course Title: Advanced Stylistics**

**Level: M Phil**

**Course Code: ELING712**

#### **Course Description**

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. This course however, is an extension and should be seen in perspective with the similar course recommended earlier in the BS scheme.

#### **Course Contents**

- Stylistics as a branch of linguistics
- Literary and non literary stylistics
- Tools for stylistic analysis
- Deviation and parallelism
- Linguistic/ Semantic Oddities
- Style and Register
- Conversational style
- Scripted speech
- Stylistic Analysis of a Variety of Written and Spoken Texts
- Practical applications of Stylistics

### **Recommended Readings**

- Crystal, D. and Davy, D. 1969. Investigating English Style. London: Longman.
- Fowler, R. 1996. Linguistic Criticism (2nd ed.). Oxford: Oxford University Press.
- Halliday, M.A.K. 1990. Spoken and Written Language. Oxford: Oxford University Press
- Hoey, M. 2003. Textual Interaction. London: Routledge.
- Leech, Geoffrey and Short, Michael. 1986. Style in Fiction. London: Longman.
- Thomas, Jenny. 1995. Meaning in Interaction. London: Longman.
- Widdowson, Henry. 1992. Practical Stylistics. Oxford: Oxford University Press

### **5. Course Title: Anthropological Linguistics**

**Level: M Phil**

**Course Code: ELING713**

#### **Course Description**

The course aims to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature and evolution of culture, cognition, and society. The course integrates traditional anthropological concerns linking language, culture, and cognition.

#### **Course Objectives**

Students are expected to:

1. Gain considerable knowledge of the relationship among language, culture and cognition.
2. Develop understanding philosophical ideas that engage the discipline.
3. Understand the communicative practice centred on ideology.
4. Develop familiarity with anthropological approaches to orality and literacy, performance and performativity in connection with mediation of language in social life.
5. Develop a broad knowledge of the diversity of the world's languages

#### **Course Contents**

- Introduction to Linguistic Anthropology
- Language as a cultural resource
- Linguistic diversity
- Linguistic relativity
- Cultural and linguistic constraints on mind
- Cultural and linguistic practices
- Metaphor and embodied experience

- The cultural construction of gender
- Kinship terms
- Colour terms and classifiers
- Gestures across culture

### **Recommended Readings**

1. Bradd, S. (1996). *Culture in mind: cognition, Culture and the problem of meaning*. OUP.
2. Brenneis, L. D., & Macaulay, S. K. R. (1996). *The Matrix of Language: contemporary Linguistic Anthropology*. West view Press.
3. Duranti, A. (Ed.), (2004). *A companion to Linguistic Anthropology*. Blackwell Publishing.
4. Duranti, A. (Ed.), (2009). *Linguistic Anthropology: A Reader*. (Second Edition). Blackwell Publishing.
5. Foley, A. W. (2004). *Anthropological Linguistics: an introduction*. Blackwell Publishing.
6. Gumperz, J. J. (1996). *Rethinking linguistic relativity*. Cambridge University Press.
7. Ottenheimer, J. H. (2008). *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Wadsworth.
8. Stroinska, M. (2001). *Relative Points of View: linguistic representation of culture*. Berghahn Books.
9. Verspoor, M. (2000). *Explorations in linguistic relativity*. John Benjamins Publishing Company.
10. Wilson. C. J. & Lewiecki-Wilson, C. (Ed.), (2001). *Embodied Rhetorics: Disability in language and Culture*. Southern Illinois University. USA.

### **6. Course Title: Systemic Functional Linguistics**

**Level: M Phil**

**Course Code: ELING714**

### **Course Description**

The course is designed to enable the learners to understand the Systemic Functional Grammar and this mainstream approach towards linguistic studies. Furthermore, it is believed that the learners would develop a context based analytical approach to understand literary and non-literary texts.

### **Course Objectives**

The course objectives are to:

- Develop an understanding of the basic concepts and terminologies related to SFL.
- Explore the theoretical underpinnings of SFL.
- Enable students to apply SFL tools for analytical purposes.

### **Course Contents**

- Basic concepts in Firthian linguistics
- Critique and comparison with Chomsky's IGG
- Language, context and function
- Text in context of situation
- The meta-functions of language
- Identifying clauses and clause constituents
- The cline of dynamism
- Application of SFL tools on variety of texts

### **Recommended Readings**

1. Caffarel, A., Martin, J. R., & Matthiessen, C. M. (Eds.). (2004). *Language typology: A functional perspective* (Vol. 253). John Benjamins Publishing.
2. Eggins, S. (1994). *An Introduction to Systemic-Functional Linguistics*. London: Pinter.
3. Fontaine, L. (2012). *Analysing English Grammar: A systemic functional introduction*. Cambridge University Press.
4. Halliday, M., Matthiessen, C. M., & Matthiessen, C. (2014). *An introduction to functional grammar*. Routledge.
5. Halliday, M. A. K., & Matthiessen, C. M. (2013). *Halliday's introduction to functional grammar*. Routledge.
6. Halliday, M. A. K., & Webster, J. J. (Eds.). (2009). *Bloomsbury Companion to Systemic Functional Linguistics*. A&C Black.
7. Matthiessen, C. M., & Halliday, M. A. K. (2009). Systemic functional grammar: a first step into the theory.
8. Matthiessen, C. M. (2012). Systemic Functional Linguistics as applicable linguistics: social accountability and critical approaches. *DELTA: Documentação de Estudos em Lingüística Teórica e Aplicada*, 28(SPE), 435-471.
9. Thompson, G. (1996). *Introducing Functional grammar*. London: Arnold.

### **7. Course Title: Critical Discourse Analysis**

**Level: M Phil**

**Course Code: ELING715**

### **Course Objectives**

The course aims at enabling the students to analyze discourse from socio-cultural and sociopolitical perspectives. The course will enable students to understand the criticality involved in construction and interpretation of social discourses. The objectives of the course are to:

- Introduce students to various approaches and methods of power based analytical paradigms
- Enable students to understand theories of CDA and their application to locally contextualize data

### Course Contents

- Discourse as a social and political enterprise
- Theories of Discourse Analysis
- Different Approaches to CDA
  - i. Michel Foucault
  - ii. Norman Fairclough
  - iii. Van Dijk
  - iv. Ruth Wodak
- Common Features of CDA
- Difference between CDA and PDA
- Application of CDA on diverse texts

### Recommended Readings

1. Cots, M. J. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. *English Language Teaching Journal*. 60. 336-345.
2. Fairclough, F. N. (1995). *Critical Discourse Analysis: the Critical Study of Language*. London: Longman.
3. Lee, D. (1992). *Competing discourses: Language and ideology*. London: Longman.
4. Locke, T. (2004). *Critical discourse analysis*. London: Continuum.
5. Lucke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. *Annual Review of Applied Linguistics*. 26. 96-110.
6. Martin, J. R., & Rose, D. (2003). *Working with discourse: Meaning beyond the clause*. Bloomsbury Publishing.
7. Martin, J. R., & White, P. R. (2003). *The language of evaluation* (Vol. 2). Basingstoke: Palgrave Macmillan.
8. Toolan, M. (Ed.), (2002). *Critical discourse analysis: Critical concepts in linguistics*. New York: Routledge
9. Wodak, R. and Meyer, M. (Eds.), (2002). *Methods of Critical Analysis*.
10. Weiss, G., & Wodak, R. (Eds.), (2003). *Critical Discourse Analysis: Theory & Interdisciplinarity*. Palgrave Macmillan.

### 8. Course Title: Bilingualism

Level: M Phil

Course Code: ELING716

### Course Description

This course is designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of bilingualism. Role of bilingualism and its various aspects in the development of linguistic and social enterprise would be the focus of the course.

### Course Objectives

The objectives of the course are:

- To understand and discuss different definitions of bilingualism.
- To explore and evaluate different methods of 'measuring' bilingualism.
- To understand the basics of how bilingualism learn and use their languages in different situations.
- To understand the effects of social and cultural factors on bilingualism.
- To understand cognitive differences and similarities between bilinguals and monolinguals.
- To understand and discuss basic issues of bilingual education, language policy and planning.

