

# **Syllabus of BS English (Language & Literature)**

**Implemented from 1<sup>st</sup> Semester Fall 2021**

## **Cover Letter**

Syllabus of BS English Language & Literature has been revised and rationalized in the light of HEC's guidelines and approved by the Departmental BoS. It is implemented from 1<sup>st</sup> Semester Fall 2021. However, the running semesters will continue to follow the previous scheme of studies.



**Prof. Dr. Mazhar Hayat**  
**Convener BoS**  
**Chairperson**  
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**Government College University, Faisalabad**

**GOVERNMENT COLLEGE UNIVERSITY, FAISALABAD**  
**DEPARTMENT OF ENGLISH**



**Syllabus of BS English (Language & Literature)**

**Implemented from Fall 2021**

**Total Credit Hours: 133**

**Policy Guidelines:**

1. Nomenclature of the Degree (BS English Literature) has been modified as BS English (Language & Literature) in the light of HECs latest instructions to make the Degree more inclusive.
2. The course outline is based on the critical appreciation and evaluation of the literary texts.
3. Each course should include 02 oral presentations, 01 group discussion, 01 mock interviews/viva voce and 1 quiz in the credited task/s (sessional).
4. Objective Type questions should be avoided whereas short questions may be included in the question papers.
5. Course of Translation of Quran will be of 01 credit hour in odd semesters 1, 3, 5, 7 with the nomenclature of Holy Quran 1, 2, 3 and 4. This course will be introduced as audit course mandatory for the students to pass.
6. This revised scheme of studies will be applicable from Fall semester 2021 for First Semester BS English (Language and Literature).
7. The running semesters will continue with their existing course outline and scheme of studies.

| <b>Semester: 1</b> |  |                    |                     |
|--------------------|--|--------------------|---------------------|
| <b>Sr #</b>        | <b>Course Title</b>                    | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Functional English                     | ENG-321            | 3(3-0)              |
| 2                  | Pakistan Studies                       | PST-321            | 2(2-0)              |
| 3                  | Introduction to Computing Applications | CSI-321            | 3(3-0)              |
| 4                  | Introduction to Literary Studies       | ENG-303            | 3(3-0)              |
| 5                  | Prose                                  | ENG-309            | 3(3-0)              |
| 6                  | Introduction to Psychology             | PSY-321            | 3(3-0)              |

|                    |                                       |                    |                     |
|--------------------|---------------------------------------|--------------------|---------------------|
| 7                  | Translation of the Holy Quran (1)     | ISL-311*           | 1(1-0)              |
| Total              |                                       |                    | 17                  |
| <b>Semester: 2</b> |                                       |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                   | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | English Comprehension and Composition | ENG-322            | 3(3-0)              |
| 2                  | Islamic Studies/Ethics                | ISL-321            | 2(2-0)              |
| 3                  | Classical Poetry                      | ENG-304            | 3(3-0)              |
| 4                  | History of English Literature         | ENG-306            | 3(3-0)              |
| 5                  | Greek and Elizabethan Drama           | ENG-308            | 3(3-0)              |
| 6                  | Introduction to Philosophy            | ENG-310            | 3(3-0)              |
| Total              |                                       |                    | 17                  |
| <b>Semester: 3</b> |                                       |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                   | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Communication Skills                  | ENG-421            | 3(3-0)              |
| 2                  | Introduction to Statistical Theory    | STA-321            | 3(3-0)              |
| 3                  | Introduction to Linguistics           | ENG-403            | 3(3-0)              |
| 4                  | Novel (I)                             | ENG-405            | 3(3-0)              |
| 5                  | Romantic Poetry                       | ENG-407            | 3(3-0)              |
| 6                  | Gender and Human Rights               | POL-304            | 3(3-0)              |
| 7                  | Translation of the Holy Quran (2)     | ISL-411*           | 1 (1-0)             |
| Total              |                                       |                    | 18                  |
| <b>Semester: 4</b> |                                       |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                   | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Advanced Academic Reading and Writing | ENG-402            | 3(3-0)              |

|                    |                                      |                    |                     |
|--------------------|--------------------------------------|--------------------|---------------------|
| 2                  | Literary Stylistics                  | ENG-404            | 3(3-0)              |
| 3                  | Literary Criticism (I)               | ENG-406            | 3(3-0)              |
| 4                  | American Literature (I)              | ENG-408            | 3(3-0)              |
| 5                  | Victorian Novel                      | ENG-412            | 3(3-0)              |
| 6                  | Short Stories                        | ENG-410            | 3(3-0)              |
| Total              |                                      |                    | 18                  |
| <b>Semester: 5</b> |                                      |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                  | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Modern Poetry                        | ENG-501            | 3(3-0)              |
| 2                  | Literary Essays                      | ENG-503            | 3(3-0)              |
| 3                  | Literary Criticism (II)              | ENG-505            | (3-0)               |
| 4                  | Pakistani Literature in English (I)  | ENG-507            | 3(3-0)              |
| 5                  | American Literature (II)             | ENG-509            | 3(3-0)              |
| 6                  | Modern Novel                         | ENG-511            | 3(3-0)              |
| 7                  | Translation of the Holy Quran (3)    | ISL-511*           | 1(1-0)              |
| Total              |                                      |                    | 18                  |
| <b>Semester: 6</b> |                                      |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                  | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Literary Theory (I)                  | ENG-502            | 3(3-0)              |
| 2                  | Discourse Studies                    | ENG-504            | 3(3-0)              |
| 3                  | Modern Drama                         | ENG-506            | 3(3-0)              |
| 4                  | Russian Literature                   | ENG-508            | 3(3-0)              |
| 5                  | Pakistani Literature in English (II) | ENG-510            | 3(3-0)              |
| Total              |                                      |                    | 15                  |
| <b>Semester: 7</b> |                                      |                    |                     |

| <b>Sr #</b>        | <b>Course Title</b>                 | <b>Course Code</b> | <b>Credit Hours</b> |
|--------------------|-------------------------------------|--------------------|---------------------|
| 1                  | Literary Theory (II)                | ENG-601            | 3(3-0)              |
| 2                  | Postcolonial Studies                | ENG-603            | 3(3-0)              |
| 3                  | Research Methodology                | ENG-605            | 3(3-0)              |
| 4                  | Literature of War and Conflict      | ENG-607            | 3(3-0)              |
| 5                  | Theatre of the Absurd               | ENG-609            | 3(3-0)              |
| 6                  | Translation of the Holy Quran (4)   | ISL-611*           | 1(1-0)              |
| Total              |                                     |                    | 15                  |
| <b>Semester: 8</b> |                                     |                    |                     |
| <b>Sr #</b>        | <b>Course Title</b>                 | <b>Course Code</b> | <b>Credit Hours</b> |
| 1                  | Introduction to Translation Studies | ENG-602            | 3(3-0)              |
| 2                  | Women's Writings                    | ENG-604            | 3(3-0)              |
| 3                  | World Literature                    | ENG-606            | 3(3-0)              |
| 4                  | Postcolonial Literature             | ENG-608            | 3(3-0)              |
| 5                  | Media and Cultural Studies          | ENG-610            | 3(3-0)              |
| Total              |                                     |                    | 15                  |

# **Semester 1**

## **Course Title: Functional English 3(3-0)**

### **Course Code: ENG-321**

#### **Introduction**

This course, while teaching the basics of English language to the fresh students of BS program, will enhance their command on the language and enable them to understand the techniques of constructing simple as well as complex sentences. Along with that, it will also improve their speaking and writing skills and inculcate a sense of confidence for oral presentation, quiz and viva voce.

#### **Objectives**

- To develop abilities for effective communication
- To make English language learning experience meaningful and interactive
- To enable the students to engage and collaborate with each other for vocabulary-building

#### **Contents**

- Formal/Informal Introduction
- Parts of Speech (Basics of English Grammar)
- Phrases & its Types (Infinitive, Prepositional, Gerund, Noun phrase, Verb Phrase)
- Clauses: Subject, Verb, Direct/Indirect Object, Object Complement, Subject Complement, Dependent and Independent Clauses
- Sentence Structure: Simple, Compound, Compound Complex Sentences
- Kinds of Sentences: Exclamatory, Declarative, Interrogative, Imperative Sentences
- Use of Active/Passive Voice and Direct/Indirect Narration
- English Expression: Manners & Greetings (Greeting Etiquettes, Gratitude, Request, Command, Agreement/Disagreement, Time Checking)

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>   | <b>Author</b>        |
|----------------|--|----------------------|
| 01             | High School Grammar, S Chand & Co. (2017)                          | Wren & Martin        |
| 02             | Basic English Grammar. Pearson Education. (1996)                   | Betty Schramper Azar |
| 03             | Understanding and Using English Grammar, Pearson Education. (1989) | Betty Schramper Azar |
| 04             | Follow Me: Book, BBC Worldwide Publishing. (1980).                 | Kathleen Barber      |
| 05             | English for Undergraduates, Oxford University Press. (2004)        | D. H. Howe et.al.    |

## **Course Title: Pakistan Studies 3(3-0)**

### **Course Code: PTS-321**

#### **Introduction**

The subject introduces the students to the history, culture and geography of Pakistan and provides an insight into the political and social context of Pakistan from its inception to the present day. The course foregrounds 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.

#### **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 the creation of Pakistan
- To examine the external and internal challenges the country faced after its independence

#### **Contents**

- Regeneration of Muslim Society in the Sub-Continent and Causes of Decline of Muslim Rule
- War of Independence 1857 and its Impacts upon the Politics of South Asia
- Sir Syed Ahmed Khan and Aligarh Movement:
  - Educational Services
  - Political Services
  - Rational Interpretation of Islam
- All India Muslim League:
  - Multiple Approaches and Causes of the Formation of Muslim League
  - Objectives of Muslim League
  - Comparison of the Policies of All Indian National Congress and All India Muslim League
  - Politics of Muslim League after the Creation of Pakistan
- Lucknow Pact 1916, High Water Mark of Hindu-Muslim Unity
- Khilafat Movement:
  - Khilafat as an Institution
  - Hindu-Muslim Unity
  - Role of Gandhi

- Emergence of Muslim Ulma in Indian Politics
- Causes of the Failure and Impacts of the Movement
- Iqbal's Address at Allahabad 1930 and Political Thoughts of Ch. Rehmat Ali
- Congress Ministries
- Pakistan Resolution 1940
- Muhammad Ali Jinnah:
  - Jinnah's role in Indian Politics
  - Quaid s a Governor General
- Initial Problems and Constitutional Development in Pakistan
- Constitutions of Pakistan (1956-1962-1973)
- Political Culture of Pakistan
- Foreign Policy of Pakistan:
  - Major Determinants and Objectives
  - Overview

### **Recommended Readings**

| <b>Sr. No</b> | <b>Books</b>  | <b>Author</b>    |
|---------------|---|------------------|
| 01            | Pakistan the Formative Phase                        | Khalid Bin Saeed |
| 02            | Struggle of Pakistan                                | I.H. Qureshi     |
| 03            | Pakistan Political Roots and Development, 1947-1999 | Safdar Mahmood   |
| 04            | Political Parties in Pakistan 1947-1958             | M. Rafique Afzal |
| 05            | Constitutional Development in Pakistan              | G. W. Choudhry   |
| 06            | The Emergence of Pakistan                           | Ch. Muhammad Ali |

# **Course Title: Introduction to Computing Application 3(3-0)**

## **Course Code: CSI-321**

### **Introduction:**

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 points surrounding them including social aspects and how they impact everyday life.

### **Objectives**

- To understand the fundamentals of information technology
- To learn core concepts of computing and modern systems
- To understand modern software programs and packages
- To learn 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.

## Recommended Readings

| Sr. No. | Books  | Author                   |
|---------|--|--------------------------|
| 01      | Understanding and Using the Internet, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164 | M. J. Bruce              |
| 02      | Computer Applications for Business, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York                          |                          |
| 03      | Microsoft Office Professional, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102                        | N.H. Rutkosky            |
| 04      | Introduction to Computers and Technology, Paradigm Publishing Inc., 875 Montreal, Way, St. Paul, MN 55102              | Robert D. Shepherd       |
| 05      | Discovering Computers 98, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.              | S.C. Waggoner            |
| 06      | Microcomputers, A Practical Approach to Software Applications, Mc Graw-Hill Book Company, New York, NY 10016           | V.W. Klemin & Ken Harsha |

## **Course Title: Introduction to Literary Studies 3(3-0)**

### **Course Code: ENG-303**

#### **Introduction**

This course presents literature as a cultural and historical phenomenon. It briefly touches upon different approaches to literature to introduce the students to the literary and cultural development of different literary genres. A general understanding of literary criticism and theory as a broad field of philosophical terminologies, concepts and principles is also given to the students to critically scrutinize literary texts keeping them historically grounded.

#### **Objectives**

- To study the history and practice of English as a scholarly discipline
- To undergo the history and development of each genre through excerpts of literary texts
- To do close reading of texts and analyze them with different critical frameworks

#### **Contents**

- Defining Literature: Major Genres in Literature
  - Prose
  - Poetry

#### **Major Genres of Poetry: Narrative and Lyric Poetry (including sub-genres)**

- Lexical-thematic dimension: looking at words, simile and metaphor, conceit, personification, symbols, image and imagery, paradox, oxymoron, ambiguity, allusion, Apostrophe, Anaphora, Metonymy & Synecdoche, Epigram, Enjambment, Epithet, Hyperbole, Anti-thesis
- Rhythmic-acoustic dimension: Meter and variations in meter, scansion, rhyme and rhyme schemes, Stanza forms, end stopped and run on lines, rhythm. Alliteration, Consonance, Assonance, onomatopoeia, Caesura, Cadence
- Studying the poem as a whole

#### **Drama**

- Major Genres of Drama
- Conventions/Literary Devices of Drama
- Character and Plot
- Language of Drama

#### **Fiction**

- Major Forms of Fiction
- Narration and Point of view

- Plot, Characters, Story, Themes and Setting
- Theoretical Approaches to Literature
- Interpretation of Literature

### **Recommended Readings**

| <b>Sr. No.</b> | <b>Books</b>   | <b>Author</b>           |
|----------------|--|-------------------------|
| 01             | Mastering English Literature, Red Globe Press (2006).                    | Richard Gill            |
| 02             | Introduction to Literary Studies, Routledge (1999).                      | Mario Klarer            |
| 03             | An Introduction to the Study of Literature, Atlantic Publishers, (2006). | W. H. Hudson            |
| 04             | Penguin Dictionary of Literary Terms, Penguin Books, (2000).             | J. A. Cuddon            |
| 05             | An ABC of English Literature, Friends' Book Corner, (2015).              | <u>M Mofizar Rahman</u> |

## Course Title: Prose 3(3-0)

### Course Code: ENG-309

#### Introduction

The course is designed to make students understand the distinct features of Prose in comparison with other genres of Literature. It also enables the students to interact with the seminal models of essays to improve their writing skills and critically evaluate prose writing. The selection of writers has been made to improve the critical thinking of the students in Literature.

