

UNIVERSITY OF THE PUNJAB

NOTIFICATION

It is hereby notified that the Vice-Chancellor has, in exercise of the powers vested in him under section 15 (3) of the University of Punjab Act, 1973 and in anticipation approval of the Syndicate, approved the recommendations of the Director, Institute of English Studies duly forwarded by the Dean, Faculty of Arts & Humanities regarding approval of BS 5th to 8th Semester Syllabus (in replacement of M.A. English) in the subject of English for Affiliated Colleges with effect from the Academic Session 2021.

The Syllabus of BS 5th to 8th Semester in English is Attached herewith vide Annexure 'A'.

**Admin. Block,
Quaid-i-Azam Campus,
Lahore**

No. D/ 86 /Acad.

1. Pro- Chancellor,
The Minister of Education/
Govt. of the Punjab, Lahore.
2. Members of the Syndicate
3. Dean, Faculty of Arts & Humanities
4. Director, Institute of English Studies
5. Principals of Affiliated Colleges
6. Controller of Examinations
7. Director, Quality Enhancement Cell
8. Director, IT (for Uploading on website)
9. Deputy Registrar (Affiliation)
10. Deputy Registrar (General)
11. Secretary to the Vice-Chancellor
12. PS to Pro Vice-Chancellor
13. P.S. to the Registrar
14. Admin Officer Syndicate (with file)
15. Assistant Syllabus

Sd/-

**Muhammad Rauf Nawaz
Registrar**

Dated: 06/01/2022.



**Assistant Registrar (Academic)
for Registrar**

Syllabi of BS 5th Semester Program for Institute of English Studies & Affiliated Colleges

FIFTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
EL 308	Classical & Renaissance Drama	Subject-specific Major	3
EL 309	Romantic & Victorian Poetry	Subject-specific Major	3
EL 310	Popular Fiction	Subject-specific Major	3
EL 311	Pakistani Poetry in English	Subject-specific Major	3
EL 312	World Literatures in Translation	Subject-specific Major	3
	Total		15

SIXTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
EL313	Modern Poetry	Subject-specific Major	3
EL 314	Modern Drama	Subject-specific Major	3
EL 315	Modern Novel	Subject-specific Major	3
EL 316	Pakistani Fiction in English	Subject-specific Major	3
EL 317	Discourse Studies	Subject-specific Major	3
EL 318	African Literature	Subject-specific Major	3
	Total		18

SEVENTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
EL 419	Research Methods & Term Paper Writing	Subject-specific Major	4
EL 420	Creative Non-Fiction	Subject-specific Major	3
EL 421	Literary Theory & Practice I	Subject-specific Major	3
EL 422	Visionary & Journalistic Discourse	Subject-specific Major	3
EL 423	Introduction to Language Studies	Subject-specific Major	3
EL 424	Postcolonial Women's Writings	Subject-specific Major	3
	Total		19

EIGHTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
EL 425	Literary Theory & Practice II	Subject-specific Major	3
EL 426	Introduction to Translation Studies	Subject-specific Major	3
EL 427	Postcolonial Literature	Subject-specific Major	3
EL 428	South Asian Literature	Subject-specific Major	3
EL 429	Continental Literature	Subject-specific Major	3
EL 430	Postmodern Fiction	Subject-specific Major	3
	Total		18

FIFTH SEMESTER

Course Title: Classical & Renaissance Drama

Course Code: EL 308

Semester: 5

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

Students will be taught to demonstrate:

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

Contents

Unit-I

1.1 Aeschylus – Prometheus Bound

1.2 Sophocles – Oedipus Rex

Unit-II

2.1 Marlowe – The Tragical History of Dr. Faustus

2.2 Shakespeare – Macbeth

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Aeschylus. (1961). *Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians*, translated by Philip Vellacott. Penguin Books.
- Aristophanes. (1962). *The Complete Plays of Aristophanes*. Edited by Moses Hadas. A Bantam Skylark Book.
- Bloom, Harold. (1987). *John Webster's The Duchess of Malfi*. Chelsea House Pub (L).
- Bloom, Harold. (1999). *Shakespeare: The Invention of the Human*. London: Fourth Estate.
- Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe*. Cambridge: CUP.
- Dover, K.J. (1972). *Aristophanic Comedy*. University of California Press.
- Eagleton, Terry. (1986). *William Shakespeare*. New York: Blackwell.
- Erikson, Peter. (1991). *Rewriting Shakespeare, Rewriting Ourselves*. Berkley: University of California Press.
- Frazer, James G. (1922). *The Golden Bough: A Study in Magic and Religion*. MacMillan.
- Gregory, Justina. (2005). *A Companion to Greek Tragedy*. Blackwell.
- Hackett, Helen. (2012). *A Short History of English Renaissance Drama*. I.B. Tauris & Co Ltd.
- Herington. (1986). *Aeschylus*. Yale.
- Kitto, H. D. F. (2005). *Greek Tragedy*. London and New York: Routledge.
- Kuriyama, Constance B. (2002). *Christopher Marlowe: A Renaissance Life*. Ithaca: Cornell University Press.
- Ley, G. (1991). *A Short Introduction to the Ancient Greek Theatre*.