### **Course Contents**

1. Introduction to bilingualism
2. Dichotomies and Characteristics of bilingualism in cultural contexts
3. Language Skills and bilingualism
4. Language Practices in Pakistan: Code Switching, Code Mixing, Hybridization
5. Language Change and the New Global Linguistic Order
6. Issues of Language Spread and Maintenance
7. Perception of Identity and bilingualism
8. Research in bilingualism: Possibilities and Practices

### **Recommended Readings**

1. Aronin, L and Singleton, D. (2012). *Multilingualism*. Netherlands: John Benjamins Publishing.
2. Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters
3. Baetens-Beardsmore, H. (1986). *Bilingualism. Basic Principles*. Clevedon: Multilingual Matters
4. Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy and Cognition*. Blackledge, A and Creese, A. (2010). *Multilingualism: A Critical Perspective*. Cambridge: Cambridge University Press.
5. Clyne, M. (2003). *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge: Cambridge University Press.
7. Edwards, John. (2012). *Multilingualism: Understanding linguistic diversity*. NY: Continuum International publishing.
8. Gorter, D. (Ed.). (2006). *Linguistic landscape: A new approach to multilingualism*. Multilingual Matters.
9. Hoffmann, C. (1991) *An introduction to bilingualism*. London: Longman.
10. Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell.
11. Wei, L. (2000). *The bilingualism reader*. London/New York: Routledge

12. Weber, Jean J. and Horner, K. (2012). *Introducing Multilingualism: A Social Approach*. London: Taylor and Francis.

**9. Course Title: Genre Analysis**  
**Level: M Phil**  
**Course Code: ELING717**

**Course Description**

This course aims at introducing the theories and procedures of genre analysis and its applications in second language teaching. The students will be introduced to different genres for analysis and will practically engage in analyzing some important genres.

**Course Objectives**

- To achieve an understanding of the themes, issues and debates related to important theories and relevant methods of genre analysis.
- To be able to recognize and correctly identify the characteristic features of specific academic genres and analyze them critically.
- To be able to discuss important issues and develop crucial vocabulary concerning both the theoretical and methodological aspects of genre analysis.

**Course Contents**

- What Is Genre Analysis?
- Why Genre?
- Approaches to Genre
- Basic Principles for Conducting Genre Analysis
- Identifying and Analyzing Text Features
- Researching Genres as Practices
- Methods for Researching Genre Practices
- Genre and Corpus Analysis.
- Perspectives on Genre
- Genre-Based Writing Teaching

**Recommended Readings**

1. Bhatia, V. K. (1993). *Analysing Genre*. London: Longman.
2. Bhatia, V. K. (2008). 11 Towards critical genre analysis. *Advances in discourse studies*, 166.
3. Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*. Routledge.
4. Bhatia, V. (2004). *Worlds of written discourse: A genre-based view*. A&C Black.
5. Bhatia, V. K. (2017). Methodological issues in genre analysis. *HERMES-Journal of Language and Communication in Business*, 9(16), 39-59.

6. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.
7. Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.
8. Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 22(3), 303-324.
9. Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
10. Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: CUP.
11. Swales, J. M. (1986). A genre-based approach to language across the curriculum. In M. L. Tickoo (Ed.), *Language across the curriculum* (pp. 10–22). Singapore: Regional English Language Center.
12. Thompson, S. (1994). Frameworks and contexts: A genre-based approach to analyzing lecture introductions. *English for Specific Purposes*, 13, 171-186.

**10. Course Title: Issues in Syntax**  
**Level: M Phil**  
**Course Code: ELING718**

### **Course Objectives**

The course aims to familiarize the students with some of the major theories and issues in syntax. The course will help them understand the relation between syntactic theories.

### **Course Contents**

- Universal Grammar
  1. Principles and parameters
  2. Categories and features
  3. X-Bar Theory
- Syntactic Structure
- Merger; empty categories
- Movement
  1. Head movement
  2. Verb Movement
  3. Negation
  4. Case and agreement
  5. Operator Movement
    - Economy Principle
    - Split projections

### **Recommended Readings**

1. Baker, L. C. (1995). *English Syntax*. The MIT Press.



2. Chomsky, N. (2004). Beyond Explanatory Adequacy. *Structures and Beyond*. In Belletti Adriana (Ed.), *the Cartography of Syntactic Structure*. Vol 3. Oxford: OUP. (104-131).
3. Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell.
4. Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
5. Radford, A. (1997a). *A Minimalist Introduction*. CUP.
6. Radford, A. (1997b). *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge University Press.

**11. Course Title: Applied Linguistics**  
**Level: M Phil**  
**Course Code: ELING719**

**Course Description**

This course is a gateway to the field of applied of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20<sup>th</sup> century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

**Course Contents**

- Theories of language learning
- The nature of approaches and methods in language learning
  - GTM
  - The Direct Method
  - The Audio-lingual Method
  - The Natural Approach
  - CLT
  - The Eclectic Approach
- **Error Analysis**
  - Nature and purpose
  - Causes of errors
    - a. Interlingual errors
    - b. Intralingual errors
    - c. Overgeneralization
    - d. Literal translations
- Contrast between Behavioristic and Mentalistic attitude to errors
- Stages of error analysis

- Definition and scope of syllabus
- Considerations common to all syllabuses
- Relationship between theory of language, language learning and language syllabuses
- Dichotomies of Syllabuses
- Product vs. Process-oriented syllabuses
- Analytical Synthetic syllabuses

### **PRODUCT-ORIENTED SYLLABUSES**

- Grammatical Syllabus
  - Theoretical bases
  - Selecting and grading contents
  - Criticism
- Notional Functional Syllabus
  - Theoretical bases
  - Selecting and grading contents
  - Criticism

### **PROCESS-ORIENTED SYLLABUSES**

Procedural

Theoretical bases

Selecting and grading contents

Criticism

#### **Process Syllabus**

Theoretical bases

Selecting and grading contents

Criticism

#### **Objectives: Types and Criticism**

#### **Needs analysis for syllabus designing**

#### **Suggested Readings**

1. Allen, J. P. B. & Corder, S P. (eds) (1974). *Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3)*. Oxford: OUP.
2. Brumfit, C. (ed.) (1986). *The practice of communicative teaching*. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
4. Harmer, J. (1991). *The practice of English language teaching*. Harlow: Longman
5. Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
6. Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. London: OPU.

7. Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.
8. Norrish, J. (1987). *Language learners and their errors*. New York: Macmillan.
9. Nunan, D (1988). *Syllabus design*. Oxford: OUP.
10. Omaggio, A. C. (1 986). *Teaching language in context*. New York: HHP
11. Prabhu, N. S. (1987). *Second language pedagogy: A perspective*. Oxford: OUP.
12. Richards & Rodgers. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge. CUP
13. Richards, J. C (1980). *Error analysis*. London: Longman.
14. Steinberg, D. D. (1988). *Psycholinguistics*. London: Longman
15. Ur, P (1996). *A course in language leaching*. Cambridge: CUP.
16. Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: CUP.
17. Wilkins, D. (1976). *Notional syllabuses*. Oxford: OUP.
18. Wilkins, D.A. (1985). *Linguistics in language teaching*. London: Arno

**12. Course Title: Multilingualism**  
**Level: M Phil**  
**Course Code: ELING720**

### **Course Description**

This course is designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of multilingualism. The students will examine how multilingualism is defined and measured, the development of multilingualism, linguistic behaviors of multilingual speakers, the psycholinguistic and neurolinguistic bases of multilingualism, the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for multilinguals and society as a whole.

### **Course Objectives**

- To understand and discuss different definitions of multilingualism
- To explore and evaluate different methods of 'measuring' multilingualism
- To understand the basics of how multilingualism learn and use their languages in different situations
- To understand the effects of family background, societal and cultural norms concerning language, education and age on multilingualism
- To understand cognitive differences and similarities between multilinguals and monolinguals

- To understand how society can contribute to, or hinder multilingualism
- To understand the basic issues of multilingual education
- To understand and discuss basic issues of language planning and language policy that can affect multilinguals and multilingualism

### **Course Contents**

#### **Introduction to multilingualism:**

- Definitions and Descriptions of multilingualism
- Unilingualism
- Multilingualism

#### **Dichotomies and Characteristics**

- Multilingualism vs. Multilingualism
- Natural Multilingualism vs. Transition Multilingualism

#### **Why Multilingualism? Exploring Multilingualism in Cultural Contexts**

- Impact of family, society, economy and education on achieving and maintaining Multilingualism
- The Price of Multilingualism: Issues, Problems, Concerns
- Methods of 'measuring' Multilingualism

#### **Language Skills and Multilingualism**

- Speaking skill
- Listening Skill
- Reading Skill
- Writing skill
- Degrees of Multilingualism

#### **Language Practices in Pakistan**

- Source
- Status
- Value
- Identifying the Sources
- Pakistani Language Policies
- Pakistani Education Policies

#### **Language Change and the New Global Linguistic Order**

- Nationality, Supranationality and role of languages

#### **Issues of Language Spread and Maintenance**

- Language Shift
- Language Change
- Language Desertion
- Sharing the studies conducted in Pakistani/ International Contexts

#### **Code Switching, Code Mixing, Hybridization**

- Code Switching
- Definitions
- Types
- Factors initiating/ constraining Code switching
- Pragmatic aspects

- Sharing case studies/ sample research
- Borrowing and Code Mixing: Insertion, Alternation, Variation in Mixing Patterns

#### **Perception of Identity and Multilingualism**

- The Politics of Language: Issues of Identity and Globalization
- Multilingualism in a diglossic situation
- Diglossia, Multilingualism and presentation of self
- Sharing Case Studies
- The Politics of Language in America
- Language and Identity Politics in Canada