#### Objectives

- To impart the knowledge of the distinct features of Prose
- To recognize and discuss selected texts from the Renaissance and compare them with the modern renderings
- To approach literary texts in terms of genre, gender and the canon
- To engage in comparative work, draw general conclusions and use textual evidence to argue a case
- To improve writing skills of students by providing them readings of well-known prose writers
- To develop critical thinking in students

#### Contents

- Bacon: Essays (Five Essays: Of Truth, Of Studies, Of Simulation and Dissimulation, Of Ambition, Of Great Place)
- Swift: Gulliver's Travels
- Russell: The Conquest of Happiness

#### Recommended Readings

| Sr No | Books  | Authors           |
|-------|--|-------------------|
| 01    | The English Essays and Essayists. J. M Dent and Sons. (1915).                                    | Hugh Walker       |
| 02    | Gulliver's Travels (Case Book Series) Macmillan (1974).  | Richard Gravil    |
| 03    | The Glory of English Prose. Tutis Digital Publishing Ltd. (2008)                                 | Stephen Coleridge |
| 04    | Bertrand Russell, Philosopher and Humanist. New World Paperbacks International Publisher. (1968) | John Lewis        |

# **Course Title: Introduction to Psychology 3(3-0)**

## **Course Code PSY-321**

### **Introduction**

Psychology stands in close connection with literary studies as literature reflects human conscious and unconscious as well as a crystallization of the collective conscious of a given culture. The course is designed to give students an insight into the basic concepts and debates in the discipline of psychology which may help them furnish a better understanding of their core discipline of literature. The course will enable the students to understand the relationship between psychology and literature.

### **Objectives**

- To describe major areas of psychology, and identify the parameters of this discipline.
- To distinguish the major perspectives on human thought and behavior.
- To appreciate the variety of ways psychological data are gathered and evaluated.
- To explore the ways that psychological theories are used to describe, understand, predict and control or modify behavior.

### **Contents**

- Definition, applied fields, and goals of psychology
- The rise of psychology as a science
- Major trends in the development of psychology
- Research methods in psychology (observation, experiment, survey)

### **Biological Basis of Behavior**

- Neural structure and synaptic transmission
- Structure and functions of nervous system
- Endocrine system

### **Sensation, Perception and Attention**

- Sensory processing
- Vision and Audition
- Nature, factor and types of perception
- Laws of perceptual organization
- Attentional processes and models

### **Learning and Behavior**

- Theories and process of learning

- Classical conditioning
- Operant conditioning
- Cognitive learning
- Observational learning

### **Memory**

- Types of memory (sensory, short term, long-term)
- Memory Processes
- Models of memory and Forgetting

### **Motivation and Emotion**

- Definition and type of motives (primary, secondary, and general)
- Basic emotions and culture
- Theories and functions of emotions

### **Personality**

- Definition and assessment of personality
- Psychodynamic, Behavioristic, Humanistic, and Trait Theories of Personality

### **Intelligence and Assessment of Intelligence**

- Definition and Theories of intelligence
- The origin of intelligence testing
- IQ Testing

### **Abnormal Behavior and Treatment**

- Nature and causes of mental disorders
- Brief Introduction to classification and diagnosis of mental disorders
- Brief Introduction to treatment approaches

### **Social Psychology**

- Attitudes and their formation
- Prejudice
- Social influences and group dynamics

## Recommended Readings

| Sr No | Books  | Authors   |
|-------|--|---|
| 01    | Introduction to Psychology. Open University Press. (2013).                   | D.G Myers   |
| 02    | Foundations of Psychology , Thomson Learning (2010).                         | Nicky Hayes   |
| 03    | Atkinson & Hilgard's Introduction to Psychology, Thompson Publishers, (2003) | G.R. Smith, E.E., Nolen-Hoeksema, S., Fredrickson, B., Loftus |

## **Translation of the Holy Quran (1) (1-0)**

## **Semester 2**

### **Course Title: English Comprehension and Composition 3(3-0)**

### **Course Code: ENG-322**

#### **Introduction**

This course introduces the students to the conventions of academic reading and writing to improve their study skills. It enhances the creative and critical abilities of the students to skim for main ideas, scan for details, develop reading speed, build academic vocabulary, make use of contextual clues to infer meanings of unfamiliar words from the context, summarize and paraphrase information in a text and distinguish main ideas from specific details. Furthermore, it teaches them to locate and select relevant information, take notes, paraphrase, synthesize and organize information, demonstrate behavior and attitudes appropriate to a university environment (work collaboratively), manage time, and comply with academic integrity rules.

#### **Objectives**

- To take notes effectively
- To read for comprehension and retention
- To evaluate various types of tests and select appropriate test taking techniques
- To develop a personalized study schedule
- To apply learning style to college learning
- To employ memory strategies and appropriate levels of thinking

#### **Contents**

- Reading Comprehension
- Identify Main Idea/Topic Sentence/Thesis Statement/Introductory and Concluding paragraph.
- Concentration and Motivation
- Critical Reading
- Analyzing paragraph writing
- Find Specific Information quickly
- Recognize and Interpret Cohesive Devices
- Distinguish Between Fact and Opinion
- Pre- reading
- Skimming and Scanning
- SQ3R
- Note-taking techniques

- Analyzing paragraph structure.
- Identifying the writer’s intention such as cause/effect, reasons, comparison and contrast, exemplification/analyzing supporting details, identifying evidential/subjective/objective approach.
- Interpreting charts and diagrams
- Making appropriate notes using strategies such as mind maps, tables, lists and graphs.
- Enhancing vocabulary through reading
- General Study Skills: Time Management, Finding Learning Style, Developing Reading Keys and Systems
- Getting organized and knowing one’s target
- Using the Library
- Critical Thinking
- Process of Communication Skills
- Presentation Skills (Nuances of Delivery, Kinesics, Proxemics)

### **Recommended Readings**

| <b>Sr No</b> | <b>Books</b>   | <b>Authors</b>     |
|--------------|--|--------------------|
| 01           | Study Skills: Cambridge University Press (2004)                                      | Michael J. Wallace |
| 02           | Write to be Read: Reading, Reflection and Writing. Cambridge University Press (2005) | William R. Smalzer |
| 03           | English Skills with Reading. McGraw Hill Education (2020)                            | J. Langan          |
| 04           | College Reading and Study Skills. Pearson College Division (2012)                    | K.T. McWhorter     |
| 05           | Paragraph Writing, From Sentence to Paragraph (PUB). Macmillan Education (2004)      | Dorothy Zemach     |

## Course Title: Islamiat 2(2-0)

### Course Code: ISL-321

#### Introduction

A lifelong pursuit of learning is a characteristic ideal of Islamic piety. The primary focus of this subject is the nurturing of religious belief in the students, but its scope broadens to incorporate various secular disciplines, literary and scientific, as it aims at developing within the community fully integrated personalities, grounded in the virtues of religion. This approach relates to the theory and practice of both primary and higher education. It is evident not only in the Quran and the literature of Prophetic Tradition (hadith), but also in countless proverbs, aphorisms, and wisdom sayings; and in poetry and prose texts of the Middle Eastern literatures including, in particular, the numerous medieval Arabic works devoted to pedagogical and didactic issues.

#### Objectives

- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve students' skill to perform prayers and other rituals
- To enhance the skill of the students for understanding of issues related to faith and religious life

#### Contents

- طلبہ کو قرآن
- طلبہ کے قلوب و اذہان میں قرآن و سنت کی روح اور علم کو راسخ کرنا
- طلبہ میں اسوہ ختم المرسلین صلی ہلا علیہ و سلم کی اتباع اور حب رسول کا جذبہ پیدا کرنا
- □ اسالم کی بنیادی تعلیمات کا فہم آسان بنانا اور طلبہ کی اسالمی بنیادوں پر تربیت کرنا

| Sr. No. | Title         | Description  |
|---------|---------------|--|
| 1       | القرآن الکریم | مطالعہ قرآن مجید کی ضرورت و اہمیت<br>قرآن مجید کا اجمالی تعارف اور اعجاز<br>تراجم و تفاسیر کا مختصر تعارف منتخب قرآنی آیات<br>کا لفظی و بامحاورہ ترجمہ و تشریح قرآن مجید کی<br>مندرجہ ذیل آیات کا ترجمہ و تشریح کریں -<br>i. (سورۃ البقرہ: آیات 1 تا 5 و 28 تا 286)<br>ایمانیات۔<br>ii. تخصصات نبویہ: اسوہ حسنہ، ختم نبوت، مقام<br>رسالت، ناموس رسالت، ازواج النبیؐ)۔<br>iii. الفتح (آیت: 29) (رسالت محمدیہ اور<br>خصائص اصحاب رسول)۔<br>iv. (سورۃ الصف: آیات: 1 تا 14) بشارت بعثت |

|   |                  |   |
|---|------------------|---|
|   |                  | <p>ختم المرسلين، هجرت، جهاد، نصرت اور غلبه دين)-<br/> v. (سورة الحجرات: آيات: 1 تا 18) ادب نبوی ومعاشرتی احکام)-<br/> vi. (سورة الانعام: آيات: 151 تا 153)-حقوق العباد)-<br/> vii. (سورة الفرقان: آيات: 63 تا 77)-آداب معاشرت)-</p>   |
| 2 | الاحاديث النبوية | <p>مطالعه حديث كى ضرورت واهميت<br/> اقسام حديث اور وحى الهى<br/> حديث كى امهات الكتب كا مختصر تعارف</p>   |
| 3 |                  | <p>درج ذيل احاديث نبويه كا لغوى وبامحاوره ترجمه اور تشریح:<br/> 1- عَنْ عُمَرَ بْنِ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُ قَالَ: سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ: "إِنَّمَا الْأَعْمَالُ بِالنِّيَّاتِ، وَإِنَّمَا لِكُلِّ امْرِئٍ مَا نَوَى، فَمَنْ كَانَتْ هِجْرَتُهُ إِلَى اللَّهِ وَرَسُولِهِ فَهَجْرَتُهُ إِلَى اللَّهِ وَرَسُولِهِ، وَمَنْ كَانَتْ هِجْرَتُهُ لِدُنْيَا يُصِيبُهَا أَوْ امْرَأَةٍ يَنْكِحُهَا فَهَجْرَتُهُ إِلَى مَا هَاجَرَ إِلَيْهِ."<br/> 2- عَنْ عُثْمَانَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ". صحيح بخارى حديث نمبر (502)<br/> 3- عَنْ مَالِكِ بْنِ أَنَسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: تَرَكْتُ فِيكُمْ أَمْرَيْنِ لَنْ تَصِلُوا مَا تَمَسَّكْتُمْ بِهِمَا كِتَابُ اللَّهِ وَسُؤْلُهُ (رواه مالك فى المطوط مرسل)<br/> 4- عَنْ عَبْدِ اللَّهِ بْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ بِنِي الْإِسْلَامِ عَلَى خَمْسِ شَهَادَةٍ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ وَإِقَامِ الصَّلَاةِ وَإِيتَاءِ الزَّكَاةِ وَحَجِّ الْبَيْتِ وَصَوْمِ رَمَضَانَ (صحيح مسلم: 113)<br/> 5- عَنْ عُمَرَ بْنِ الْخَطَّابِ رَضِيَ اللَّهُ عَنْهُ فَقَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: الْإِسْلَامُ أَنْ تَشْهَدَ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَأَنَّ مُحَمَّدًا رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ، وَتُقِيمَ الصَّلَاةَ، وَتُؤْتِيَ الزَّكَاةَ، وَتَصُومَ رَمَضَانَ، وَتَحُجَّ الْبَيْتَ إِنْ اسْتَطَعْتَ إِلَيْهِ سَبِيلًا، قَالَ: صَدَقْتَ، قَالَ: فَعَجَبْنَا لَهُ يَسْأَلُهُ، وَيُصَدِّقُهُ، قَالَ: فَأَخْبِرْنِي عَنِ الْإِيمَانِ، قَالَ: أَنْ</p> |