#### **The Bilingual / Multilingualism Child**

The Bilingual Brain and Intelligence

Early education and Multilingualism Issues

#### **Bilingual Education and Language Policy**

- The Future of Multilingualism and Education
- Political Ideology and Multilingual Education
- Multilingualism across the curriculum
- Multilingual Education in the UK and the US

#### **Research in Bilingualism Possibilities and Practices**

Sharing Research on possibilities and practices

#### **Suggested Readings**

- Aronin, L and Singleton, D. (2012). *Multilingualism*. Netherlands: John Benjamins Publishing.
- Baker, C. (1993). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters
- Baetens-Beardsmore, H. (1986). *Bilingualism. Basic Principles*. Clevedon: Multilingual Matters
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy and Cognition*. Blackledge, A and Creese, A. (2010). *Multilingualism: A Critical Perspective*. Cambridge: Cambridge University Press.
- Clyne, M. (2003). *Dynamics of Language Contact: English and Immigrant Languages*. Cambridge: Cambridge University Press.
- Cenoz, J., & Genesee, F. (Eds.). (1998). *beyond bilingualism: Multilingualism and multilingual education* (Vol. 110). Multilingual Matters.
- Edwards, J. (2002). *Multilingualism*. Routledge.
- Edwards, John. (2012). *Multilingualism: Understanding linguistic diversity*. NY: Continuum International publishing.
- Gorter, D. (Ed.). (2006). *Linguistic landscape: A new approach to multilingualism*. Multilingual Matters.
- Hoffmann, C. (1991) *An introduction to bilingualism*. London: Longman.
- Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Oxford: Blackwell.

- Wei, L. (2000). *The bilingualism reader*. London/New York: Routledge
- Weber, Jean J. and Horner, K. (2012). *Introducing Multilingualism: A Social Approach*. London: Taylor and Francis.

**13. Course Title: Teaching and Learning English in Large Classes**  
**Level: M Phil**  
**Course Code: ELING721**

**Course Objectives**

The aims of the course are:

- 1) To review current research on class size.
- 2) To identify the issues in teaching and learning in large classes.
- 3) To explore techniques and strategies for teaching English in large classes.

**Course Contents**

- Research on class size
- What is large class? Why do large classes occur?
- Does class size affect learning and achievement?
- Teacher-learner behavior and classroom processes in small and large classes
- Learner strategies in large classes
- Teacher's view of and response to large classes
- Methodological issues in research on large classes
- Rethinking teaching and learning of English in large classes
- Teaching the language skills
- Group work
- Materials and resources
- Assessment procedures
- Approaches to the management of large classes
- The class size question: Politics and/or pedagogy?

**Recommended Readings**

1. Blatchford, P. (2003). *The Class Size Debate: Is Small Better?* Philadelphia: Open UP.
2. Carbone, E. (1998). *Teaching Large Classes: Tools & Strategies*. Volume 19. Sage Publications.
3. Coleman, H. (1987). "Little Tasks Make Large Returns: Language Teaching in Large Crowds." In Murphy, D. & Candlin, C. N. (Eds.), *Task and Exercise Design*. (Lancaster Practical papers in English Language Education, 7), (21-145). London: Prentice-Hall.
4. Gibbs, G. & Jenkins, A. (1997). *Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources?* Kogan Page Ltd.
5. O' Sullivan, M. C. (2006). "Teaching Large Classes: The

International Evidence and a Discussion of Some Good Practice in Ugandan Primary Schools." *International Journal of Educational Development*. (24-37).

6. Urquiola, M. (2000) Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia. *Development Research Group*. The World Bank.
7. Weimer, M. G. (Ed.), (1987). *Teaching Large Classes Well*. London: Jossey-Bass.
8. Wilcockson, D. A. & Wilcockson, M. A. (2002). "Does Class Size Matter?" *Education Today*. 51 (3), (15-21).

**14. Course Title: Cross-Cultural Communication**  
**Level: M Phil**  
**Course Code: ELING722**

**Course Objectives**

The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.

**Course Contents**

- Introduction to Intercultural Communication
- Theoretical perspectives that help to explain interactions between members of different cultures.
- Current literature and prevailing concepts in the field of cross-cultural communication
- Principles to improve intercultural communication.
- Strategies to avoid communication breakdown among people of diverse cultures
- Cultural diversity
- Influence of culture on communication
- Anxiety in Intercultural Encounters
- Barriers to Intercultural Communication
- Sources of Intercultural Miscommunication
- Strategies to improve Intercultural Communication
- Cross-cultural adaptation
- Multicultural Collaboration

**Recommended Readings**

1. Anderson, R. and Ross, V. 1998. *Questions of Communication: A Practical Introduction to Theory* (second edition). New York: St. Martin's Press

2. Chick, K. J. 1996. "Intercultural Communication." In McKay, L. S. and Hornberger, H. N. Eds. *Sociolinguistics and Language Teaching*. CUP
3. Griffin, E. 2000. *A First Look at Communication Theory* (third edition). New York: McGraw Hill
4. Gumperz, J. and Roberts, C. 1980. *Developing Awareness Skills for Interethnic Communication*. Occasional Papers No: 12. Singapore: Seameo Regional Language Centre
5. Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." In (D. Carbaugh, Ed.) *Language in Society*. 22. Pp. 300-304.
6. Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert. Ed. *Language and Society in Africa*. Pp. 197-214. Johannesburg: University of the Witwaters and Press.

**15. Course Title: Theoretical Phonology**  
**Level: M Phil**  
**Course Code: ELING723**

#### **Course Description**

This course is based on basic knowledge and theoretical background of phonology. It aims to develop in students a deep understanding of various phonological phenomena and their representation in human mind. The course also aims to train students in comparative analyses of phonological material at various levels. Modern trends of research in phonology also make part of this course.

#### **Course Objectives**

Students are expected to:

1. Understand phonological representation of human sounds.
2. Analyze phonological material at various levels.
3. Understand the representation of speech at different levels.
4. Understand modern trends in phonology in the world.

#### **Course Contents**

- Human speech mechanism (Place and manner of articulation)
- Consonants and vowels
- Secondary articulation (nasalization, Labialization, velarization, palatalization, etc.)
- Sonority sequence generalization and syllable structure
- Distinctive phonological features and feature geometry models
- Suprasegmental phonology
- Stress and Tone
- Lexical phonology
- Complexity, frequency and universal typology of sounds



- Introduction to Optimality theory
- Markedness and its implications for L2 acquisition
- Phonological processes
- Mental representation of phonological material

### **Recommended Readings**

- Brent, I. (2013). The phonological mind. Cambridge University Press.
- Charles W. Kreidler. Phonology: critical concepts in linguistics. London: Routledge, 2001.
- Gordon, M. K. (2016). Phonological Typology. Oxford University Press.
- Gussenhoven, C. & Jacobs, H. (1998). Understanding Phonology. Arnold: London.
- Gussenhoven, C. & Jacobs, H. (1998). Understanding Phonology. Arnold: London.
- Gussman, E. (2002). Phonology, Analysis and Theory. Cambridge: Cambridge University Press.
- Hammond, M. (2003). The Phonology of English: A Prosodic Optimality-Theoretic Approach. Oxford University Press.
- John A. Goldsmith: The handbook of phonological theory Cambridge, Mass. : Blackwell, 1995
- Kenstowicz, M. (1994). Phonology in generative grammar Cambridge, MA: Blackwell.
- Kenstowicz, M. (1994). Phonology in generative grammar Cambridge, MA: Blackwell.
- Roach, P. (2007). English Phonetics and Phonology: A Practical Course. Cambridge University Press.
- Roach, P. (2007). English Phonetics and Phonology: A Practical Course. Cambridge University Press.
- Roca, I. Johnson, W. (1999). A course book in phonology. Oxford: Blackwell.
- Spencer, Andrew. Phonology: theory and description Oxford: Blackwell, 1996.

**16. Course Title: Phonetics**  
**Level: M Phil**  
**Course Code: ELING724**

### **Course Objectives**

The course aims to

1. Train students to analyze human speech sounds scientifically
2. Use computer in the study of pronunciation and speech analysis
3. Use latest softwares in analysis of sounds of their own languages
4. Understand modern trends in phonetics

### **Course Outcomes**

At the end of the study, students will be able to

1. Understand the nature of human speech sound.
2. Analyse human speech in computer.
3. Compare English and Pakistani languages to highlight differences between languages.
4. Uses of software in phonetic data analysis.

### **Course Contents**

- Relationship between Phonetics and phonology
- Airstream mechanism in speech production
- Branches of phonetics
- International Phonetic Alphabet
- Auditory phonetics
- Acoustic phonetics
- Acoustic characteristics of vowels
- Nature of sound waves
- Acoustic characteristics of consonants
- Parameters for acoustic analysis of vowels
- Study of Formants in phonology
- Supra-segmental phonology in acoustics
- Laryngeal contrast in plosives: Voicing onset time (VOT)
- Reading spectrograms using soft wares (Praat etc.)