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|  |  | <p>تُؤْمِنَ بِاللَّهِ، وَمَلَائِكَتِهِ، وَكُتُبِهِ، وَرُسُلِهِ، وَالْيَوْمِ<br/> الْآخِرِ، وَتُؤْمِنُ بِالْقَدَرِ خَيْرِهِ وَشَرِّهِ، قَالَ: صَدَقْتَ، قَالَ:<br/> فَأَخْبِرْنِي عَنِ الْإِحْسَانِ، قَالَ: أَنْ تَعْبُدَ اللَّهَ كَأَنَّكَ تَرَاهُ، فَإِنْ<br/> لَمْ تَكُنْ تَرَاهُ فَإِنَّهُ يَرَاكَ، قَالَ: فَأَخْبِرْنِي عَنِ السَّاعَةِ،<br/> قَالَ: مَا الْمَسْئُولُ عَنْهَا بِأَعْلَمَ مِنَ السَّائِلِ قَالَ: فَأَخْبِرْنِي<br/> عَنْ أَمَارَتِهَا، قَالَ: أَنْ تَلِدَ الْأُمَّةُ رَبَّتَهَا، وَأَنْ تَرَى الْحَفَاةَ<br/> الْعُرَاةَ الْعَالَةَ رِعَاءَ الشَّيْءِ يَتَطَاوَلُونَ فِي الْبُنْيَانِ، قَالَ: ثُمَّ<br/> انْطَلَقَ فَلَبِثْتُ مَلِيًّا، ثُمَّ قَالَ لِي: يَا عُمَرُ أَتَدْرِي مَنْ<br/> السَّائِلُ؟ قُلْتُ: اللَّهُ وَرَسُولُهُ أَعْلَمُ، قَالَ: فَإِنَّهُ جِبْرِيلُ أَتَاكُمْ<br/> يُعَلِّمُكُمْ دِينَكُمْ (رواه مسلم: 93)</p> |
|  |  | <p>6- عَنْ شَبْرَةَ مَةَ ابْنِ مَعْبُدٍ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ<br/> اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مُرُوا الصَّبِيَّ بِالصَّلَاةِ إِذَا بَلَغَ<br/> سَبْعَ سِنِينَ وَإِذَا بَلَغَ عَشْرَ سِنِينَ فَاضْرِبُوا عَلَيْهِمْ أَخْرَجَهُ<br/> أَبُو دَاوُدَ وَالتِّرْمِذِيُّ وَأَفْظَهُ عُلْمُوا الصَّبِيَّ الصَّلَاةَ ابْنَ<br/> سَبْعَ سِنِينَ وَاضْرِبُوا عَلَيْهِمْ ابْنَ عَشْرَةَ (صحيح بخارى،<br/> ترمذى: 407)</p>  |
|  |  | <p>7- عَنْ مُعَا وَيْتَرَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى<br/> اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ يَرِدِ اللَّهُ بِهِ خَيْرًا يَفْقَهُهُ فِي الدِّينِ (رواه<br/> البخارى: 3116)</p>  |
|  |  | <p>8- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ<br/> صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا<br/> سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ وَمَا اجْتَمَعَ قَوْمٌ فِي بَيْتٍ مِنْ<br/> بُيُوتِ اللَّهِ يَتْلُونَ كِتَابَ اللَّهِ وَيَتَدَرَّسُونَ بَيْنَهُمْ إِلَّا نَزَلَتْ<br/> عَلَيْهِمُ السَّكِينَةُ وَعَشِيَتْهُمُ الرَّحْمَةُ وَحَفَّتْهُمُ الْمَلَائِكَةُ وَذَكَرَهُمُ<br/> اللَّهُ فِي مَنْ عِنْدَهُ وَمَنْ بَطَأَ بِهِ عَمَلُهُ لَمْ يُسْرِعْ بِهِ<br/> نَسَبُهُ (رواه مسلم)</p>  |
|  |  | <p>9- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ كَانَ رَسُولُ اللَّهِ<br/> صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنَ<br/> الْأَرْبَعِ مِنْ عِلْمٍ لَا يَنْفَعُ وَمِنْ دُعَاءٍ لَا يُسْمَعُ وَمِنْ قَلْبٍ لَا<br/> يَخْشَعُ وَمِنْ نَفْسٍ لَا تَتَّسِبِعُ. (رواه مسلم واحمد، سنن ابن<br/> ماجه: 250)</p>  |
|  |  | <p>10- عَنْ ابْنِ مَسْعُودٍ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ<br/> عَلَيْهِ وَسَلَّمَ قَالَ: لَا تَدُولَ قَدَمَا ابْنِ آدَمَ يَوْمَ الْقِيَامَةِ مِنْ عِنْدِ<br/> رَبِّهِ حَتَّى يُسْأَلَ عَنْ خَمْسٍ: عَنْ عُمْرِهِ فِيمَا أَفْنَاهُ وَعَنْ<br/> شَبَابِهِ فِيمَا أَبْلَاهُ وَعَنْ مَالِهِ مِنْ أَيْنَ اكْتَسَبَهُ وَفِيمَا أَنْفَقَهُ<br/> وَمَاذَا عَمِلَ فِيمَا عِلْمٍ. (جامع الترمذى: 2416)</p>  |
|  |  | <p>11- عَنْ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى</p>   |

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|  |  | <p>اللَّهُ عَلَيْهِ وَسَلَّمَ طَلَبَ كَسْبِ الْحَلَالِ فَرِيضَةً بَعْدَ الْفَرِيضَةِ (شعب الإيمان بيهقي)</p> <p>12- عَنْ أَبِي سَعِيدٍ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ التَّاجِرُ الصَّدُوقُ الْأَمِينُ مَعَ النَّبِيِّينَ وَالصِّدِّيقِينَ وَالشُّهَدَاءِ (جامع ترمذى: 1209)</p> <p>13- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: أَتَدْرُونَ مَا الْمُفْلِسُ؟ قَالُوا الْمُفْلِسُ فِينَا مَنْ لَا دِرْهَمَ لَهُ وَلَا مَتَاعَ فَقَالَ: إِنَّ الْمُفْلِسَ مِنْ أُمَّتِي مَنْ يَأْتِي يَوْمَ الْقِيَامَةِ بِصَلَاةٍ وَصِيَامٍ وَذَكَاةٍ وَيَأْتِي قَدْ شَتَمَ هَذَا وَقَذَفَ هَذَا وَأَكَلَ مَالَ هَذَا وَسَفَكَ دَمَ هَذَا وَضَرَبَ هَذَا فَيُعْطَى هَذَا مِنْ حَسَنَاتِهِ فَإِنْ فُزِّبَتْ حَسَنَاتُهُ قَبْلَ أَنْ يُقْضَى مَا عَلَيْهِ أَخَذَ مِنْ خَطَايَا هُمْ فَطَرَحَتْ عَلَيْهِ ثُمَّ طُرِحَ فِي النَّارِ- (رواه مسلم، كتاب البر: 5479)</p> <p>14- عَنْ أَبِي الدَّرْدَاءِ رَضِيَ اللَّهُ عَنْهُ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: مَا شِئْتُ أَنْفَلَ فِيمِيزَانِ الْمُؤْمِنِ يَوْمَ الْقِيَامَةِ مِنْ خُلُقٍ حَسَنٍ فَإِنَّ اللَّهَ تَعَالَى يَبْغِضُ الْفَاحِشَ الْبَذِيءَ (ترمذى: 2002)</p> <p>15- عَنْ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُ أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: أَرْبَعٌ مَنْ أُعْطِيَهُنَّ فَقَدْ أُعْطِيَ خَيْرَ الدُّنْيَا وَالْآخِرَةِ قَلْبًا شَاكِرًا وَ لِسَانًا ذَكِرًا وَبَدَنًا عَلَى الْبَلَاءِ صَابِرًا وَزَوْجَةً لَا تَبْغِيهِ حُوبًا فِي نَفْسِهَا وَمَالٍ (سنن نسائي، كنز العمال: 43409)</p> |
|  |  | <p>16- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ: رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: اجْتَنِبُوا السَّبْعَ الْمُؤْبَقَاتِ، قَالُوا يَا رَسُولَ اللَّهِ وَمَا هُنَّ قَالَ: أَشْرُكُ بِاللَّهِ وَاسِّحْرٌ وَقَتْلُ النَّفْسِ الَّتِي حَرَّمَ اللَّهُ إِلَّا بِالْحَقِّ وَأَكْلُ الرِّبَا وَأَكْلُ مَالِ الْيَتِيمِ وَالتَّوَلَّى يَوْمَ الرَّحْفِ وَقَذْفُ الْمُحْصَنَاتِ الْمُؤْمِنَاتِ الْعَافِلَاتِ (متفق عليه)</p> <p>17- عَنْ أَبِي سَعِيدٍ الْخُدْرِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ سَمِعْتُ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يَقُولُ مَنْ رَأَى مِنْكُمْ مُنْكَرًا فَلْيُغَيِّرْهُ بِيَدِهِ فَإِنْ لَمْ يَسْتَطِعْ فَبِلِسَانِهِ فَإِنْ لَمْ يَسْتَطِعْ فَبِقَلْبِهِ وَذَلِكَ أَضْعَفُ الْإِيمَانِ (رواه مسلم: 177)</p> <p>18- عَنْ أُسَامَةَ بْنِ زَيْدٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يُجَاءُ بِرَجُلٍ يَوْمَ الْقِيَامَةِ فَيُلْفَى فِي النَّارِ فَتَنْدَلِقُ أَفْتَابُهُ فِي النَّارِ فَيَطْحَنُ فِيهَا كَطْحَنِ الْحِمَارِ بِرَحَاهُ فَيَجْتَمِعُ أَهْلُ النَّارِ عَلَيْهِ فَيَقُولُونَ أَيْ فُلَانٍ مَا شَأْنُكَ الْيَسَّ كُنْتَ تَأْمُرُنَا بِالْمَعْرُوفِ وَتَنْهَانَا عَنِ الْمُنْكَرِ؟ قَالَ</p>   |

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|  |  | <p>كُنْتُ أَمْرُكُمْ بِالْمَعْرُوفِ وَلَا آئِينَ وَأَنْهَأَكُمْ عَنَّا لَمُنْكَرُوا آئِينَ (بخارى: 3267).</p> <p>19- عَنْ أَنَسِ رَضِيَ اللَّهُ عَنْهُ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ وَلِذِي نَفْسِي بِيَدِهِ لَا يُؤْمِنُ عَبْدٌ حَتَّى يُحِبَّ لِأَخِيهِ مَا يُحِبُّ لِنَفْسِهِ. (رواه مسلم: 170)</p> <p>20- وَعَنْ النُّعْمَانِ بْنِ بَشِيرٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ تَرَى الْمُؤْمِنِينَ فِي تَرَاحِمِهِمْ وَتَوَادِّهِمْ وَتَعَاظِفِهِمْ كَمَثَلِ الْجَسَدِ إِذَا شَتَكَى عُضْوٌ تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالسَّهْرِ وَالْحُمَى (متفق عليه، بخارى: 6011)</p>  |
|  |  | <p>21- عَنْ عَبْدِ اللَّهِ ابْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَلَا كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ فَالْإِمَامُ الْأَعْظَمُ الَّذِي عَلَى النَّاسِ رَاعٍ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالرَّجُلُ رَاعٍ عَلَى أَهْلِ بَيْتِهِ وَهُوَ مَسْئُولٌ عَنْ رَعِيَّتِهِ وَالْمَرْأَةُ رَاعِيَةٌ عَلَى بَيْتِ زَوْجِهَا وَوَلَدٌ وَهِيَ مَسْئُولَةٌ عَنْهُمْ وَعِنْدَ الرَّجُلِ رَاعٍ عَلَى مَالِ سَيِّدِهِ وَهُوَ مَسْئُولٌ لَعَنَهُ إِلَّا فَكُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ (بخارى: 7138 وترمذى: 1705)</p> <p>22- عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ، قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَثَلِي وَمَثَلُ الْأَنْبِيَاءِ كَمَثَلِ قَصْرِ أَحْسَنِ بُنْيَانِهِ، تُرِكَ مِنْهُ مَوْضِعُ لَبِنَةٍ، فَطَافَ بِهَا النَّظَّارُ يَتَعَجَّبُونَ مِنْ حُسْنِ بِنَانِهِ إِلَّا مَوْضِعَ تِلْكَ اللَّابِنَةِ، فَكُنْتُ أَنَا سَدَدْتُ مَوْضِعَ اللَّابِنَةِ خُتِمَ لِي الْأَبْنِيَانُ وَخُتِمَ بِي الرَّسُلُ وَفِي رِوَايَةٍ: فَإِنَّا اللَّابِنَةُ وَأَنَا خَا تَمَّ النَّبِيِّينَ. (رواه البخارى: 3535)</p> <p>23- عَنْ أَنَسِ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: أَرَحِمَ أُمَّتِي بِأُمَّتِيَابُوا بَكْرٍ وَأَشَدُّهُمْ عُمُرٌ وَأَصْدَقُهُمْ حَيَاةً عَثْمَانُ، وَأَقْضَاهُمْ عَلَيَّ وَأَفْرَضُهُمْ رَيْدُ بْنُ ثَابِتٍ، وَأَفْرَأَهُمْ أَبُو بَنِي كَعْبٍ وَلِكُلِّ أُمَّةٍ أَمِينٌ وَأَمِينُ هَذِهِ الْأُمَّةِ أَبُو عُبَيْدَةَ بْنُ الْجَرَّاحِ. (رواه احمد والترمذى، مشكوة المصابيح، باب مناقب العشرة).</p> <p>24- عَنْ أَبِي بَكْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: رَأَيْتِ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ عَلَى الْمُنْبَرِ وَالْحَسَنُ بْنُ عَلِيٍّ إِلَى جَنْبَيْهِ وَهُوَ يَقُولُ عَلَى النَّاسِ مَرَّةً وَعَلَيْهِ أُخْرَى وَيَقُولُ: إِنَّ ابْنِي هَذَا سَيِّدٌ وَلَعَلَّ اللَّهُ أَنْ يَصْلَعَ بِهِ بَيْنَ فِتْنَيْنِ عَظِيمَتَيْنِ مِنَ الْمُسْلِمِينَ (بخارى: 2704)</p> <p>25- وَعَنْ عُمَرَ بْنِ حُصَيْنٍ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ:</p> |

|  |  |   |
|--|--|---|
|  |  | <p>رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: خَيْرُ أُمَّتِي قَرَنِي ثُمَّ الَّذِينَ يُلُونَهُمْ، ثُمَّ الَّذِينَ يُلُونَهُمْ.....(متفق عليه بخارى: 3650)</p>  |
|  |  | <p>26- عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ رَضِيَ اللَّهُ عَنْهُ قَالَ: خَطَبَنَا رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِي وَسْطِ أَيَّامِ التَّشْرِيقِ خُطْبَةَ الْوَدَاعِ فَقَالَ: يَا أَيُّهَا النَّاسُ: إِنَّ رَبِّكُمْ وَاحِدٌ، وَإِنَّ آبَاءَكُمْ وَاحِدٌ أَلَّا فَضَّلَ لِعَرَبِيٍّ عَلَى عَجَمِيٍّ وَلَا لِعَجَمِيٍّ عَلَى عَرَبِيٍّ، وَلَا لِأَحْمَرَ عَلَى أَسْوَدَ وَلَا لِأَسْوَدَ عَلَى أَحْمَرَ إِلَّا بِالتَّقْوَى- إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ اتَّقَى، أَلَا هَلَّا بَلَّغْتُ؟ قَالُوا بَلَى يَا</p> |

## **Course Title: Classical Poetry 3(3-0)**

### **Course Code: ENG-304**

#### **Introduction**

The course offers an exposure to the selected Classical English poets of the 14<sup>th</sup> to 18<sup>th</sup> century. It aims to develop a critical understanding in the students to appreciate poetry as a literary form, analyze its various elements, such as diction, tone, form, genre, imagery, figures of speech, symbolism, themes etc. and identify the connotational and denotational meanings of poetic pieces. Furthermore, it also introduces the students to the traditional forms of poetry within their specific historical and social context.