### **Recommended Readings**

- Alain Marchal. (2009). from speech physiology to linguistic phonetics. London: ISTE.
- Docherty, G. J. (1992). The timing of voicing in British English obstruents. Berlin: Foris Publications.
- Ladefoged, P. (2006). A course in phonetics. Boston, MA: Thomson Wadsworth.
- Ladefoged, P. (2004). Vowels and consonants. Oxford: Blackwell.
- Ladefoged, P. (1996). Elements of acoustic phonetics. Chicago: University of Chicago press.
- Lisker, L. & Abramson, A. (1964). A cross-language study of voicing in initial stops: acoustic measurement. Word 20, 384-422.
- Laver, J. (1994). Principles of Phonetics. Cambridge: Cambridge University press.
- Stevens, K. (1999). Acoustic Phonetics. Cambridge: MIT press.

### **17. Course Title: Language Program Management**

**Level: M Phil**

**Course Code: ELING725**

### **Course Description**

This course is intended for foreign language teaching professionals who wish to take up management roles or develop their management skills in

language teaching programs. It provides participants with the knowledge and skills they require for successful language program management in a variety of language teaching contexts. This introduces some of the issues that are faced by those who are responsible for organising or managing language teaching operations or related areas of practice. It examines the effects of organisational structure on organisational culture; leadership styles; human resource management; professional development and staff appraisal; project management; financial management; marketing; organisational communication; and managing for innovation.

### **Course Contents**

1. Principles & Practices of Language Teaching
2. Language Policies and documentation
3. Language Project Design
4. General Management
5. Language program development and management
6. Language Program Operations
7. Language Teacher Education
8. Language Teacher Supervision
9. Language Assessment and Testing Management
10. Finance Functions and budgeting in Educational Organization
11. Marketing and Recruiting for Language Programs

### **Suggested Readings**

- Roberts, J. (2016). *Language teacher education*. Routledge.
- Spolsky, B. (Ed.). (2012). *The Cambridge handbook of language policy*. Cambridge: Cambridge University Press.
- Brigham, E. F., & Houston, J. F. (2012). *Fundamentals of financial management*. Cengage Learning.
- Eaton, S. E. (2010). *Global Trends in Language Learning in the 21st Century*.
- Eaton, S. E. (2010). *Formal, Non-Formal and Informal learning: The Case of Literacy, Essential Skills, and Language Learning in Canada*.
- Halliday, M. A. K. (2007). *Language and education* (Vol. 9). A&C Black.
- Lin, A., & Martin, P. W. (Eds.). (2005). *Decolonisation, globalisation: Language-in-education policy and practice* (Vol. 3). Multilingual Matters.
- Bolam, R. (2004). Educational administration, leadership and management. *Educational Management*, 2, 17.
- Okumbe, J. A. O. (1998). *Educational Management: Theory and Practice*. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5,).

- Hanson, E. M. (1996). *Educational administration and organizational behavior*. Allyn & Bacon, A Simon & Schuster Company, 160 Gould Street, Needham Heights, MA 02194-2310..
- Lynch, B. K. (1996). *Language program evaluation: Theory and practice*. Cambridge University Press.

**18. Course Title: Morphology and its Theoretical Foundation**  
**Level: M Phil**  
**Course Code: ELING726**

**Course Description**

The course introduces theoretical debate on word formation processes in Pakistani languages. It is designed in a way to give the students first the basic knowledge of structures in words i.e. the combinations of words and parts of words in Urdu, Punjabi, Sindhi and Pashto etc. Then along with introducing approaches to morphological analysis, it also gives an idea of interface between on morphology and other core areas of linguistics like phonology, syntax and semantics.

**Course Objectives**

The aims of this course are to enable the student to:

1. Be familiar with word structures and the analysis of word structures with or without being given in phonetic transcription.
2. Develop an understanding of applying morphological rules on words in Pakistani languages.
3. Develop an understanding of word analysis in relation with semantic change.
4. Develop an understanding of basic theoretical concepts of word analysis.
5. Develop an understanding of applying the theories of morphology e.g. Optimality Theory for any morphological analysis.
6. Develop confidence to write a research oriented term paper on the morphology of Pakistani Languages

**Course Outcomes**

Students are expected to be able to do descriptive analysis of word structures, do the theoretical discussions and write a research paper on morphological issues in Pakistani languages.

**Course Outline**

**(Examples from Pakistani languages obligatory)**

- Introduction to Morphology: words and their parts: free morphemes and bound morphemes
- Phonetic Transcription of Words phonetic symbols, writing words with IPAs

- Functions of Bound Morphemes/Affixes: prefixes, suffixes, infixes, interfixes, circumfixes
- Inflectional Morphology: pluralization, case form, degree marking, verb forms
- Derivational Morphology: formation of nouns, adjectives, verbs, adverbs
- Derivation by compounding and by modification of base, reduplication
- Morphology of Pak Languages: word forms in Urdu, Punjabi and other Pakistani languages
- Morphological Productivity: productivity of affixes: prefixes, suffixes, infixes.
- Minor Processes of Derivation: reduplication, blending, clipping, backformation, acronyms.
- Morpheme Lexeme Based Morphology, Lexical Morphology Hypothesis, Morpheme-Lexeme
- Base Morphology, Word Based Morphology, Distributed Morphology
- Optimality Theory (OT): A Constraint Based Theory

#### **Suggested Readings**

1. Aronoff, Mark. 1994. *Morphology by itself*. MIT Press, Cambridge.
2. Bauer, Laurie. 2003. *Introducing Linguistic Morphology*--Edinburgh University Press
3. Booij. 2005) *The Grammar of Words--An Introduction to Linguistic Morphology*
4. David et al. 2009. *Urdu Morphology*
5. Mangrio, Riaz Ahmed. 2016. *The Morphology of Loanwords in Urdu: the Persian,*
6. *Arabic and English Strands*, Newcastle upon Tyne, Cambridge Scholars Publishing.
7. McCarthy. 2002. *An Introduction to English Morphology-Words and their Structure* Plag. 2002. *Word Formation in English* - Cambridge University Press

#### **Other Recommended Readings**

1. Anderson, Stephen. 1992. *A-Morphous Morphology*. CUP, Cambridge
2. Ayto, J. 1999. *Twentieth Century Words*, Oxford: OUP.
3. Baker, Mark. 1988. *Incorporation: a Theory of Grammatical Function Changing*. University of Chicago Press, Chicago.
4. Bauer, L .2006/'Compounds and Minor Word-formation Types' In Aarts, B. & McMahon *the Handbook of English Linguistics*. Blackwell

5. Bauer, L. 2001. *Morphological Productivity*, Cambridge University Press
6. Beard, Robert. 1995. *Lexeme-Morpheme Base Morphology*. Suny Albany Press, Albany
7. Carstairs, Andrew. 1987. *Allomorphy in inflection*. Croom Helm, London.
8. Carter, R. 1998. *Vocabulary: Applied Linguistics Perspectives*. (2<sup>nd</sup> ed. London: Routledge.
9. Chen, Matthew. 1987. 'The syntax of Xiamen tone sandhi.' *Phonology* 4: 109-150.
10. Chomsky, Noam. 1970. 'Remarks on Nominalization.' In: *Readings in Transformational Grammar*, ed. R. A. Jacobs and P. S. Rosenbaum. Ginn, Waltham, MA, 184-221
11. Halpern, Aaron. 1995. on the placement & morphology of clitics. CSLI Publications, Stanford.
12. Hoey, M. (1991). *Patterns of Lexis in Texts*. Oxford: OUP.
13. Hoey, M. 2005. *Lexical Priming: A new theory of language*. London: Routledge.
14. Inkelas, Sharon .2005. Morphological Doubling Theory: "Evidence for Morphological Doubling in Reduplication" In Hurch, Bernhard (Ed.). *Studies on Reduplication Empirical Approaches to Language Typology* (No. 28). Mouton de Gruyter. 65-88
15. Kiparsky, Paul. 1982. 'Lexical phonology and morphology.' In *Linguistics in the Morning Calm*, vol. 2, ed. I. S. Yang. Hanshin, Seoul, 3-91.
16. Lieber, Rochelle. 1981. on the organization of the lexicon. Doctoral dissertation, MIT. MITWPL
17. Marantz, Alec. 1988. 'Clitics, morphological merger, & the mapping to phonological structure.' In Michael Hammond & Michael Noonan, *Theoretical Morphology: Approaches in Modern Linguistics*. Academic Press, San Diego, 253-270.
18. McCarthy, (2002). *English vocabulary in use*. Cambridge: CUP.
19. Selkirk, Elisabeth O. 1996. 'The Prosodic structure of function words.' In *Signal to syntax: Bootstrapping from speech to grammar in early acquisition*, ed. James L. Morgan and Katherine Demuth. Lawrence Erlbaum, Mahwah, NJ, 187-213.
20. Zwicky, Arnold. 1985a. 'Clitics and particles.' *Language* 61: 283-305.
21. Zwicky, Arnold. 1985b. 'How to Describe Inflection.' *Proceedings of the Berkeley Linguistics Society* 11: 372-386. Berkeley, California.
22. Zwicky, Arnold & Geoffrey Pullum. 1983. 'Cliticization vs. Inflection: English n't.' *Language* 59: 502-13.
23. Zwicky, Arnold and Geoffrey Pullum. 1992. A misconceived approach to morphology. In *Proceedings of WCCFL 91*, ed. D. Bates. CSLI, Palo Alto, 387-398.

**19. Course Title: Neuro-linguistics**

**Level: M Phil**

**Course Code: ELING727**

**Course Description**

Neuro-linguistics is the study of the neural mechanisms underlying the acquisition, use, comprehension, and production of language in the brain. This is an interdisciplinary field informed by theoretical linguistics and psycholinguistics as well as cognitive neuroscience, neuropsychology, computer science and evolutionary linguistics. The course explores the anatomical basis for language in the human brain and presents a range of topics for the students to study language in relation to the functioning of brain.

**Course Outline**

1. Neuroanatomy and Neurophysiology of the Language
2. Mapping Brain & Language
3. Language production, perception & Processing
4. Language Acquisition & Bilingualism
5. Language Disorders
6. Sign Languages
7. Language & Cognition

**Recommended Readings**

- Ingram, J. C. L. (2007). *Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders (Cambridge Textbooks in Linguistics)*. Cambridge University Press. ISBN-10: 0521796407
- Stemmer, B. and Whitaker, H.A. (2010). *Handbook of the Neuroscience of Language*. Academic Press. ISBN-10: 008045352X.
- Chomsky, Noam (1957). *Syntactic structures*. The Hague: Mouton.
- Chomsky, Noam (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Grodzinsky, Yosef (1990). *Theoretical perspectives on language deficits*. Cambridge, MA: MIT Press, A Bradford Book.
- Poeppel, David and David Embick (2004). *Defining the relation between linguistics and neuroscience*
- Bear, Mark; Barry Connors and Michael Paradiso (2001). *Neuroscience: exploring the brain*. Baltimore: Lippincott Williams & Wilkins.

**20. Course Title: Cognitive Linguistics**

**Level: M Phil**

**Course Code: ELING728**

### **Course Description**

Cognitive linguistics goes beyond the visible structure of language and investigates the considerably more complex backstage operations of cognition that create grammar, conceptualization, discourse, and thought itself. The theoretical insights of cognitive linguistics are based on extensive empirical observation in multiple contexts, and on experimental work in psychology and neuroscience. Results of cognitive linguistics, especially from metaphor theory and conceptual integration theory, have been applied to wide ranges of nonlinguistic phenomena.

The aim of the course is to familiarize the students with theoretical frameworks of Cognitive Linguistics required to carry out research in the field.

### **Course Contents**

1. Origin of Cognitive Linguistics
2. Cognitive Linguistics vs. Chomsky's Generative Grammar
3. Construal
4. Iconicity
5. Landmarks and trajectory
6. Spatial Relationships and Image Schemata
7. Conceptual Metaphors
8. Frames, Categorization and Prototypes
9. Mental Spaces

### **Suggested Readings**

- Croft, William & D. Alan Cruse. 2004. *Cognitive Linguistics*. (Cambridge Textbooks in Linguistics.) Cambridge: Cambridge University Press
- Geeraerts, Dirk. 2006. *Cognitive Linguistics: Basic Readings*. Berlin: Mouton de Gruyter.
- Matthews, Peter. 2005. *The Concise Dictionary of Linguistics* (Oxford Paperback Reference). New York: Oxford University Press.
- Evans, Vyvyan and Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Lawrence Erlbaum Associates. ISBN: 0805860142
- Evans, Vyvyan, Benjamin Bergen, & Jorg Zinken, editors. 2006. *The Cognitive Linguistics Reader* London: Equinox.
- Goldberg, Adele. 1994. *Constructions*. Chicago: University of Chicago Press.
- Lee, David. 2002. *Cognitive Linguistics: An Introduction*. New York: Oxford University Press.
- Ungerer, Friedrich & Hans-Jörg Schmid. 2006. *An Introduction to Cognitive Linguistics*. London: Longman.
- Taylor, John R. 2003. *Cognitive Grammar*. (Oxford Textbooks in Linguistics.) New York: Oxford University Press.



- McCawley, James D. 1998. *The Syntactic Phenomena of English*. Chicago: University of Chicago Press.
- Goldberg, Adele. 2006. *Constructions at Work*. New York: Oxford University Press.

**21. Course Title: Sociolinguistics**  
**Level: M Phil**  
**Course Code: ELING729**

### **Course Description**

Sociolinguistics, which explores interrelationship between language and society, is both interesting and complicated. It helps in developing deeper understanding of society as well as language. This purpose of this course is to build on the knowledge and understanding of MPhil scholars that they come with. The outline includes almost all key issues which are deemed important in the field. It also includes some important nonlinguistic variables which are associated with language and its use. It examines language in relation to society, with particular reference to the linguistic situation in Pakistan and investigates the correlation between linguistic variables and non-linguistic variables such as gender, age and social class.

### **Course Objectives**

The objectives of the course are to enable the students to

1. Understand the core concepts used in the field
2. Reflect upon the crucial issues in Sociolinguistics with particular reference to the relationship between language and non-linguistic variables such as gender, social class, age, etc.
3. Develop and understanding of the current sociolinguistic situation in Pakistan with particular reference to bilingualism, multilingualism, language policy, language maintenance and language shift
4. Explore new vistas of research in the field with special reference to Pakistani context

### **Course Outcomes**

At the end of the course, students would be able to

1. Demonstrate an understanding of the core concepts of sociolinguistics
2. Identify and explain different sociolinguistic aspects of language
3. Conduct research in various areas of sociolinguistics

### **Course Contents**

1. Sociolinguistics and Sociology of Linguistics
2. Dialectology
3. Language Ideology

4. Pidgin and Creole, Creolization and Decreolization
5. Language Attitudes: Convergence, Divergence and Acts of Identity
6. Language, Identity and Culture
7. Language and Power
8. Problematization of Gender, Social Class, Age and Ethnicity
9. Quantitative Sociolinguistic: Exploration of language in its social context through the methods of quantitative analysis of linguistic variation, including the Labovian and implicational models.
10. Sociolinguistic Field Methods: Research Methods for Sociolinguistic Fieldwork including Interviewing, Observation, Survey Design and Experimental Work. Focus on Methodology, Planning and Implementation.
11. Language Diversity and Speech Communities, Bilingualism and Multilingualism, Dimensions, Manifestations and Effects of Bilingualism
12. Language Maintenance, Language Decline, Language Shift and Language Death
13. Language Revival, Language Cultivation
14. Language Policy and Planning(LPP)
15. LLP: how different nations view it.
16. Language Policies of Pakistan since 1947

#### **Recommended Readings**

- Bell, Martin, J. (ed) (2010) *The Routledge Handbook of Sociolinguistics Around the World*. Routledge: New York
- Coupland, Nikolas and Jaworski, Adam. (1997). *Sociolinguistics: A Reader and Coursebook*. Great Britain: Palgrave.
- Hudson, R. A. (1980). *Sociolinguistics*. Great Britain: Cambridge University Press.
- Llamas, Carmen, Louise Mullany, and Peter Stockwell. (2007). *The Routledge Companion to Sociolinguistics*. New York: Routledge.
- Mesthrie, Rajend. (ed.). (2011). *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press.
- Mesthrie, Rajend. et. al. (2009). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Spencer Oatey, H. (1993). Conceptions of social relations and pragmatics research. *Journal of Pragmatics*, 20, 27-47.
- Trudgill, Peter. (1980). *Sociolinguistics: An Introduction*. Great Britain: Hazell Watson & Viney Ltd.
- Ulrich Ammon , Norbert Dittmar, Klaus J. Mattheier , Peter Trudgill (2006) *Sociolinguistics : an international handbook of the science of language and society*

**22. Course: World Englishes**  
**Level: M Phil**  
**Course Code: ELING730**

**Course Description**

The English language now has more than one billion speakers worldwide. Many millions speak English as a native language; many more speak English as a second language, but most speak it as a foreign language. Yet, the English spoken by the largest group is considered distinct from the traditional “native” varieties of English. This course explores the historical, political, and socio-cultural issues associated with the globalization of Englishes, focusing on some of the structural differences of these varieties, but also on the ideological underpinnings of the debates about nativization/ indigenization, standardization, identity, and ownership.

**Course Objectives**

The course aims at developing amongst students the following skills:

- To demonstrate critical understanding of the concepts and theories regarding World Englishes and also of the main dimensions of language variation at the international level;
- To develop an understanding of the causes behind the global spread of English and the implications regarding its use for native languages;
- To show a sound understanding of the key sociolinguistic and cultural issues arising from the spread of English.