#### **Objectives**

- Develop a deeper appreciation of linguistic and cultural diversity by introducing them to the poetry of the Classical Era
- To impart an insight into specific poetic language and classical allusions
- To explore the social and political situatedness of the poet and his selected text
- To identify a variety of forms and genres of poetry such as sonnets, ballads, dramatic monologues etc.
- To recognize the rhythms, metrics and other musical aspects of poetry

#### **Contents**

- Geoffrey Chaucer: The Prologue to the Canterbury Tales (Prioress, Monk, Friar, Parson, Clerk, Knight, Squire, The Wife of Bath, Merchant, Miller, Summoner)
- John Donne: Good Morrow, The Sun Rising, Go and Catch a Falling Star, Death be not Proud, Batter My Heart, Valediction: Forbidding Mourning
- John Milton: Paradise Lost Book 1 (Complete), Book 9 (Temptation Scenes)
- Alexander Pope: The Rape of the Lock

## Recommended Readings

| Sr. No | Books   | Authors          |
|--------|---|------------------|
| 01     | A Commentary on the General Prologue to the Canterbury Tales. Macmillan. (1960) | Muriel Bowden    |
| 02     | The Poet Chaucer. Oxford University Press. (1967)                               | Nevil Coghill    |
| 03     | John Donne: Twentieth Century View Series. (1962)                               | Helen Gardner    |
| 04     | The Metaphysical Poets. Macmillan. (1967)                                       | Muriel Bowden    |
| 05     | The Anatomy of Poetry. Routledge. (1953)  | Marjorie Boulton |
| 06     | On the Poetry of Pope. Oxford: Clarendon Press. (1950)                          | G.Tillotson      |

## **Course Title: History of English Literature 3(3-0)**

### **Course Code: ENG-306**

#### **Introduction**

This course is designed to familiarize students of English Literature with the evolution/development of major genres, literary movements and personalities along with the understanding of cultural, political and social milieu of British history. Primarily, it connects literary creations with the culture, history, theology and civilization of the particular era vis-à-vis developing critical ability to interpret and evaluate works of art keeping in view the socio-political realities. Furthermore, it aims at broadening the vision of students, enlightening their minds, and eventually giving them deep insight into literature from Medieval to the 20<sup>th</sup> century.

#### **Objectives**

- To develop connection between works of art and the socio-political realities of the English world.
- To be familiar with economic aspects, religious postures, philosophical schools of thought and metaphysical debates that overlap each other in the literary works of diverse nature elaborated in the history of English Literature.
- To make the students aware of the fact that literary works are basically a referential product of the practice that goes back to the continuous interdisciplinary dialogical interaction
- To assess the influence of literary movements in Britain on English Literature from all parts of the world

#### **Contents**

- The Beginnings:
  - An Introduction to the Anglo-Saxon Literature and civilization ( Christian and secular writers, Beowulf , and socio-cultural aspects of Anglo-Saxon life)
  - Medieval Literature (The Norman Conquest and its aftermath, dominant genres, evolution and development of English language
  - Chaucer and his contemporaries (religious absolutism and seeds of Reformation, Black Death and major political developments in congruence with the literary productions
- The Renaissance:
  - The meaning and genealogies of the arrival of the Renaissance at the English scene
  - Reformation of religion ( From Germany to Britain)
  - Scientific developments
  - Humanism

- Arts and Painting
- Italian influence on English imagination
- The Elizabethan era ( Major dramatists including Shakespeare, Marlowe and Ben Jonson , Prose writers , poets and other treatises)
- Puritanism and Restoration:
  - Major political developments ( Divine Right theory, Suspension of Parliament, Civil War in England, the Commonwealth)
  - Metaphysical Poets (John Donne)
  - Milton and Puritan Age
  - Cavalier Poets
  - Restoration Drama
  - Glorious Revolution 1688
  - Philosophical Creations of Thomas Hobbes and John Locke
- 18<sup>th</sup> Century:
  - The age of prose and satire
  - Major writers and their works
  - Journals
  - The spirit of Neo-Classicism
  - Rise of English novel
- Romantic Movement:
  - An Introduction to Romanticism
  - Major literary figures and the monumental works (Blake, Byron, Keats, Shelley, Wordsworth, Cowper)
- Victorian Era:
  - The spirit of the Victorian age ( The tussle between science and morality, science and nature)
  - Industrialism
  - The Victorian novel, poetry and prose works
  - Seeds of British Colonialism in Asia and Africa
- 20<sup>th</sup> Century Literature:
  - Modernism and its genealogies
  - World Wars and their impact on literary imagination
  - Major writers, dominant genres and movements originating in 20<sup>th</sup> century

## Recommended Readings

| Sr. No | Books   | Authors                           |
|--------|---|-----------------------------------|
| 1      | A History of English Literature Harvard University Press (1987).  | T.A. Fowler                       |
| 2      | English Literature: Its History and Its Significance for the Life of the English-Speaking World (2004). | William J. Long                   |
| 3      | The Routledge History of Literature in English (2017).  | Ronald Carter and John McRae      |
| 4      | An Outline History of English Literature (1913).  | William Henry Hudson              |
| 5      | A Short History of English Literature. Penguin Books (1976).  | Ifor Evans                        |
| 6      | The Cambridge History of English and American Literature , Cambridge University Press. (1907)           | A.W.Ward and A.R. Waller          |
| 7      | Contemporary English Literature, Appleton-Century- Crofts (1953).                                       | Edwin Bolles & John Mark Longaker |
| 8      | A Dictionary of Literary Terms and Literary Theory, (2013).   | J.A. Cuddon                       |

## **Course Title: Greek and Elizabethan Drama 3(3-0)**

### **Course Code: ENG-308**

#### **Introduction**

The purpose of this course is to introduce students to ancient Greek Tragedy, its basic tenets and spirit, leading up to how during the reign of Elizabeth I in the 16<sup>th</sup> Century, drama as a genre developed tremendously. The students will be sensitized to the classical traditions of Greek theatre and the genre of classical Greek tragedy, its mythological implications and how these dramatic traditions influenced the drama of many centuries to come. This course aims to introduce students to major plays, and the styles and traditions of both eras in order to comprehend their literary and historical specificities. The Renaissance spirit found its best expression in drama; the University Wits and Shakespeare reflect the temper of the Renaissance and the age of Exploration as well as its undercurrents of exploitation, orientalism, race and antisemitism that become some of the major themes of Elizabethan drama.

#### **Objectives**

- To familiarize students with the cultural, religious, and literary background of Greek Literature
- To examine the literary contribution of the Greeks to the genre of drama and World literature through a focus on the thematic concerns and formal features of the selected works
- To foreground the reception of Greek literature from Roman antiquity through Renaissance art and beyond
- To introduce the major features of Elizabethan drama
- To highlight the major theoretical debates that characterize both Greek and Elizabethan drama
- To examine major playwrights of both the ages
- To examine ideological currents reflected in the plays of both the ages

#### **Contents**

- Sophocles: Oedipus Rex
- Christopher Marlowe: Dr. Faustus
- William Shakespeare : Hamlet

## Recommended Readings

| Sr. No | Books   | Author   |
|--------|---|--|
| 01     | A Companion to Greek Tragedy.<br>Blackwell. (2005).   | Justina Gregory                                |
| 02     | Greek Tragedy. Routledge. (2002)  | H. D. Kitto                                    |
| 03     | Greek and Roman Comedy: Translations<br>and Interpretations of Four Representative Plays.<br>University of Texas Press. (2002). | Shawn O'Bryhim<br>and George Fredric<br>Franko |
| 04     | A Guide to Ancient Greek Drama. (Blackwell Guides to<br>Classical Literature Book 3)Wiley &Blackwell. (2013)                    | Ian C. Storey and<br>Arlene Allan              |
| 05     | The Greek Myths. Penguin Books (1955)   | Robert Graves                                  |
| 06     | Christopher Marlowe: A Renaissance Life. Cornell<br>University Press. (2010).   | Constance Brown<br>Kuriyama                    |
| 07     | The Cambridge Companion to Christopher Marlowe.<br>Cambridge University Press. (2004).  | Patrick Cheney                                 |
| 08     | English Drama 1586-1642: The Age of Shakespeare.<br>Clarendon Press (1997).   | G. K. Hunter                                   |

## **Course Title: Introduction to Philosophy 3(3-0)**

### **Course Code: ENG-310**

#### **Introduction**

The course is being introduced in order to familiarize students with the fundamental debates and theories of philosophy which have directly or indirectly influenced the reading and writing of literature. The increasing trend in literary studies and criticism towards theorization and approximation of literary texts in the backdrop of larger historical, political, social and cultural developments has accentuated the need to investigate the interlink between philosophy and literature.

#### **Objectives**

- To give the undergraduate students a broad-based and comprehensive understanding of philosophy
- To orient them with the basic terms and tenets of philosophy in relation to literature, most importantly the contemporary issues and themes of literary studies
- To introduce them with the essential features of philosophic thought, inquiry and discipline to give a brief appraisal of major philosophers in western philosophical history

#### **Contents**

- Idealism
- Realism
- Empiricism
- Rationalism
- Existentialism

The system of Dualism introduced by Des Cartes—Refined first by Spinoza and afterwards by Leibnitz into the doctrine of Harmonia praestabilita--Hylozoism—Materialism--None of these systems, or any possible theory of Association, supplies or supersedes a theory of Perception, or explains the formation of the Associable XI Is Philosophy possible as a science, and what are its conditions?--Giordano Bruno--Literary Aristocracy, or the existence of a tacit compact among the learned as a privileged order--The Author's obligations to the Mystics To Immanuel Kant--The difference between the letter and The spirit of Kant's writings, and a vindication of Prudence in the teaching of Philosophy--Fichte's attempt to complete the Critical system-Its partial success and ultimate failure--Obligations to Schelling; and among English writers to Saumarez

#### **Philosophy and Literature**

- Jacques Rousseau: The Social Contract
- Aldous Huxley: Knowledge and Understanding
- Jean Paul Sartre: Humanism and Existentialism

- Albert Camus: Myth of Sisyphus
- Add Section from Coleridge

### **Recommended Readings**

| <b>Sr. No.</b> | <b>Books</b>  | <b>Authors</b>  |
|----------------|---|-----------------|
| 01             | Elements of Philosophy, PTB (1990)                                      | Abdul Khaliq,   |
| 02             | The Great Philosophers, Quercus Book (2007).                            | Stephen Law     |
| 03             | The Story of Philosophy, Simon & Schuster (1926)                        | Will Durant     |
| 04             | A Book of Isms, The Economist, Profile Books Pvt Ltd. (2010).           | John Andrews    |
| 05             | Existentialism: A Guide for the Perplexed, Bloomsbury Academics (2006). | Steven Earnshaw |

## **Semester 3**

### **Course Title: Communication Skills 3(3-0)**

### **Course Code: ENG-421**

#### **Introduction**

The course introduces the students to the basics of academic and technical writing. It enables them to write effectively for academic purposes. It contains clear instructions and a wide range of activities to help them plan, structure and write essays, letters, dialogues, assignments and reports. Furthermore, it also teaches them to write descriptive, narrative, technical and argumentative texts with and without stimulus input.

#### **Objectives**

- To identify different elements of writing structures
- To utilize library resources for information and research
- To apply critical thinking skills to analyze, interpret, and evaluate course content and information
- To understand the elements of writing assignments/letters/essays
- To understand the functions of essays and reports
- To demonstrate writing skills efficiently

#### **Contents**

- Significance of Writing
- Writing steps
- Pre-writing: Brain storming, Mind-Mapping, Outlining, Listing
- Drafting
- Editing
- Proof Reading
- Publishing
- 7 Cs in writing
- Application Writing/ Office Letter
- Essential & Non-essential elements of a letter
- Body of letter (Direct and Indirect approach of composing a message)
- Formats of Letter writing
- Punctuation Rules
- Job Application Writing/Cover letter, CV and Resume Writing

- Paragraph Writing
- Types of Paragraphs: Chronological, Categorical, Cause and Effect, Problem Solving, Comparison and Contrast
- Essay Writing & its Types (Narrative, Descriptive, Argumentative, Expository)
- Report Writing: Characteristics and Format of a Technical Report (Practice)

### Recommended Readings

| Sr. No | Books   | Author                 |
|--------|---|------------------------|
| 01     | Paragraph Writing: From Sentence to Paragraph Student's Book, Macmillan Education. (2005) | Dorothy Zemach         |
| 02     | Writing Essays: From Paragraph to Essay, Macmillan Education. (2011)                      | Dorothy Zemach         |
| 03     | Critical Reading and Writing: An Introductory Coursebook, Routledge. (2000)               | Andrew Goatly          |
| 04     | Writing for Advanced Learners of English, Cambridge University Press. (1997)              | Francoise Grellet      |
| 05     | Academic Writing Course. Longman Publishing Group. (2004)                                 | R.R. Jordan            |
| 06     | Reading Critically, Writing Well: A Reader and Guide Bedford/St. Martin's. (2019)         | Rise B. Axelord, et al |
| 07     | Academic Writing for International students of Business, Routledge. (2015)                | Stephen Bailey         |

## **Course Title: Introduction to Statistical Theory 3(3-0)**

### **Course Code: STA-321**

#### **Introduction**

#### **Contents**

- Introduction and scope of statistics.
- Basic concepts of statistics.
- Different types of variables, types of data and methods of data collection.
- Scales of measurement.
- Data arrangement and presentation, formation of tables and charts.
- Measures of central tendency: mean, median and mode and quantiles from grouped and ungrouped data.
- Measures of dispersion: computation of range, variance, standard deviation, and coefficients of variation.
- Skewness and Kurtosis, Definition of probability.
- Different terminology used in probability.
- Different laws of probability, Discrete distributions (Binomial distribution, Poisson distribution, Negative Binomial distribution, geometric distribution, hyper geometric distribution with their properties and applications).
- Continuous distribution (Normal distribution with their properties and applications), Correlation and Regression.
- Survey sampling, Types of Sampling (probability and non probability sampling), Sampling Distribution of mean.
- Hypothesis testing: Z-test for single and difference between mean, Student's 't' test for single and difference between mean. Chi-square test of independence and goodness of fit, Analysis of variance and LSD.

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>  | <b>Author</b>                    |
|----------------|---|----------------------------------|
| 01             | “Probability & Statistics for Engineers & Scientists”, 8 <sup>th</sup> edition, Prentice Hall Publisher. (2008) | Ronald Walpole, Myers, Myers, Ye |
| 02             | “Introduction to Statistical Theory I and II”.  | Sher M. Chaudhry, Shahid Kamal,  |
| 03             | Principles and procedures of statistics. McGraw Hill International Editions. (1980)                             | Steel, R.G.D. and Torrie, J. H.  |
| 04             | Biostatistics Analysis. (1998)  | Zar                              |

## **Course Title: Introduction to Linguistics 3(3-0)**

### **Course Code: ENG-403**

#### **Introduction**

This course includes some key concepts of Linguistics. It focuses on the study of phonetics, phonology, morphology, syntax, semantics, etymology of English language, specifically, and major theories about the origin and historical development of human language in general. It provides the students a keen insight about the major concepts in Linguistics and paves the way for understanding the later theoretical developments in literary and language theories.