**Course Outcomes**

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

- Analyse and critically discuss some of the main characteristics of the international varieties of English, including non-standard varieties;
- Demonstrate that they have developed an ability to critically assess the materials and themes discussed in the course;
- Demonstrate the ability to carry out an investigative study of any of the topics regarding global English and report their findings.

**Course Content**

The course will cover the following areas:

- Standard English: RP
- British and American Englishes
- Variation and change: accents, dialects and global Englishes
- Language contact
- Standards and norms in global Englishes
- Current debates and issues in World Englishes
- The global use of English in education and its implications

- Globalisation and global english(es)
- Multilingualism in Europe and English
- Global Multilingualism and English(es)
- Postcolonial englishes
- Case studies:
  - Singlish
  - Australian English (AusEng)
  - Canadian English (CanEng)
  - Penglish (PakEng)
  - Inglish (IndEng)
  - Black Vernacular English (BEV)
- Prospects and future of (Global) English(es)

### Recommended Readings

- Ansaldo, U. (2009). The Asian typology of English: Theoretical and methodological considerations. *English World-Wide*, 30(2), 133-148
- Cheshire, J. (Ed.). (1991). *English around the world: Sociolinguistic perspectives*. Cambridge University Press.
- Hickey, R. (Ed.). (2005). *Legacies of colonial English: Studies in transported dialects*. Cambridge University Press.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. Psychology Press.
- Jenkins, J. (2014). *Global Englishes: A resource book for students*. Routledge.
- Kachru, Y., & Nelson, C. L. (2006). *World Englishes in Asian contexts* (Vol. 1). Hong Kong University Press.
- Kachru, B., Kachru, Y., & Nelson, C. (Eds.). (2009). *The handbook of world Englishes* (Vol. 48). John Wiley & Sons.
- Kachru, B. B. (2006). The English language in the outer circle. *World Englishes*, 3, 241-255.
- Murata, K., & Jenkins, J. (Eds.). (2009). *Global Englishes in Asian Contexts*. Palgrave Macmillan.
- Mair, C. (Ed.). (2003). *The politics of English as a world language: New horizons in postcolonial cultural studies* (Vol. 65). Rodopi.
- Parakrama, A. (1995). *De-hegemonizing language standards: learning from (post) colonial Englishes about "English"*. London: Macmillan Press.
- Phillipson, R. (2009). *Linguistic imperialism continued*. Routledge.
- Schneider, E. W. (2007). *Postcolonial English: Varieties around the world*. Cambridge University Press.
- Schneider, E. W. (2011). *English around the world: An introduction*. Cambridge University Press.

**23. Course Title: Linguistic Human Rights**  
**Level: M Phil**  
**Course Code: ELING731**

**Course Objectives**

This course is an attempt to create an awareness among students about contemporary issues related with language rights. In the light of basic human rights approved by UNO's charter every individual has the right to enjoy freedom of speech and getting education in his own mother tongue. This is the hegemonic condition of oppression that some language is given a high status to mar the intellectual output of a nation. This course tries to provide information about basic linguistic rights and their importance in the progress of the academia of a nation.

**Course Outcomes**

At the end of the course the students are expected to understand, Universal Declaration of Human Rights (1948) especially Linguistic Rights/ Language Rights.

**Course Contents**

- **Brief History of the Linguistic Rights**
- **The endangered Languages- Dying Cultures**
- **The role of Linguistic Rights in Education, in Curriculum Development, in Character Building**
- **The Need to develop curriculum according to the Linguistic Rights in Teacher education.**
- **The Linguistic Rights and Literature.**
- **The place of Regional Languages in Popular culture.( Film, media, print)**
- **The role of Linguistic Rights in building international Culture.**
- **Linguistic Rights and Ideology.**
- **Linguistic Rights and freedom of Individual thought.**
- **Linguistic Rights and Contemporary issues.**
- **Linguistic Rights and issues in language culture and identity.**
- **Linguistic Rights and our Limitations**
- **The historical background of Linguistic rights Universal Declaration of Linguistic Rights(1996)**
- **European Charter for regional or minorities languages.(1992)**
- **Convention on the Rights of Child Education.(1989)**
- **Language rights and human rights , culminating in Linguistic human rights(LHR)**
- **Linguistic rights in Private and Public domain**
- **Overt and Covert Rights**
- **Negative and Positive Rights**
- **Territorially given language Rights**
- **Practical Application of Linguistic Rights**

- Language rights in Pakistan
- The Place of Regional languages in Pakistan

### **Suggested Readings**

- UNO's Declaration of Human Rights. (1948)
- Universal Declaration of Linguistic Rights(1996)
- European Charter for regional or minorities languages.(1992)
- Convention on the Rights of Child Education.(1989)
- Language rights and human rights , culminating in Linguistic human rights(LHR)
- Language Policies of Pakistan

### **Specific Recommendations**

1. Enhancement of intensive and extensive Teachers Training, in-country and abroad, in the fields mentioned below and other areas where the universities lack in required expertise:
  - Curriculum and Syllabus Design for English
  - Methods and Methodologies for teaching English (particularly in large classes)
  - Training of the university and college teachers into newly introduced areas of study, like new trends in Literary Criticism and Theory, Research and Bibliographic Methods for Literature, Gender and Literacy Studies and Computer Assisted Language Learning.
  - Autonomous yet responsible ways of assessment and grading  
 In this context HEC may identify and utilize the services of the current trained expertise (e.g. human resources already developed under the UGC/DIFD 10-year programme 1983-1992). It is proposed that the HEC should conduct a two-day seminar of the trained teachers of HEC (UGC) and introduce the BA/BS and MS programme to a wide range of university and college teachers through the identified Master Trainers.
2. Ensuring the Availability of essential infrastructure in the form of resources. This includes faculty, library availability and expansion, provision of technological facilities.
3. Maintaining equal standards across the English departments of the universities; HEC may also facilitate coordination amongst the literature, language, and linguistic components of these departments. The NCRC (English) 2005-06 and 2008 is one example of the type of collaboration possible in course design and implementation.

4. Improvement of the current examination and evaluation system in English by aligning the exam system with the proposed curriculum and innovative methodology of teaching and learning English.
5. Curriculum Orientation programs for university faculty should be funded by HEC (One of the members of NCRC should be present). These could be One to two week workshops at respective universities organized at convenient timings for the faculty.
6. In order to facilitate the implementation of this curriculum, individual universities may request HEC to ensure the provision of basic resources particularly books and faculty to teach these courses. It is recommended that HEC should launch some projects for the development/provision of learning material for the recommended courses.
7. Assessment guidelines should be prepared to assist the teachers to align testing to the curriculum objectives.
8. There should be a process for ongoing evaluation of the course including action research, student evaluation.
9. Also, in the HEC framework for the BA/BS four-year program, students study the major courses in the third year. However, the universities may design and offer optional/remedial courses for the students of the existing two-year BA programme according to their available resources. In addition, the universities should recommend the same course for affiliated colleges.

## ANNEXURE - A

### English I (Functional English)

**Objectives:** Enhance language skills and develop critical thinking.

#### **Course Contents**

Basics of Grammar

Parts of speech and use of articles

Sentence structure, active and passive voice

Practice in unified sentence

Analysis of phrase, clause and sentence structure

Transitive and intransitive verbs

Punctuation and spelling

#### **Comprehension**

Answers to questions on a given text

#### **Discussion**

General topics and everyday conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

#### **Listening**

To be improved by showing documentaries/films carefully selected by subject teachers

#### **Translation skills**

#### **Urdu to English**

#### **Paragraph writing**

Topics to be chosen at the discretion of the teacher

#### **Presentation skills**

Introduction

*Note: Extensive reading is required for vocabulary building*

#### **Recommended Books**

##### 1. **Functional English**

###### a) Grammar

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

###### b) Writing

1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills.



Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

- c) Reading/Comprehension
  - 1. Reading. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.
- d) Speaking

### **English II (Communication Skills)**

**Objectives:** Enable the students to meet their real life communication needs.

#### **Course Contents:**

##### **Paragraph writing**

Practice in writing a good, unified and coherent paragraph

##### **Essay writing**

Introduction

##### **CV and job application**

Translation skills

Urdu to English

##### **Study skills**

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

##### **Academic skills**

Letter/memo writing, minutes of meetings, use of library and internet

##### **Presentation skills**

Personality development (emphasis on content, style and pronunciation)

*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 0 19 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.

### **English III (Technical Writing and Presentation Skills)**

**Objectives:** Enhance language skills and develop critical thinking

#### **Course Contents**

##### **Presentation skills**

##### **Essay writing**

Descriptive, narrative, discursive, argumentative

##### **Academic writing**

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

##### **Technical Report writing**

##### **Progress report writing**

*Note: Extensive reading is required for vocabulary building*

#### **Recommended Books**

Technical Writing and Presentation Skills

- a) Essay Writing and Academic Writing
  - 1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
  - 2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.
  - 3. Patterns of College Writing (4<sup>th</sup> edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.
- b) Presentation Skills
- c) Reading
  - The Mercury Reader. A Custom Publication. Compiled by Northern Illinois University. General Editors: Janice Neuleib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

## ANNEXURE - B

### Pakistan Studies (Compulsory)

#### Introduction/Objectives

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- 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
  - i. Indus Civilization
  - ii. Muslim advent
  - iii. 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

##### 3. Contemporary Pakistan

- a. Economic institutions and issues
- b. Society and social structure
- c. Ethnicity
- d. Foreign policy of Pakistan and challenges
- e. Futuristic outlook of Pakistan

#### 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 Kyun 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: Wm Dawson & 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.

**ISLAMIC STUDIES  
(Compulsory)**

**Objectives**

This course is aimed at:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

**Detail of Courses**

**Introduction to Quranic Studies**

1. Basic Concepts of Quran
2. History of Quran
3. Uloom-ul-Quran

**Study of Selected Text of Holy Quran**

1. Verses of Surah Al-Baqarah Related to Faith (Verse No-284-286)
2. Verses of Surah Al-Hujurat Related to Adab Al-Nabi (Verse No-1-18)
3. Verses of Surah Al-Muminoon Related to Characteristics of faithful (Verse No-1-11)
4. Verses of Surah Al-Furqan Related to Social Ethics (Verse No.63-77)
5. Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

**Study of Selected Text of Holy Quran**

1. Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
2. Verses of Surah Al-Hashr (18,19,20) Related to thinking, Day of Judgment
3. Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)

**Seerat of Holy Prophet (PBUH) I**

1. Life of Holy Prophet (PBUH) in Makkah
2. Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah

**Seerat of Holy Prophet (PBUH) II**

1. Life of Holy Prophet (PBUH) in Madina
2. Important Events of Life Holy Prophet (PBUH) in Madina
3. Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina

**Introduction to Sunnah**

1. Basic Concepts of Hadith
2. History of Hadith
3. Kinds of Hadith
4. Uloom –ul-Hadith
5. Sunnah & Hadith
6. Legal Position of Sunnah

**Selected Study from Text of Hadith****Introduction to Islamic Law & Jurisprudence**

1. Basic Concepts of Islamic Law & Jurisprudence
2. History & Importance of Islamic Law & Jurisprudence
3. Sources of Islamic Law & Jurisprudence
4. Nature of Differences in Islamic Law
5. Islam and Sectarianism

**Islamic Culture & Civilization**

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

**Islam & Science**

1. Basic Concepts of Islam & Science
2. Contributions of Muslims in the Development of Science
3. Quran & Science

**Islamic Economic System**

1. Basic Concepts of Islamic Economic System
2. Means of Distribution of wealth in Islamic Economics
3. Islamic Concept of Riba
4. Islamic Ways of Trade & Commerce

**Political System of Islam**

1. Basic Concepts of Islamic Political System
2. Islamic Concept of Sovereignty
3. Basic Institutions of Governance in Islam

**Islamic History**

1. Period of Khilafat-E-Rashida
2. Period of Umayyads
3. Period of Abbasids

**Social System of Islam**

1. Basic Concepts of Social System of Islam
2. Elements of Family
3. Ethical Values of Islam

**Reference Books**

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. Maulana 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)

## ANNEXURE - D

**Note: One course will be selected from the following six courses of Mathematics.**

### COMPULSORY MATHEMATICS COURSES FOR BS (4 YEAR) (FOR STUDENTS NOT MAJORING IN MATHEMATICS)

#### 1. MATHEMATICS I (ALGEBRA)

**Prerequisite(s):** Mathematics at secondary level

**Credit Hours:** 3 + 0

**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

**Course Outline:**

*Preliminaries:* Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions. *Matrices:* Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer's rule.

*Quadratic Equations:* Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations.

*Sequences and Series:* Arithmetic progression, geometric progression, harmonic progression. *Binomial Theorem:* Introduction to mathematical induction, binomial theorem with rational and irrational indices.

*Trigonometry:* Fundamentals of trigonometry, trigonometric identities.

**Recommended Books**

1. Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin, Boston (suggested text)
2. Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston
3. Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6<sup>th</sup> edition), 1986, PWS-Kent Company, Boston

#### 2. MATHEMATICS II (CALCULUS)

**Prerequisite(s):** Mathematics I (Algebra)

**Credit Hours:** 3 + 0



**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.

**Course Outline**

*Preliminaries:* Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities. *Limits and Continuity:* Limit of a function, left-hand and right-hand limits, continuity, continuous functions.

*Derivatives and their Applications:* Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.

*Integration and Definite Integrals:* Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.

**Recommended Books**

1. Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8<sup>th</sup> edition), 2005, John Wiley, New York
2. Stewart J, *Calculus* (3<sup>rd</sup> edition), 1995, Brooks/Cole (suggested text)
3. Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston
4. Thomas GB, Finney AR, *Calculus* (11<sup>th</sup> edition), 2005, Addison-Wesley, Reading, Ma, USA

**3. MATHEMATICS III (GEOMETRY)**

**Prerequisite(s):** Mathematics II (Calculus)

**Credit Hours:** 3 + 0

**Specific Objectives of the Course:** To prepare the students, not majoring in mathematics, with the essential tools of geometry to apply the concepts and the techniques in their respective disciplines.

**Course Outline**

*Geometry in Two Dimensions:* Cartesian-coördinate mesh, slope of a line, equation of a line, parallel and perpendicular lines, various forms of equation of a line, intersection of two lines, angle between two lines, distance between two points, distance between a point and a line.

*Circle:* Equation of a circle, circles determined by various conditions, intersection of lines and circles, locus of a point in various conditions.

*Conic Sections:* Parabola, ellipse, hyperbola, the general-second-degree equation

**Recommended Books**

1. Abraham S, *Analytic Geometry*, Scott, Freshman and Company, 1969
2. Kaufmann JE, *College Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

3. Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6<sup>th</sup> edition), 1986, PWS-Kent Company, Boston

**4. COURSE FOR NON-MATHEMATICS MAJORS IN SOCIAL SCIENCES**

<i>Title of subject:</i>	MATHEMATICS
<i>Discipline</i>	: BS (Social Sciences).
<i>Pre-requisites</i>	: SSC (Matric) level Mathematics
<i>Credit Hours</i>	: 03 + 00
<i>Minimum Contact Hours:</i>	40
<i>Assessment</i>	: written examination;
<i>Effective</i>	: 2008 and onward

**Aims** : To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

**Objectives** : After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains;

**Contents** :

**1. Algebra**

*Preliminaries:* Real and complex numbers, Introduction to sets, set operations, functions, types of functions. *Matrices:* Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. *Quadratic equations:* Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. *Sequence and Series:* Arithmetic, geometric and harmonic progressions. *Permutation and combinations:* Introduction to permutation and combinations, *Binomial Theorem:* Introduction to binomial theorem. *Trigonometry:* Fundamentals of trigonometry, trigonometric identities. *Graphs:* Graph of straight line, circle and trigonometric functions.

**2. Statistics**

*Introduction:* Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. *Frequency distribution:* Organisation of data, array, ungrouped and grouped data, types of frequency series, individual, discrete and continuous series, tally sheet method, graphic presentation of the frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative

frequency curve. *Measures of central tendency*: Mean median and modes, quartiles, deciles and percentiles. *Measures of dispersion*: Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

#### **Recommended Books**

1. Swokowski. E. W., '*Fundamentals of Algebra and Trigonometry*', Latest Edition.
2. Kaufmann. J. E., '*College Algebra and Trigonometry*', PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., '*Introduction of Statistics*', Prentice Hall, Latest Edition.
4. Wilcox, R. R., '*Statistics for The Social Sciences*',

#### **5. MATHEMATICS FOR CHEMISTRY**

**Credit Hours:** 3

**Prerequisites:** Mathematics at Secondary level

**Specific Objectives of Course:**

To prepare the students not majoring in mathematics with the essential tools of Calculus to apply the concepts and the techniques in their respective disciplines.

#### **Course Outline**

*Preliminaries*: Real Numbers and the Real Line, *Functions and their graphs*: Polynomial Functions, Rational Functions, Trigonometric Functions, and Transcendental Functions. Slope of a Line, Equation of a Line, Solution of equations involving absolute values, Inequalities. *Limits and Continuity*: Limit of a Function, Left Hand and Right Hand Limits, Continuity, Continuous Functions. *Derivatives and its Applications*: Differentiation of Polynomial, Rational and Transcendental Functions, Extreme Values of Functions. *Integration and Indefinite Integrals*: Integration by Substitution, Integration by Parts, Change of Variables in Indefinite Integrals. Least-Squares Line.