#### **Objectives**

- To understand and articulate general issues concerning nature & function of language. These include the basic mechanisms common to all languages: domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics
- To compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics
- To grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
- To demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use

#### **Contents**

- What is language? (Definition and Characteristics of Language)
- What is Linguistics? (Langue and Parole, Competence and Performance Diachronic/Synchronic; Paradigmatic/Syntagmatic Relations)
- Schools of Linguistics (Structuralism, Generativism, Functionalism)
- Basic concepts of Socio-linguistics (Varieties of Language e.g. Dialect, Register, Pidgin, Creole etc.)
- An Introduction to Major Branches of Linguistics:
  - Phonetics
  - Phonology
  - Morphology
  - Syntax
  - Semantics

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>   | <b>Author</b> |
|----------------|--|---------------|
| 01             | Teach yourself Linguistics, Teach Yourself Books (1987).                         | J. Aitchison  |
| 02             | The Study of Language, Sixth Edition, Cambridge University Press. (2016).        | George Yule   |
| 03             | An Introduction to Linguistics. Moonbeam Publications (1987).                    | L. Todd       |
| 04             | The Encyclopedia of Language. Cambridge University Press (1987)                  | D. Crystal    |
| 05             | How to Study Linguistics: A Guide to Understanding Linguistics. Palgrave (1999). | G. Finch      |
| 06             | Pragmatics, Oxford University Press (1996)                                       | G. Yule       |

## Course Title: Novel -I 3(3-0)

### Course Code: ENG-405

#### Introduction

This course comprising classical novels aims at understanding the basic structure/art/technique of the genre of the novel along with an understanding of the thematic concerns in sync with the socio-political milieu of seventeenth- and eighteenth-century England. Furthermore, it encompasses the development of the genre of the novel from its incipient classical form to the more developed and ideological Victorian novel. From Henry Fielding's panoramic view of life dispensing social realism to Jane Austen's novel to the enshrining two inches of ivory and George Eliot's crusade and critique of rigid social structures and parochial ideology, this course provides an insight not only in understanding the thematic concerns but also the development of the genre of the novel in the English milieu.

#### Objectives

- To familiarize students with the genre of novel and its lateral entrance into literary tradition
- To understand the basic structure of the novel with special focus on plot, characterization, setting and language.
- To introduce the selected novels and the art of their respective authors, their social realism including their views on marriage, love, family system and other socio-political currents.
- To evaluate and interpret the selected novels by synthesizing the stylistic and thematic concerns

#### Contents

- Henry Fielding: Joseph Andrews
- Jane Austen: Pride and Prejudice
- George Eliot: The Mill on the Floss

#### Recommended Readings

| Sr. No. | Books   | Authors      |
|---------|---|--------------|
| 01      | The Rise of the Novel. Penguin. (1957)                                    | Ian Watt     |
| 02      | The English Novel. Dutton. (1955)   | Walter Allen |
| 03      | Modern Critical Interpretation, New York Chelsea House Publishers. (1986) | H. Bloom     |
| 04      | Aspects of the Novel, Edward Arnold. (1927)                               | E.M Foster   |

## **Course Title: Romantic Poetry 3(3-0)**

### **Course Code: ENG-407**

#### **Introduction**

Romanticism attests the most fertile period of English poetry that marks a shift from the pomp and grandeur of the previous years to more complex and emotional artistic expressions. Victorian poetry deals greatly with the conflicting cultural discourses, radical social changes and reconstruction of the self. Students explore the artistic and thematic aspects of the poetry of the two periods paying special attention to the historical and political context of the events.

#### **Objectives**

- To learn the poetic pattern of Romantics and Victorians (diction, setting, subject matter, figures of speech and form etc.)
- To highlight various political, intellectual and social influences that helped shape the mentality of the poets being studied
- To encourage the students to offer their own interpretations of the poems in the context of the age they were composed along with their relevance in the present age

#### **Contents**

- Blake: Songs of Innocence (Auguries of Innocence, The Lamb, The Divine Image) Songs of Experience (The Tyger, London, A Divine Image)
- Wordsworth: Ode on Intimation of Immortality, The Lucy Poems
- Byron: She Walks in Beauty, By the Rivers of Babylon We Sat Down and Wept
- Keats: Ode on a Grecian Urn, Ode to Nightingale, Ode to Autumn, Ode on Melancholy, Ode to Psyche
- Shelley: Ode to the West Wind
- Browning: The Last Ride Together, Fra Lippo Lippi

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>  | <b>Author</b>          |
|----------------|---|------------------------|
| 01             | Romantic Poetry and Prose. Oxford University Press. (1973)                                | H. Bloom & L. Trilling |
| 02             | The Romantic Imagination, Oxford University Press. (1999)                                 | M. Bowra               |
| 03             | The Romantics and Victorians. The MacMillan Co. (1966)                                    | Francis Camilla        |
| 04             | Majestic Indolence: English Romantic and the Work of Art, Oxford University Press. (1995) | Willard Spiegelman     |
| 05             | Studies of the Mind and Art of Robert Browning, London Biblio Bazar. (2015)               | J. Fotheringham        |
| 06             | The Cambridge Companion to British Romantic Poetry, Cambridge University Press (2008)     | Maureen N. McLane      |

## **Course Title: Gender and Human Rights 3(3-0)**

### **Course Code: POL-304**

#### **Introduction**

The course aims at providing students with the knowledge of the relationship between gender and human rights. It explores origins, development and challenges of integrating gender into human rights law discourse and practice. Focusing on international protection of women's human rights as an example, the course introduces students to relevant international bodies and instruments. It also introduces students to the critical analysis of law through the study of feminist legal methods within the context of women's rights protection.

#### **Contents**

- Origins and evolution of gender equality and its links to human rights
- International normative and legal framework for gender equality and human rights
- Gender-based violence as a human rights issue
- Gender and identity, sexual orientation and human rights
- Critiques of the “gender and human rights” agenda, cultural relativism; the example of reproductive rights
- Advancing gender equality – overview of key tools and approaches

#### **Recommended Readings**

| <b>Sr. No</b> | <b>Books</b>   | <b>Author</b>            |
|---------------|--|--------------------------|
| 01            | Gender Discrimination and Human Rights, K.K. Publications. (2000)  | Swarn Lata Sharma        |
| 02            | Women, Gender, and Human Rights: Global Perspective. Rutgers University Press. (2001)                        | Marjorie Agosín          |
| 03            | Gender and Human Rights, Oxford University Press. (2004)   | Karen Knop               |
| 04            | Gender and Human Rights in the Commonwealth: Some Critical Issues for Action in the Decade 2005-2015. (2004) | Commonwealth Secretariat |

**Translation of the Holy Quran (2) (1-0)**

**Course Code: ISL-311**

## Semester 4

### Course Title: Advanced Academic Reading and Writing 3(3-0)

### Course Code: ENG-402

#### Introduction

This course is an advanced version of the building blocks of language and grammar introduced in the earlier three courses of language. This particular course connects the basic and technical learning of the students regarding the functional aspect of English language to their understanding of literature. It will empower the students of literature to utilize their previous knowledge for creative writing in a literary context.

#### Objectives

- To read academic texts critically
- To mould their previous learning of language into creative writing in a literary context
- To learn & practice about analyzing & creating a piece of literature by themselves

#### Contents

- Book Reviews (Reading & Writing)
- Reading & Writing about Fiction → Plot & Character → Foreshadowing → Setting → Atmosphere → Symbols → Point of View (First person, Third person)
- Writing about Drama → Theme, Plot and Characterization → Tragedy & Comedy
- Writing about Poetry (Critical Analysis and Appreciation) → Content and Form → Figurative Language, Structure, Tone and Prosody, Meters
- Reading academic articles & writing their summaries

#### Recommended Readings

| Sr. No. | Books   | Authors                         |
|---------|---|---------------------------------|
| 01      | A Short Guide to Writing about Literature, Pearson 2012.                    | Sylvan Barnet & William E. Cain |
| 02      | Writing Paragraphs: from sentence to paragraphs, Macmillan Education (2005) | Dorothy E Zemach & Carlos Islam |
| 03      | A Rhetoric Case Book, 3 <sup>rd</sup> Edition, Brace and World 1969.        | Francis Connolly                |

## **Course Title: Literary Stylistics 3(3-0)**

### **Course Code: ENG-404**

#### **Introduction**

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 examined 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. The course aims to assist the 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 best serve their purpose.

#### **Objectives**

- Assist students understand style and stylistics;
- Explain what is involved in the stylistic analysis of a literary text;
- Describe the methods of various types of stylistic analysis
- Help students interpret texts linguistically instead of impressionistically.

#### **Contents**

- Introduction
  - What is Stylistics?
  - The Nature of Stylistics
  - The Goals of Stylistics
- Stylistic Approaches to Literature
  - Literature as Text
  - Literature as Discourse
  - Literature as Communication
- Foregrounding
  - Meaning of Foregrounding
  - Types of Foregrounding
- Theoretical Positions in Stylistics
  - Formal Stylistics
  - Affective Stylistics
  - Pragmatic Stylistics
  - Pedagogical Stylistics

- Feminist Stylistics
- Stylistic Analysis: Practical Application
  - Sample Stylistic Analysis of a Poem
  - Sample Stylistic Analysis of a Short Story

### **Recommended Readings**

| <b>Sr. No.</b> | <b>Books</b>  | <b>Authors</b>                         |
|----------------|---|--|
| 01             | Linguistics and Literature: An Introduction to Literary Stylistics. Edward Arnold (1973). | Rymond Chapman                         |
| 02             | Exploring the Language of Poems, Plays and Prose. Longman (1996).                         | Mick Short                             |
| 03             | Style in Fiction: A Liinguistic Introduction to English Fictional Prose, Longman, (1981). | Michael H. Short,<br>Geoffery N. Leech |
| 04             | Stylistics and the Teaching of Literature. Longman (1976).                                | Henry Widdowson                        |
| 05             | Stylistic Reader. Edward Arnold (1995).   | Jean J. Weber,                         |

## Course Title: Literary Criticism (I) 3(3-0)

### Course Code: ENG-406

#### Introduction

Criticism is the other side of the literary coin. It has two aspects, one theoretical, the other practical. As a distinct discipline of Literary Studies, criticism focuses on highlighting the tone, style, message, mood and over all theories associated with literature to bring into light its universality and transcendence. The course is primarily meant to spotlight some important voices and views in different periods of English history and their role in constituting a full-fledged Humanist tradition of literature in particular and art and aesthetics in general.

#### Objectives

- To understand the historical background to literary criticism, exploring its development in the light of some contemporary viewpoints
- To focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around “poetry”, “imagination” and “tradition”
- To develop a critical background for literary theory and critical thinking in the future semesters

#### Contents

- Aristotle: Poetics (Imitation, Concept of Tragedy, Plot, Character, Catharsis)
- Philip Sydney: The Defense of Poesy, T. Nelson, 1965
- W. Wordsworth: Preface to Lyrical Ballads
- S. T. Coleridge, Biographia Literaria
- Coleridge’s Views on Wordsworth’s Poetic Diction
- On Fancy and Imagination

#### Recommended Readings

| Sr. No. | Books  | Authors                                   |
|---------|--|---|
| 01      | Literary Criticism, Ghulam Rasool & Sons (1973).                         | Prof Mumtaz Ahmad                         |
| 02      | The Making of Literature, Allied Publisher (1928).                       | Scott James                               |
| 03      | Critical Approaches to Literature, Secker and Warburg (1960).            | David Daiches                             |
| 04      | Contemporary Critical Essays, Red Globe Press (1995).                    | E.M. Forster                              |
| 05      | The Norton Anthology of Theory and Criticism, Norton and Company (2018). | Leitch, Vincent B, Cain, William E. Finke |

## **Course Title: American Literature (I) 3(3-0)**

### **Course Code: ENG-408**

#### **Introduction**

This part of the course surveys the origins of American literary movements with reference to the selected representative writers. It sets some direction to the study of specific trends in the American drama. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War, scientific progress, dreams of American success, and several voices of social protests raised in this backdrop. In this way, the course offers a wide-ranging understanding of American literature in the wake of material political and historical realities of the Continent.

#### **Objectives**

- To stress the diversity and uniqueness of American character and experience
- To highlight the sarcasm of American Dream and the phase of depression
- To indicate the various voices induced in making America as an emerging entity

#### **Contents**

- Arthur Miller: Death of a Salesman
- Eugene O' Neil: Long Day's Journey into Night
- Earnest Hemingway: A Farewell to Arms

#### **Recommended Readings**

| <b>Sr. No.</b> | <b>Books</b>   | <b>Authors</b>     |
|----------------|--|--------------------|
| 01             | A Critical Introduction to Twentieth Century American Drama, Cambridge University Press (1985) | Christopher Bigsby |
| 02             | Contemporary American Playwrights. Cambridge University Press (1999)                           | Christopher Bigsby |
| 03             | The Theory and Analysis of Drama. Cambridge University Press (1988)                            | Manfred Pfister    |
| 04             | New American Dramatists.1960-1990. Macmillan (1982)  | Cohn, Ruby         |
| 05             | A Companion to 20th Century Drama. Blackwell (2004)  | David Krasner      |

## Course Title: Victorian Novel 3(3-0)

### Course Code: ENG-409

#### Introduction

The nineteenth century witnessed extraordinary social and cultural change in Britain, from the rise of industrial capitalism to the emancipation of women, from the decline of Christian belief to the growth of the Empire, from urbanization to the emergence of mass literacy. This course introduces students to some significant Victorian novels in the wider context of social transformation and emerging literary practices. The course aims to develop students' analytic and critical skills through an engagement with a range of issues and extraordinary range of Victorian novels and novelists.

#### Objectives

- To understand and interpret key Victorian novels
- To read and interpret literary criticism and apply it within an academic argument
- To evaluate critical arguments about Victorian realism and incorporate them into their own arguments
- To write logical and coherent arguments based on evidence, and engage in critical debate

#### Contents

- Charles Dickens: *Hard Times*
- Thomas Hardy: *Tess of the d'Urbervilles*
- Emily Bronte: *Wuthering Heights*

#### Recommend Readings

| Sr. No | Books   | Author       |
|--------|---|--------------|
| 01     | The Rise of the Novel. Penguin 1957   | Ian Watt     |
| 02     | The English novel. Penguin 1958   | Walter Allen |
| 03     | Charles Dickens (Bloom's Modern Critical Views): Chelsea House Publications 2006. | H. Bloom     |
| 04     | Aspects of the Novel, Rosetta Books, 2002   | E.M. Forster |

## **Course Title: Short Stories 3(3-0)**

### **Course Code: ENG-410**

#### **Introduction**

This course is designed as an Introduction to the craft and culture of short fiction. Students will be introduced to a range of short texts written in English and some significant short stories translated into English. The students will read, discuss, write about, and present on a variety of short stories by authors who have significantly influenced the short story form and/or whose short stories make noteworthy contributions to the short story form in theme, craft, impact, etc. The course aims to broaden students' understanding and appreciation of the range of writing in short forms and of the contexts of short story production.

#### **Objectives**

- To read, understand and appreciate a range of short stories and to think rigorously about these selected contemporary texts and the contexts of their production
- To explore the short story as a literary form with emphasis on structure and technique
- To analyze the formal features, developments, historical context the literary terms, themes, strategies, and issues as are relevant to the works being studied

#### **Contents**

- E. Allen Poe: The Man of the Crowd
- O Henry: Hearts and Hands
- Flannery O'Connor: Everything that Rises Must Converge
- Nadine Gordimer: Ultimate Safari
- Ben Okri: What the Tapster Saw
- Hanif Qureishi: My Son the Fanatic
- D.H. Lawrence: The Man who Loved Islands
- Alice Walker: Strong Horse Tea
- Kate Chopin: A Pair of Silk Stocking
- Charlotte Perkins Gilman: The Yellow Wallpaper
- Katherine Mansfield: The Garden Party
- Somerset Maugham: A Woman of Fifty
- Maupassant: The Necklace

## Recommended Readings

| Sr. No. | Books  | Authors               |
|---------|--|-----------------------|
| 01      | The Norton Anthology of American Literature, Norton & Company, (2002)  | Nina Baym & others    |
| 02      | Macmillan Anthology of English Literature (Vol. 4). Macmillan. (1989)  | Brian Martin          |
| 03      | The Art of the Short Story. Longman. (2004)  | Dana Gioia & R. Gwynn |
| 04      | Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First Published Critical Appraisals to Current Evaluations, Gale Research Inc. (2021) | Kathy D Darrow        |

## **Semester 5**

### **Course Title: Modern Poetry 3(3-0)**

### **Course Code: ENG-501**

#### **Introduction**

This course covers the major characteristics, concerns, techniques, and practitioners of modern poetry. One unifying approach is to trace two central currents of modern poetry: traditional and modernist. Selected poetry of Yeats, Eliot, Larkin, Heaney, and Hughes, with special attention to the poetic tradition of World War One, Imagism, and the Harlem Renaissance, will be taught. Diverse methods of literary criticism are employed, such as historical, biographical, and gender criticism to critically evaluate their poems. The course also focuses on other defining aspects of Modern poetry: free verse, symbolism, realism, metaphysics, allusion

#### **Objectives**

- To identify the evolving characteristics of the modern poetry's literary traditions, authors and themes
- To perceive poetry as a refined commentary on the aesthetic concerns of its time
- To develop keen awareness of modernist poetic language and tone
- To understand modern poetry in its the political, socio-cultural or historical context

#### **Contents**

- T. S. Eliot: The Wasteland
- W. B. Yeats: Second Coming, Sailing to Byzantium, Easter 1916
- Philip Larkin: Mr. Bleany, Church Going
- Seamus Heaney: The Tollund Man, A Constable Calls, Personal Helicon
- Ted Hughes: Thought Fox, That Morning, Jaguar

## Recommended Readings

| <b>Sr. No</b> | <b>Book</b>  | <b>Author</b>        |
|---------------|--|----------------------|
| 01            | T. S. Eliot: The Waste Land: A Casebook (Casebook series), Aurora Publishers. (1970) | A. E. Dyson & others |
| 02            | William Butler Yeats (Bloom's Modern Critical Views), Chelsea House Pub. (1986)      | Harold Bloom         |
| 03            | Modernism, Routledge. (2000)   | Peter Childs         |
| 04            | Seamus Heaney (Bloom's Modern Critical Views), Chelsea House Pub. (1986)             | Harold Bloom         |
| 05            | The Cambridge Companion to Modernism, Cambridge University Press. (2006)             | Michael Levenson     |

## **Course Title: Literary Essays 3(3-0)**

### **Course Code: ENG-503**

#### **Introduction**

Essay writing is the core of the pedagogy of literature in that all learning of the subject has to be demonstrated at the end in the form of an essay. This course is meant to enable the students to produce their learning of various dimensions of the subject in well-developed essays. This course is summation of the whole academic input and serves the purpose of revision and refinement of learning.

#### **Objectives**

- Develop the capability of writing comprehensive literary essays;
- Express literary understanding in extended coherent and cohesive essays;
- Enable the learners to express their command of the subject on the literary issues in exhaustive detail.

#### **Contents**

- What is Literature?
- Literature and Society
- Classicism
- Romanticism
- Art for Art's Sake and Art for Life's Sake
- Renaissance Literature
- Shakespearean Tragedy
- Rise of Novel
- Satire in the Age of Reason
- Epic
- Romantic Poetry
- Victorian Novel
- Modern Drama
- Modern Novel
- Modern Poetry
- Theatre of the Absurd
- Schools of Criticism
- English Essay

- Short Story
- Pakistani Literature in English

### Recommended Readings

| Sr. No | Book   | Author                       |
|--------|--|------------------------------|
| 1      | Quintessence of Literary Essays, Doaba House, 1968                                   | W.R. Goodman.                |
| 2      | Literary Theory, University of Minnesota Press, 1996                                 | Terry Eagleton.              |
| 3      | History of English Literature. Student Store Bareilly, 2017                          | Dr. T. Singh.                |
| 4      | A Critical History Of English Literature - Volume I & II, Supernova Publishers, 2011 | David Daiches                |
| 5      | The Penguin Guide to English Literature, Longman, 1995,                              | John McRae and Ronald Carter |
| 6      | A Background to the study of English Literature, Laxmi Publications, 2016            | B. Prasad & H. P. Ramadoss   |
| 7      | History of English Literature, J.M Dent and Sons, 1964                               | Legouis and Cazamian,        |
| 8      | T.S.Eliot : The Critic, Unique Publisher, 2015                                       | Dr. S. Sen                   |

## Course Title: Literary Criticism (II) 3(3-0)

### Course Code: ENG-505

#### Introduction

Criticism is the other side of the literary coin. It has two aspects, one theoretical, the other practical. As a distinct discipline of Literary Studies, criticism focuses on highlighting the tone, style, message, mood and over all theories associated with literature with the objective to bring into light its universality and transcendence. The course is primarily meant to spotlight some important voices and views in different period of English history and their role in constituting a full-fledged Humanist tradition of literature in particular and art and aesthetics in general.

#### Objectives

- To understand the historical background to literary criticism, exploring its development in the light of some contemporary viewpoints
- To focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around “poetry”, “imagination” and “tradition”
- To develop a critical background for literary theory and critical thinking in the future semesters

#### Contents

- Mathew Arnold: Cultural and Anarchy, (Introduction, Barbarian, Philistines, Populace), The Function of Criticism at the Present Time, Cambridge University Press, 2012
- T S Eliot: The Critic (Tradition and Individual Talent, The Metaphysical Poetry)
- Raymond Williams: Modern Tragedy (Tragedy and Tradition, Tragedy and Contemporary Experience)
- I.A. Richards: Practical Criticism

#### Recommended Readings

| Sr. No | Books  | Authors       |
|--------|--|---------------|
| 1      | Literary Criticism, Ghulam Rasool & Sons, (1973).              | Mumtaz Ahmad  |
| 2      | The Making of Literature, Allied Publisher, (1928)             | Scott James   |
| 3      | Critical Approaches to Literature, Secker and Warburg, (1960). | David Daiches |
| 4      | T.S.Eliot : The Critic, Unique Publisher, 2015                 | Dr. S. Sen    |

## **Course Title: Pakistani Literature in English (I) 3(3-0)**

### **Course Code: ENG-507**

#### **Introduction**

The course is designed to introduce students with the freedom movement in the Indian subcontinent and creation of Pakistan, partition and the subsequent political chaos and various post-partition narratives that helped shape today's Pakistan. The course focuses on the literary representations of the various historical, political and socio-cultural events of Pakistan. One part of the course is especially designed to discuss, read and relate Urdu Literature as it was translated into English in various periods of Pakistan and as well as the Indian subcontinent's history and how this inquiry cross fertilizes our understanding of Pakistani Literature in English.

#### **Objectives**

- To explore the literary heritage of Pakistan
- To explore the role of Pakistani Literature in English in constructing nativity
- To appreciate the role of Pakistani Literature in English in constructing an alternative literary narrative

#### **Contents**

##### **Novel and Prose**

- Ahmed Ali: Twilight in Delhi
- Manto: Toba Tek Singh
- Bapsi Sidhwa: Cracking India
- Sara Suleri: Meatless Days (Papa and Pakistan, Excellent Things in Women)

##### **Poetry**

- Ghalib: Aah ko chahiay ik Umr, Bazicha-e- Atfaal hy Dunya
- Iqbal
  - i) Shikwa (Stanza 01 to 05)
  - ii) Jawab-e- Shikwa (Stanza 25 to 35) translated by Khushwant Singh
- Taufiq Rafat (Arrival of Monsoon, 1985, Vanguard)
  - i) Kitchens
  - ii) A Touch of Winter

## Recommended Readings

| Sr. No. | Books  | Authors                |
|---------|--|------------------------|
| 01      | Leaving Home, Towards a New Millennium: A Collection of English Prose by Pakistani Writers, Oxford University Press, (2001). | Muneeza Shamsie        |
| 02      | Hybrid Tapestries : The Development of Pakistani Literature in English, Oxford University Press, (2017).                     | Muneeza Shamsie        |
| 02      | A History of Pakistani Literature in English. Vanguard Press, (1991).  | Tariq Rahman           |
| 03      | Writing Pakistan: Conversations with Pakistani English Novelists, Harper Collins. (2016)                                     | Mushtaq Bilal          |
| 04      | Constructing Pakistan, Oxford University Press. (2010)   | Masood Ashraf Raja     |
| 05      | Contemporary Pakistani Fiction in English: Idea, Nation State, Routledge, (2013)   | Cara Cilano            |
| 06      | The Novels of Bapsi Sidhwa, Prestige Books, (1996).  | R.K Dhawan & N Kapadia |

## **Course Title: American Literature (II) 3(3-0)**

### **Course Code: ENG-509**

#### **Introduction**

The course focuses on connecting diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, as they influence multiple trends in American literary heritage and nationalism. It will highlight emerging trends as they culminate in the opening of democratic vistas along with the repercussions of industrial and scientific expansion.

#### **Objectives**

- To comprehend race, gender and class equations reinterpreted as the central meaning of America
- To revise the changing social and economic values in America

#### **Contents**

##### **Poetry:**

- Walt Whitman: Leaves of Grass—Song of Myself (Lines 1-139), O Captain, My Captain!
- Robert Frost: The Road Not Taken, After Apple Picking, Mending Walls, Design, Stopping by Woods
- John Ashbery: Melodic Train, Painter
- Sylvia Plath: Bee Poems
- Sherman Alexie: Why We Play Basket Ball, Sasquatch Poems

##### **Novel**

- Tony Morrison: Beloved
- William Faulkner: The Sound and the Fury

## Recommended Readings

| <b>Sr. No.</b> | <b>Book</b>   | <b>Author</b>  |
|----------------|---|----------------|
| 01             | Figures of Capable Imagination, The Seabury Press (1976)                            | H. Bloom       |
| 02             | American Poetry from the Puritans to the Present, Louisiana State University (1984) | H. H. Waggoner |
| 03             | Modern Critical Views: William Faulkner, Chelsea House Publishers (1986)            | H. Bloom       |
| 04             | Modern Critical Views: Sylvia Plath, Chelsea House Publishers (1987)                | H. Bloom       |
| 05             | Modern American Novel, Penguin Books (1994)   | M. Bradbury    |
| 06             | The American Novel and its Traditions, John Hopkins University Press, (1980)        | Richard Chase  |
| 07             | Bloom's Modern Critical Views: Toni Morrison, Chelsea House Publishers (2011)       | H. Bloom       |

## Course Title: Modern Novel 3(3-0)

### Course Code: ENG-511

#### Introduction

The course focuses on the modern form of the genre with its different and varied narrative techniques as well as its cultural, human and topical concerns. Through representative works the course will introduce to the students the modern developments in form and content of the genre.

#### Objectives

- To examine the novel as an evolving genre in its different aspects of language, tone, point of view, structure and narratology
- To view the novel form as reflective of social and literary themes & trends against the backdrop of historicity and the radical trends of the modern age

#### Contents

- James Joyce: Portrait of an Artist as a Young Man
- Virginia Woolf: Mrs. Dalloway
- Joseph Conrad: Heart of Darkness

#### Recommended Readings

| Sr. No. | Books  | Authors             |
|---------|--|---------------------|
| 01      | Aspect of the Novel, Rosetta Books. (2002)   | E.M. Forster        |
| 02      | The English Novel, Dutton. (1954)  | Walter Ernest Allen |
| 03      | Mastering English Literature, Macmillan. (1995)  | Richard Gill        |
| 04      | Virginia Woolf's Mrs Dalloway (Bloom's Modern Critical Interpretations), Chelsea House Publishers. (1988)                  | Harold Bloom        |
| 05      | James Joyce's: A Portrait of the Artist as a Young Man (Modern Critical Interpretations), Chelsea House Publishers. (1988) | Harold Bloom        |
| 06      | Joseph Conrad's Heart of Darkness (Modern Critical Interpretations), Chelsea House Publishers. (1987)                      | Harold Bloom        |

## **Translation of the Holy Quran (3) (1-0)**

## **Semester 6**

### **Course Title: Literary Theory (1) 3(3-0)**

### **Course Code: ENG-502**

#### **Introduction**

The course introduces the students after they are finished with the basic ideas of literary criticism how literary theory is similar and different from criticism? The course is divided into two parts owing to its complexity and significance for the students of literary studies. In the first part, they will be given the fundamental debates about art, aesthetic and literature in Anglo-American literary tradition and its simultaneous developments in Russia as well as other parts of Europe, including Vienna, Prague and Germany with some major debates about the structure, form and function of literary and poetic language.