#### **Recommended Books**

1. Thomas, Calculus, 11<sup>th</sup> Edition. Addison Wesley publishing company, 2005.
2. H. Anton, I. Bivens. Davis, Calculus, 8<sup>th</sup> edition, John Wiley & Sons, Inc. 2005.
3. Hughes-Hallett, Gleason, McCallum, et al, Calculus Single and Multivariable, 3<sup>rd</sup> Edition. John Wiley & Sons, Inc. 2002.
4. Frank A. Jr, Elliott Mendelsohn, Calculus, Schaum's Outline Series, 4<sup>th</sup> edition, 1999.

5. E. W. Swokowski, Calculus and Analytic Geometry PWS Publishers, Boston, 1983.
6. John H. Mathews, Numerical Methods for Mathematics Science and Engineering, Prentice-Hall, Second Edition 1992.

## 6. MATHEMATICS FOR PHYSICS

### Contents

#### 1. Preliminary calculus.

- Differentiation  
Differentiation from first principles; products; the chain rule; quotients; implicit differentiation; logarithmic differentiation; Leibnitz' theorem; special points of a function; theorems of differentiation.
- Integration  
Integration from first principles; the inverse of differentiation; integration by inspection; sinusoidal function; logarithmic integration; integration using partial fractions; substitution method; integration by parts; reduction formulae; infinite and improper integrals; plane polar coordinates; integral inequalities; applications of integration.

#### 2. Complex numbers and hyperbolic functions

- The need for complex numbers
- Manipulation of complex numbers  
Additions and subtraction; modulus and argument; multiplication; complex conjugate; division
- Polar representation of complex numbers Multiplication and division in polar form
- de Moivre's theorem  
Trigonometric identities; finding the nth roots of unity; solving polynomial equations
- Complex logarithms and complex powers
- Applications to differentiation and integration
- Hyperbolic functions  
Definitions; hyperbolic-trigonometric analogies; identities of hyperbolic functions; solving hyperbolic equations; inverses of hyperbolic functions; calculus of hyperbolic functions

#### 3. Series and limits

- Series
- Summation of series  
Arithmetic series; geometric series; arithmetico-geometric series; the difference method; series involving natural numbers; transformation of series
- Convergence of infinite series  
Absolute and conditional convergence; convergence of a series containing only real positive terms; alternating series test

- Operations with series
- Power series
- Convergence of power series; operations with power series
- Taylor series
- Taylor's theorem; approximation errors in Taylor series; standard MacLaurin series
- Evaluation of limits
- 4. Partial differentiation**
  - Definition of the partial derivative
  - The total differential and total derivative
  - Exact and inexact differentials
  - Useful theorems of partial differentiation
  - The chain rule
  - Change of variables
  - Taylor's theorem for many-variable functions
  - Stationary values of many-variable functions
  - Stationary values under constraints
- 5. Multiple integrals**
  - Double integrals
  - Triple integrals
  - Applications of multiple integrals
  - Areas and volumes; masses, centers of mass and centroids; Pappus' theorems; moments of inertia; mean values of functions
  - Change of variables in multiple integrals
  - Change of variables in double integrals;
- 6. Vector algebra**
  - Scalars and vectors
  - Addition and subtraction of vectors
  - Multiplication by a scalar
  - Basis vectors and components
  - Magnitude of a vectors
  - Multiplication of vectors
  - Scalar product; vector product; scalar triple product; vector triple product
  - Equations of lines and planes
  - Equation of a line; equation of a plane
  - Using vectors to find distances
  - Point to line; point to plane; line to line; line to plane
  - Reciprocal vectors
- 7. Matrices and vector spaces**
  - Vectors spaces Basic vectors; the inner product; some useful inequalities
  - Matrices
  - The complex and Hermitian conjugates of a matrix

- The determinant of a matrix  
Properties of determinants
  - The inverse of a matrix
  - The rank of a matrix
  - Simultaneous linear equations  
N simultaneous linear equations in N unknowns
  - Special square matrices  
Diagonal; symmetric and antisymmetric; orthogonal; Hermitian; unitary normal
  - Eigenvectors and eigenvalues  
Of a normal matrix; of Hermitian and anti-Hermitian matrices; of a unitary matrix; of a general square matrix
  - Determination of eigenvalues and eigenvectors Degenerate eigenvalues
- 8. Vector calculus**
- Differentiation of vectors Composite vector expressions; differential of a vector
  - Integration of vectors
  - Space curves
  - Vector functions of several arguments
  - Surfaces
  - Scalar and vector fields
  - Vector operators
  - Gradient of a scalar field; divergence of a vector field; curl of a vector field
  - Vector operator formulae
  - Vector operators acting on sums and products; combinations of grad, div and curl
  - Cylindrical and spherical polar coordinates
  - Cylindrical polar coordinates; spherical polar coordinates.

## ANNEXURE - E

### Statistics-I

Credit 3 (2-1)

Definition and importance of Statistics in Agriculture, Data Different types of data and variables

Classification and Tabulation of data, Frequency distribution, stem-and-Leaf diagram, Graphical representation of data Histogram, frequency polygon, frequency curve.

Measure of Central tendency, Definition and calculation of Arithmetic mean, Geometric mean, Harmonic mean, Median quantiles and Mode in grouped and ungrouped data.

Measure of Dispersion, Definition and Calculation of Range, quartile deviation, Mean deviation, Standard deviation and variance, coefficient of variation.

### Practical

- a. Frequency Distribution
- b. Stem-and-Leaf diagram
- c. Various types of Graphs
- d. Mean, Geometric mean Harmonic Mean,
- e. Median, Quartiles Deviation, mean Deviation.
- f. Standard Deviation, Variance, Coefficient of variation,
- g. Skewness and kenosis

### Recommended Books

1. Introduction to Statistical Theory Part- I by Sher Muhammad and Dr. Shahid Kamal (Latest Edition)
2. Statistical Methods and Data Analysis by Dr. Faquir Muhammad
3. A. Concise Course in A. Level Statistic with world examples by J. Crawshaw and J. Chambers (1994)
4. Basic Statistics an Inferential Approach 2<sup>nd</sup> Ed. (1986) Fran II. Dietrich-II and Thomas J. Keans

### Statistics-II

Credit 3 (2-1)

Sampling Probability and non-Probability Sampling, Simple random sampling stratified random sampling Systematic sampling error, Sampling distribution of mean and difference between two means. Interference Theory: Estimation and testing of hypothesis, Type—I and type-II error, Testing of hypothesis about mean and difference between two means using Z-test and t-test, Paired t-test, Test of association of attributes using X<sup>2</sup> (chi-square) Testing hypothesis about variance.

**Practical**

- a. Sampling random sampling
- b. Stratified random sampling.
- c. Sampling distribution of mean
- d. Testing of hypotheses regarding population mean
- e. Testing of hypotheses about the difference between population means
- f. Chi-square test
- g. Testing of Correlation Coefficient
- h. Fitting of simple linear regression
- i. One-way ANOVA
- j. Two-way ANOVA

**Recommended Books**

1. Introduction to Statistical Theory Part-II by Sher Muhammad and Dr. Shahid Kamal (Latest Edition)
2. Statistical Methods and Data Analysis by Dr. Faquir Muhammad
3. Principles and Procedures of Statistics A Bio-material approach, 2<sup>nd</sup> Edition, 1980 by R. G. D Steal and James H. Taric
4. Statistical Procedures for Agricultural Research 2<sup>nd</sup> Edition (1980) by K. A. Gomez and A. A. Gomez



## ANNEXURE - F

Introduction to Information and Communication Technologies

**Course Structure:** Lectures: 2 Labs: 1                      **Credit Hours:**  
3  
**Prerequisite:**                      **None**                                      **Semester: 1**

### Course Description

This is an introductory course on Information and Communication Technologies. Topics include ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

After completing this course, a student will be able to:

- Understand different terms associated with ICT
  
- Identify various components of a computer system
- Identify the various categories of software and their usage
- Define the basic terms associated with communications and networking
- Understand different terms associated with the Internet and World Wide Web.
- Use various web tools including Web Browsers, Email clients and search utilities.
- Use text processing, spreadsheets and presentation tools
  
- Understand the enabling/pervasive features of ICT

### Course Contents

Basic Definitions & Concepts

Hardware: Computer Systems & Components

Storage Devices, Number Systems

Software: Operating Systems, Programming and Application Software

Introduction to Programming, Databases and Information Systems

Networks

Data Communication

The Internet, Browsers and Search Engines

The Internet: Email, Collaborative Computing and Social Networking

The Internet: E-Commerce

IT Security and other issues

Project Week

Review Week

**Text Books/Reference Books**

1. Introduction to Computers by Peter Norton, 6th International Edition, McGraw-Hill
2. Using Information Technology: A Practical Introduction to Computer & Communications by Williams Sawyer, 6<sup>th</sup> Edition, McGraw-Hill
3. Computers, Communications & information: A user's introduction by Sarah E. Hutchinson, Stacey C. Sawyer
4. Fundamentals of Information Technology by Alexis Leon, Mathews Leon, Leon Press.