#### **Objectives**

- To expose the students to understand the mainstream liberal humanist tradition and its point of convergence and divergence with other continental developments in the field of literary and aesthetic arts.
- To familiarize the students with the basic tenets of literary theory
- To introduce them with major theoretical developments and their theorists
- To enable them distinguish between literary criticism and literary theory

#### **Contents**

- Liberal Humanism
- New and Practical Criticism
- Russian Formalism
  - Structuralism
  - Semiotics
  - Poststructuralism/ Deconstruction
  - Reader Response Theory

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>   | <b>Authors</b>   |
|----------------|--|------------------|
| 01             | Literary Theory: The Basics, Routledge, (2001).  | Hans Bertens     |
| 02             | Beginning Theory: An Introduction to Literary and Cultural Theory, Manchester University Press, (2002) | Peter Barry      |
| 03             | Dictionary of Literary Terms, York Press, (1992).  | Martin Gray      |
| 04             | Critical Practice, Routledge, (2000).  | Catherine Belsey |
| 05             | Contemporary Literary Theory and the Reading of Poetry, Palgrave MacMillan, 1991                       | David Buchbinder |
| 06             | Critical Theory Today, Routledge, (2014)   | Lois Tyson       |

## **Course Title: Discourse Studies 3(3-0)**

### **Course Code: ENG-504**

#### **Introduction**

Simply defined as ‘language in use’, discourse is 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 undergraduate students. It introduces most widely 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.

#### **Objectives**

- Introduce discourse analysis as a method of text analysis and a research inquiry in language teaching and other contexts;
- Familiarize learners with practical applications of discourse analysis techniques to real world situations;
- Introduce learners to practical applications of CDA to real world discourses.

#### **Contents**

##### **Section 1: Beginning with Discourse Analysis**

- Introduction to Discourse
  - What is discourse?
  - Text and discourse
  - What is discourse analysis?
- Grammatical Analysis of Discourse
  - Cohesion and coherence
  - Cohesive devices
- Pragmatic Analysis of Discourse
  - Speech Act Theory
  - Co-operative Principles
- Analysis of Conversation as Discourse
  - Structure of conversation
  - Analyzing a conversation

## Section 2: Proceeding with Critical Discourse Analysis

- Discourse and Ideology: Beginning CDA
  - What is ideology?
  - Ideology and discourse
  - What is Critical Discourse Analysis?
- Foucault and CDA
- Fairclough and CDA
  - Language and society
- Van Dijk and CDA
  - Language and Power
- James Paul Gee
  - Building Blocks of Discourse

## Recommended Readings

| Sr. No. | Books   | Authors         |
|---------|---|-----------------|
| 01      | Perspectives on Discourse Analysis: Theory and Practice. Cambridge University Press (2009). | Laura Alba-Juez |
| 02      | Discourse. Cambridge University Press (2005).   | J. Blommaert    |
| 03      | Language and Power. Routledge (2014).   | N. Fairclough   |
| 04      | An Introduction to Discourse Analysis: Theory and Method. Routledge (1999).                 | James Paul Gee  |
| 05      | Critical Discourse Analysis. Continuum (2004).  | Terry Locke     |
| 06      | Discourse Analysis. Continuum (2006).   | Brian Paltridge |
| 07      | An Introduction to Critical Discourse Analysis in Education. Routledge (2011).              | Rebecca Rogers  |

## Course Title: Modern Drama (3-0)

### Course Code: ENG-506

#### Introduction

The course underlines the basic tenants of Modern Drama along with the social and cultural transformation human sensibility went through during the Modern Age. Through five most representative dramatists and their selected works, the course attempts to cover the genre compressively in its formal and thematic concerns.

#### Objectives

- To enable the students to see formal innovation of the genre under the influence of modernism;
- To give them fairly comprehensive grasp of European drama;
- To develop their understanding of how human sensibility concerning class, war, gender, language and culture was transformed under modernism as it finds expression in modern drama

#### Contents

- Henrik Ibsen: A Doll's House
- G B Shaw: Arms and the Man
- Sean O' Casey: Juno and the Paycock

#### Recommended Readings

| Sr. No. | Books   | Authors      |
|---------|---|--------------|
| 01      | Modern Drama and the Rhetoric of Theater Chicago University Press. (1992).              | W.B. Worthen |
| 02      | The Tragic Vision, Global Traditions, (2012).   | Razi Abedi   |
| 03      | George Bernard Shaw (Bloom's Modern Critical Views), Chelsea House Publications (2010). | Harold Bloom |
| 04      | Henrik Ibsen (Blooms Modern Critical Views), Chelsea House Publications (1998).         | Harold Bloom |
| 05      | Sean O' Casey (Bloom's Modern Critical Views), Chelsea House Publications (1987).       | Harold Bloom |
| 06      | Modernism, Routledge (2000).  | Peter Childs |

# **Course Title: Russian Literature 3(3-0)**

## **Course Code: ENG-508**

### **Introduction**

Literature is not only a commentary on historical time but also provides a great supplement to its understanding. This course helps in better understanding of the incidents/events leading to the landmark Russian revolution of 1917 with the prism of literary creations. Russian civilization could be taken as an antidote to Western cultural, economic, political and literary ideals seen during cold war. Even now the tussle between the capitalistic West and communist East is a hallmark of the 21st century. This course makes case for the great Russian literary tradition led by the finest writers such as Leo Tolstoy, Fyodor Dostoevsky and Chekhov among many others and brings to limelight artistic abilities in the existing traditions of literary canons. The inclusion of Russian Literature balances varying literary voices and civilizations in an attempt to create a holistic and inclusive view of life.

### **Objectives**

- To make students familiar with social and political history of Pre-1917 Czarist Russia, revolutionary days, Soviet era and the modern Russian in relation to the works included in the course
- To discuss the art of short story writing and the distinctive art of Leo Tolstoy with reference to the short stories included in the course
- To get familiarity with Marxism, communism, existentialism, nihilism and other streaks of philosophy relevant to Russian literature
- To analyze the selected works in all genres keeping in view their thematic, philosophic, artistic and stylistic concerns

### **Contents**

#### **Novel and Short Story**

- Anton Chekhov: The Cherry Orchard
- Fyodor Dostoevsky: Crime and Punishment
- Russian Short Stories:

#### **Leo Tolstoy**

- How Much Land Does a Man Need?
- God Sees the Truth but Waits

#### **Nikolai Gogol**

- The Overcoat
- The Nose

## Recommended Readings

| <b>Sr. No</b> | <b>Books</b>  | <b>Authors</b> |
|---------------|---|----------------|
| 1             | Russian literature: A Very Short Introduction, Oxford University Press, (2001).   | Catriona Kelly |
| 2             | The Routledge Companion to Russian Literature, Routledge. (2001).                 | Neil Cornwell. |
| 3             | The Cambridge History of Russian Literature, Cambridge University Press. (1992).  | Charles Moser  |
| 4             | An Outline of Russian Literature, Library of Alexandria, (1914).                  | Maurice Baring |
| 5             | Cambridge Introduction to Russian Literature, Cambridge University Press, (2008). | Caryl Emerson  |

## **Course Title: Pakistani Literature in English (II) 3(3-0)**

### **Course Code: ENG-510**

#### **Introduction**

The course explores Pakistani Literature in English written in response to General Zia's military regime and Islamization of Pakistan during the 1980's and then from 9/11 and the discourse of War on Terror, the country's situated positionality in the Western discourse and Pakistan's representation as allegedly supporting the terrorists in the wake of American Cold War politics, Afghan war till the present day. The course focuses on various contemporary political and cultural debates which have given main bulk to many imaginative and literary works by contemporary Pakistani writers in English. One part of the course is especially designed to discuss, read and relate Urdu Literature as it was translated into English in various phases of Pakistan history and how this inquiry cross fertilizes our understanding of Pakistani Literature in English.

#### **Objectives**

- To introduce students to local themes and issues
- 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
- To understand and appreciate the Pakistani variety of English through this study
- 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.

#### **Contents**

##### **Novels**

- Mohsin Hamid: The Reluctant Fundamentalist
- Shazaf Fatima Haider: How It Happened

##### **Short Stories:**

- Aamir Hussein: Sweet Rice
- Danyal Moeenuddin: In Other Rooms, Other Wonders, Our Lady of Paris
- Intezar Hussein: An Unwritten Epic

##### **Poets:**

- Faiz: Subh-e-Azadi, Bol, Mujh say pehli si
- Habib Jalib: Zulmatko zia, Aisay dastoor ko main nahi manta
- Daud Kamal: Rebel, Anniversary, Kingfisher
- Aalamgir Hashmi: Eid, A Topic, Pakistan Movement

## Recommended Readings

| Sr. No. | Books   | Authors         |
|---------|---|-----------------|
| 01      | <i>Rethinking Identities in Contemporary Pakistani Fiction.</i> Palgrave Macmillan. (2015).   | Aroosa Kanwal   |
| 02      | <i>Where Worlds Collide. Pakistani Fiction in the New Millennium.</i> Oxford University Press. (2015).  | David Waterman  |
| 03      | <i>Writing Pakistan: Conversations on Identity, Nationhood and Fiction.</i> Harper Collins (2016).  | Bilal Mushtaq   |
| 04      | <i>Hybrid Tapestries.</i> Oxford University Press. (2017).  | Muneeza Shamsie |
| 05      | <i>Sun and Moon &amp; Other Poems,</i> Indus Book. (1992)   | Alamgir Hashmi  |
| 06      | <i>Selected Daud Kamal Poems,</i> The Groove Press, Year, Please recheck the title and other details <i>Towards a Socialist Pakistan: The Modern Urdu Poetry Translations of Daud Kamal,</i> Taylor & Francis. (2019) | Ali S. Zaidi    |

## **Semester 7**

### **Course Title: Literary Theory (II) 3(3-0)**

### **Course Code: ENG-601**

#### **Introduction**

As a continuation and extension of the previous course of Literary Theory (I), this course will further orient the students about the convergence and divergence in traditional view of criticism with that of Literary and Cultural Theories, especially emerging in the European continent in the second half of Twentieth Century. Having discussed the fundamental debates in Humanist tradition and their anti-thesis in Structuralist and Formalist school, this course will give the students a deeper and wider insight into later development in literary theory in French Psychoanalysis, as well as the more politically vital debates in Marxism, Feminism, Ecocriticism and New Historicism.

#### **Objectives**

- To enable them understand the difference between Anglo American literary theory and other continental developments in Language and theory
- To introduce them with the complex intersection of theory, class, gender and race
- To allow them explore some more practical and applied angles of literary theory

#### **Contents**

- Marxism
- Postmodernism
- Feminism
- New Historicism
- Psychoanalysis
- Ecocriticism

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>   | <b>Authors</b>  |
|----------------|--|-----------------|
| 01             | Literary Theory: The Basics, Routledge. (2001)   | Hans Bertens    |
| 02             | Beginning Theory: An Introduction to Literary and Cultural Theory, Manchester University Press. (2002) | Peter Barry     |
| 03             | A Glossary of Contemporary Literary Theory, Arnold Press. (1998)                                       | Jeremy Hawthorn |
| 04             | The Idea of the Postmodern: A History, Routledge. (1994)   | Hans Bertens    |
| 05             | Critical Theory Today, Routledge. (2014)   | Lois Tyson      |
| 06             | Beginning Postmodernism, Manchester University Press. (1999)   | Tim Woods       |

## **Course Title: Postcolonial Studies 3(3-0)**

### **Course Code ENG-603**

#### **Introduction**

According to Ashcroft, two third of the globe was colonized by the west resulting into more than 82 percent of the people and their lives shaped by the experience of colonization. The observation amply justifies the significance of Postcolonial Studies as it investigates colonial cultural, political and economic practices and narratives in order to respond, contradict and reject them and offer counter narratives of resistance, revolt and decolonization. Edward Said's genealogical analysis of western civilization in Orientalism continues to serve as a model for interrogating the grand narratives of colonization. Contemporary 'postcolonial condition' warrants a thorough study of all the material and cultural forces that have created what Fanon called 'psycho-existential displacement' among the once-colonized people and how neocolonialism and globalization continue to run over the culture, politics and economies of these countries.

#### **Objectives**

- To introduce critical concepts, debates and theories of postcolonialism
- To critique colonial and postcolonial poetics and aesthetics
- To highlight the politics of race, class and gender in postcolonial context
- To focus on postcolonial condition in era of neocolonialism, diaspora and globalization

#### **Contents**

- Introduction to Postcolonial Studies
- Introduction from The Empire Writes Back: Four Models of Postcolonial Writing
- Key Theorists
  - Frantz Fanon: On National Consciousness
  - Edward Said: Orientalism (Introduction)
  - Homi K. Bhabha: Hybridity, Ambivalence, Mimicry, Cultural Diversity and Cultural Difference, Third Space (From Key Concepts)
  - Spivak: Can the Subaltern Speak? Postcolonial Feminism
- Key Terms
  - Colonialism, Postcolonialism, Neocolonialism, Imperialism, Globalization
  - Abrogation, Appropriation, Alterity, Syncretism, Decolonization, Subject

## Recommended Readings

| <b>Sr.No</b> | <b>Books</b>   | <b>Author</b>                                    |
|--------------|--|--|
| 01           | Beginning Postcolonialism. Manchester University Press ,(2000).            | John Macleod                                     |
| 02           | The Post-Colonial Studies Reader.Routledge (1995).                         | Bill Ashcroft, Gareth Griffiths and Helen Tiffin |
| 03           | Post-Colonial Studies - The Key Concepts. Routledge. (2000)                | Bill Ashcroft, Gareth Griffiths and Helen Tiffin |
| 04           | Orientalism. Routledge . (1978)  | Edward Said                                      |
| 05           | Postcolonialism. Pearson Education. (2008).                                | Pramod K. Nayar.                                 |
| 06           | The Wretched of the Earth. (C. Farrington, Trans.) Grove Weidenfeld.(1963) | Frantz Fanon                                     |

## **Course Title: Research Methodology 3(3-0)**

### **Course Code: ENG-605**

#### **Introduction**

The course provides an Introduction to research methodologies in literature and education, both qualitative and quantitative. The subject introduces students to contemporary perspectives in research, and in particular focuses on developing a range of skills involved in formulating a research proposal, including framing research questions, reviewing the literature and choosing appropriate methodologies for different types of study. The ways in which researchers from different research traditions use different methods of collecting research data (for example, interview, questionnaire and observation) will be taught. As the subject is intended to prepare students for a research thesis, some preliminary work on the development and administration of research instruments is also included.

#### **Objectives**

- To develop students' basic concepts of research methods and methodology
- To equip students with contemporary research conventions and norms to make them proficient in different kinds of 'research writings' like research proposals, papers, projects, reports, dissertations & thesis
- To involve the students practically in research-oriented tasks

#### **Contents**

- Philosophy of Research
- Kinds of Research
- Process of Research
- Preparing A Research Design
- Data Collection, Data Management and Analysis
- Writing Abstract, Thesis Statement, Research Questions, Literature Review, Methodology
- Ethics in Research
- Use of Technology in Research
- Mechanics of Thesis Writing
- Dealing with Plagiarism, Using Research conventions & Manuals (APA and MLA), Responsibilities of a Researcher
- Writing Research Proposals/synopsis
- Doing Textual Analysis
- Dissertation Writing

- References and Bibliography Writing

### Recommended Readings

| Sr. No. | Books  | Authors   |
|---------|--|---|
| 01      | The Hand Book to Literary Research. Routledge.(2010).  | Delia Da Sousa & W. R. Owens                                  |
| 02      | Research Methods in the Social Sciences: An A-Z of Key Concepts. Oxford University Press.(2021). | Jean-Frédéric Morin, Christian Olsson, and Ece Özlem Atikcan. |
| 03      | Quality Inquiry and Research Design: Choosing among Five Approaches. Sage Publications. (2018).  | W. Cresswell  |
| 04      | Essentials of Research Design and Methodology. Wiley,(2005).                                     | Geoffrey Marczyk  |
| 05      | Research Methods for English Studies. Edinburgh University Press. (2005).                        | Gabriele Griffin  |

## **Course Title: Literature of War and Conflict 3(3-0)**

### **Course Code: ENG-607**

#### **Introduction**

The course covers a range of war literature from different historical eras, and geographical and political areas; hence thereby covering the world's major wars and conflicts. The course covers variant viewpoints reflecting and challenging perceptions of war and its physical and ideological manifestation.

#### **Objectives**

- To sensitize students with traditional and iconoclastic concepts of heroism and courage
- To study the ideological basis of war and conflict
- To familiarize students with literature as a reflection of a certain discourse on/about war and conflict

#### **Contents**

##### **Novel**

- Ernest Hemingway: For Whom the Bell Tolls

##### **Poems**

- Wilfred Owen
  - Anthem for Doomed Youth
  - Futility
  - Strange Meeting
- Najat Abdul Samad (Poem, Translated by Ghada Alatrash)
  - When I am Overcome by Weakness
- Youssef Bou Yihea (Translated by Ghada Alatrash)
  - I am a Syrian

##### **Short Stories**

Tim O' Brien:

- The Things They Carried
- On the Rainy River

##### **War Diary**

- Anne Frank: The Diary of a Young Girl

## Recommended Readings

| Sr. No. | Books  | Author         |
|---------|--|----------------|
| 01      | The Cambridge Companion to the Literature of World War II (Cambridge Companions to Literature). Cambridge University Press. (2009).        | Marina MacKay  |
| 02      | The Cambridge Companion to the Literature of the First World War (Cambridge Companions to Literature). Cambridge University Press. (2006). | Vincent Sherry |
| 03      | Derrida, Literature and War: Absence and the Chance of Meeting. Bloomsbury Publishers. (2009).   | Sean Gaston    |

## Course Title: Theatre of the Absurd 3(3-0)

### Course Code: ENG 609

#### Introduction

Theatre of the absurd is a proliferating discipline in the study of Literature. The Objective of this course is to give the reader an opportunity to read the influence of Existentialism on the Theatre of the Absurd. It would enhance their understanding by reading the representative works of the writers and prepare them for the full length study of the genres.

#### Objectives

- To give the reader an opportunity to read the influence of Existentialism on the Theatre of Absurd
- To enhance their understanding by reading the representative works of the writers in comparison to drama in other ages, especially the modern age
- To prepare them for the full-length study of the genres

#### Contents

- Samuel Beckett: Waiting for Godot
- Harold Pinter: The Caretaker
- Eugene Ionesco: The Rhinoceros

#### Recommended Readings

| Sr. No. | Books   | Author             |
|---------|---|--------------------|
| 01      | Samuel Beckett, Word Master: Waiting for Godot : Text with Critical Commentary. Oxford University Press,(2002). | Ira Hassan         |
| 02      | Theatre of the Absurd, Vintage, 2001  | Martin Esslin      |
| 03      | Harold Pinter: A Casebook. Garland Pub, (1990).   | Lois G. Gorden     |
| 04      | Ionesco: A Collection of Critical Essays. Prentice Hall. (1973).  | Rosette C. Lamont. |
| 05      | Samuel Beckett Now: Critical Approaches to His Novels, Poetry and Plays, University of Chicago Press. (1975).   | Melvin J. Friedman |
| 06      | Tragic Vision, Punjab University Press. Year  | Reza Ali Abidi     |

## **Translation of the Holy Quran (4) (1-0)**

## Semester 8

### Course Title: Introduction to Translation Studies 3(3-0)

### Course Code: ENG-602

#### Introduction

The course is a new addition in the course of BS honors in English in line with HEC guidelines for the under-graduate program in English Literature. The aim of the course is to provide insight into the nature of translation, the historical and conceptual aspects of translation as well as the contemporary linguistics, philosophical and literary approaches to translation. The course consists of a number of case studies highlighting different facets of translation across the globe, discussions of key concepts and methodologies in contemporary translation studies and the readings of historical documents illustrating western discourses about translation, from St Jerome to Jaques Derrida.

#### Objectives

- To orient students with the key concepts and methodologies in contemporary translation studies
- to provide insight into the nature of translation, the historical and conceptual aspects of translation

#### Contents

- What is Translation?
- Kinds of Translation: Word for Word, Sense for Sense.
- Translation and Cultural Issues
- Foreignization and Domestication
- Translation and Literature
- Translation, Ideology and Politics
- Translation and Globalization

#### Selected Translation

Abdullah Hussain: Weary Generations (نسلین اُداس)

Quratul Ain Haider: River of Fire (آگ کا دریا)

Amir Hussain: Kahani

**Note:** Pedagogical Activity is supposed to treat both English and Urdu texts simultaneously so that the students can acquire translational understanding and the topics and issues suggested in the contents may be dealt with.

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>  | <b>Authors</b>                  |
|----------------|---|---------------------------------|
| 01             | Introducing Translation Students: Theories and Applications. Routledge. (2016). | Jeremy Munday                   |
| 02             | The Translation Studies Reader Routledge. (2012).                               | Lawrence Venuti                 |
| 03             | Routledge Encyclopedia of Translation Studies Routledge. (2009).                | Baker Mona & Gabriela Saldanha. |

## **Course Title: Women's Writings 3(3-0)**

### **Course Code: ENG-604**

#### **Introduction**

The rationale of the course is to locate sites of writings by women across time and culture with their conscious or unself-conscious involvement in or engagement with the project of agency, representation and resistance. Within the larger domain of gender studies, the course is particularly focused on women's writings as the potential domain of inquiry with the view to understand the crucial and central role of writing as a means of discursive construction of identities with their fluidity, multiplicity and contradictions. The course also highlights the women writers belonging to Non-western literary and cultural context with a particular focus on Muslim women writers in the larger tradition of Third Wave feminism.

#### **Objectives**

- To explore some exciting readings of women's writings
- To understand the link of women's writing with the politics of identity and representation
- To discover the literature by women writers and its contribution in contemporary feminist theories in literature and culture

#### **Contents**

##### **Western Literary and Intellectual Tradition**

- Mary Wollstonecraft: The Vindication of the Rights of Women, Chapter 1 and 3
- Virginia Woolf: Last chapter from A Room of One's Own
- Toni Morrison: The Bluest Eye

##### **Women Writings from Non-Western Tradition**

- Farugh Furrakhzad: Call to Arms, Border Walls
- Fatima Mernissi: Women, Saints and Sanctuaries

##### **Pakistani Feminist Discourse**

- Sara Suleri: Boys will be Boys, A Daughter's Elegy, Penguin, 2002
- Bina Shah Towards A Pakistani Feminist Discourse in Rethinking Pakistan in 21<sup>st</sup> Century

## Recommended Readings

| Sr. No. | Books   | Authors  |
|---------|---|--|
| 01      | Literary Feminisms, Macmillan, (2002).  | Ruth Robbins                                   |
| 02      | Neither Day nor Night, An Oxford Anthology of Pakistani Women Writers, Harper Collins, India, (2008). | Rukhshanda Jalil                               |
| 03      | Locating the Self, Perspectives on Women and Multiple Identities. ASR Publications, (1994).           | Nighat Said Khan,<br>Afia S Zia, Rubina Saigol |
| 04      | Muslim Women Writers of the Subcontinent (1870-1950). Emel Publications, (2014).                      | Munazza Yaqub,                                 |
| 05      | Gender Politics, Falsifying Reality, Emel Publications, (2011).                                       | Asma Aftab                                     |
| 06      | Feminist Theory form Margin to Centre, Pluto Press, (2000).   | Bell hooks,                                    |

## **Course Title: World Literature 3(3-0)**

### **Course Code: ENG-606**

#### **Introduction**

This course carries works from all over the world, including African literature, Arabic literature, American literature, Asian literature, and European literature. Its purpose is to inculcate a sense of respect for cultural specificities and an understanding of literary and cultural diversity whereby to transform them into tolerant and accommodating scholars.

#### **Objectives**

- To understand and identify the concept of “World Literature”
- To explain the characteristics of various periods and genres of World Literature
- To make comparisons and contrasts between literatures of different cultures
- To identify and trace the relationship of World Literature with Comparative Literature and Translation Studies

#### **Contents**

##### **Poetry**

Pablo Neruda (Spanish)

- Amor America from Canto (I)
- You Will Struggle from (Canto XIII)

Bulleh Shah (Punjabi)

- Ik Nuqtay Wich Gul Mukdi
- Ranjha Ranja Kardi
- Kar Kuttan Wal Dhiyan Kuray

Jalaluddin Rumi (Persian)

- New Rule
- A Stone I Died

Nazim Hikmat Yar (Turkish)

- I Love you, I Think of You
- The Miniature Woman

##### **Fiction**

- Albert Camus The Outsider
- Franz Kafka The Metamorphosis

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>  | <b>Authors</b>             |
|----------------|---|----------------------------|
| 01             | How to Read World Literature. Blackwell Publishing. (2009).   | David Damrosch             |
| 02             | What is World Literature? Princeton University Press, (2003). | David Damrosch             |
| 03             | Translation Studies Routledge. (2002)                         | Susan Bassnett,            |
| 04             | The World's Poetry Archive. (2008)                            | Nizam Hikmet Poems         |
| 05             | The World's Poetry Archive. (2004)                            | Rumi Classic Poetry Series |

## **Course Title: Postcolonial Literature 3(3-0)**

### **Course Code: ENG-608**

#### **Introduction**

Western literature promoted western culture and civilization and helped establish hegemony of the west in the colonized world. Universality, objectivity and disinterestedness were the slogans that paved way for the acceptance of western literature as repository of ideal human values. However, this unquestioned authority of the western texts was destabilized by the postcolonial gaze that found these texts complicit in the dehumanizing project of colonization.

#### **Objectives**

- To introduce the key western texts that negotiate with the western experience from different perspectives;
- To demonstrate how colonial texts deconstruct themselves betraying their ideological and political biases

#### **Contents**

##### **Fiction**

- Ngugi Wa Thiong'o: *Devil on the Cross*
- E.M. Foster: *A Passage to India*
- Paul Scott: *Jewel in the Crown*
- Chinua Achebe: *Things Fall Apart*

##### **Poetry**

- Derek Walcott: *A Far Cry from Africa* (1962)

##### **Drama**

- Wole Soyinka: *A Dance of the Forests* (1963)

## Recommended Readings

| Sr. No. | Books  | Authors   |
|---------|--|---|
| 01      | Key Concepts in Postcolonial Studies. Routledge, (1998). (2013).                                     | Bill Ashcroft, Gareth Griffiths and Helen Tiffin. |
| 02      | Beginning Postcolonialism. Manchester University,(2000)  | John MacLeod.                                     |
| 03      | Colonial Discourse and Postcolonial Theory, Columbia University Press, (1994).                       | Laura Chrisman & Patrick Hillman.                 |
| 04      | Postcolonialism. Pearson Education (2008).   | Pramod K. Nayar.                                  |
| 05      | Things Fall Apart, Norton and Company. (2009).   | Edited by Francis Abiola Irele                    |
| 06      | Marxism and Interpretation of Culture: Can the Subaltern Speak? University of Illinois Press. (1988) | Carry Nelson and Lawrence Grossberg               |

## **Course Title: Media and Cultural Studies 3(3-0)**

### **Course Code: ENG-610**

#### **Introduction**

The course focuses on today's Pakistani society and culture in relation with a specific focus on media as the most effective tool of constructing various narratives and ideologies within the Pakistani society. It explores media's socio-cultural and political role in our society and its ability to set an intellectual agenda for the masses.

#### **Objectives**

- To get familiar with the ideological role of media.
- To understand the impact of media on our social and cultural strata.
- To be able to question various forms of communication and culture in the contemporary globalized world.

#### **Contents**

- **Media and Representation**
  - Jean Baudrillard: Simulacra and Simulation
  - Ziauddin Sardar: Walt Disney and the double victimization of Pocahontas
- **Media & Politics/Postcolonialism**
  - Hamid Dabashi: The Arab Spring: The End of Post-Colonialism
- **Media and Globalization**
  - Adorno and Horkheimer: The Culture Industry: Enlightenment as Mass Deception
- **Media and Gender**
  - Laura Mulvey: Visual Pleasure and Narrative Cinema
- **Media and Adaptation**
  - Linda Hutcheon: Theory of Adaptation (outline)

## Recommended Readings

| <b>Sr. No.</b> | <b>Books</b>  | <b>Authors</b>        |
|----------------|---|-----------------------|
| 01             | Islam, Postmodernism, and Other Futures, Pluto Press. (2003).                                   | Ziauddin Sardar       |
| 02             | Simulacra and Simulation. Translated by Sheila Faria Glaser, The University of Michigan,(2006). | Jean Baudrillard      |
| 03             | The Culture Industry: Enlightenment as Mass Deception .University of Warwick (1944).            | Adorno and Horkheimer |
| 04             | Visual Pleasure and Narrative Cinema. Palgrave Macmillan. (1975) .                              | Laura Mulvey          |
| 05             | A Theory of Adaptation. Routledge. (2006).  | Linda Hutcheon        |
| 06             | The Arab Spring: The End of Post-Colonialism. Bloomsbury Publishing. (2012).                    | Hamid Dabashi         |