Course Title: Romantic & Victorian Poetry

Course Code: EL 3 09

Semester: 5

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

The aim of this module is to introduce students

1. To the literary culture of this rich and exciting period, which, in the first half, begins in the year of America's declaration of independence and ends with the British reform act of 1832.

Content

Unit-I

The Longmans Anthology of British Literature Vol 2A ,2B

- 1.1 William Blake: -
 - i. *London*
 - ii. *A Poison Tree*
- 1.2 William Wordsworth: -
 - i. *The World is Too Much with us*
 - ii. *We Are Seven*
- 1.3 S.T. Coleridge:-
 - i. *Dejection: An Ode*
 - ii. *Kubla Khan*
- 1.4 John Keats:-
 - i. *A Thing of Beauty*
 - ii. *Ode on the Grecian Urn*
- 1.5 Lord Byron:-
 - i. *She Walks in Beauty*
 - ii. *When We Two Parted*
- 1.6 P.B. Shelley:-
 - i. *Ozymandis*
 - ii. *Ode To A Sky Lark*

Unit II

- 2.1 Alfred Lord Tennyson:-
 - i. *The Lotos Eaters*
 - ii. *St Agnes Eve*
- 2.2 Robert Browning : -
 - i. *Porphyria's Lover*
 - ii. *My Last Duchess*
- 2.3 Mathew Arnold :-
 - i. *Lines Written in Kensington Garden*
 - ii. *Dover Beach*

2.4 Cristina Rossetti

i. *Song*

ii. *After Death*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
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4. Group Discussions
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Assignments:

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3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Aidan Day, *Romanticism* (1995)
- Anne Mellor, *Romanticism and Gender* (1993)
- Cynthia Chase, ed., *Romanticism* (1993)
- Harold Bloom, *The Visionary Company: A Reading of English Romantic Poetry* (1961)
- Iain McCalman, *An Oxford Companion to the Romantic Age* (1999)
- Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993)
- Joseph Bristow, ed., *The Cambridge Companion to Victorian Poetry* (2002)

- Linda K. Hughes, *The Cambridge Introduction to Victorian Poetry* (2010)
- M. H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition* (1958)
- Margaret Homans, *Women Writers and Poetic Identity* (1980)
- Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982)
- Paula Feldman and Theresa Kelley, ed., *Romantic Women Writers* (1995)
- Richard Cronin et al, ed., *A Companion to Victorian Poetry* (2002)
- Stephen Copley and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832* (1992)
- Stuart Curran, *Poetic Form and British Romanticism* (1986)

Course Title: Popular Fiction

Course Code: EL 310

Semester: 5

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

The objectives of this course are

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

Contents

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

Unit-I

- 1.1 *And Then There Were None* (1939) Agatha Christie
- 1.2 *Harry Potter and the Philosopher's Stone* (1997) J. K. Rowling
- 1.3 *The Hobbit* (1937) J. R. R. Tolkien

Unit-II

- 2.1 *Frankenstein* (1818) Mary Shelley
- 2.2 *Dr. Jekyll and Mr. Hyde* (1886) Robert Louis Stevenson
- 2.3 *The Diary of a Social Butterfly* (2008) Moni Mohsin

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions

5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
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2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Anatol, Gisele L. *Reading Harry Potter: Critical Essays*. Westport, Conn: Praeger, 2003.
- Bloom, Clive. *Bestsellers: Popular Fiction Since 1900*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2002.
- Christie, Agatha. *Agatha Christie, an Autobiography*. New York, N.Y: Harper, 2011.
- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. London: Routledge, 2004. Internet resource.
- Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge, UK: Cambridge University Press, 2012.
- Gupta, Suman. *Re-reading Harry Potter*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2003.
- Highfield, Roger. *The Science of Harry Potter: How Magic Really Works*. New York: Viking, 2002.
- Hinckley, Karen, and Barbara Hinckley. *American Best SELers: A Reader's Guide to Popular Fiction*. Bloomington: Indiana University Press, 1989.
- Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.

- Joosten, Melanie. *Burnt Shadows by Kamila Shamsie: Notes*. Mebourne: CAE Book Groups, 2011.
- McCracken, Scott. *Pulp: Reading Popular Fiction*. Manchester: Manchester University Press, 1998.
- Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
- Nash, Walter. *Language in Popular Fiction*. London: Routledge, 1990.
- Neimark, Anne E, and Anne E. Neimark. *Mythmaker: The Life of J.r.r. Tolkien, Creator of the Hobbit and the Lord of the Rings*. Boston: Harcourt Children's Books, 2012.
- Shapiro, Marc. *J.k. Rowling: The Wizard Behind Harry Potter*. New York: St. Martin's Griffin, 2000.
- The Poetics of Murder: Detective Fiction and Literary Theory Paperback – June, 1983 by Glenn W. Most (Editor), William W. Stowe (Editor)
- Tolkien, J R. R, and Peter S. Beagle. *The Tolkien Reader*. New York: Ballantine Books, 1966.
- Watt, James. *Contesting the Gothic: Fiction, Genre and Cultural Conflict, 1764-1832*. Cambridge: Cambridge University Press, 1999. Internet resource.

Course Title: Pakistani Poetry in English

Course Code: EL 311

Semester: 5

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Course Contents

Unit-I

- 1.1. Zulfiqar Ghose:
 - Disturbed Nights
 - Evidence of Genocide
- 1.2. Taufiq Rafat:
 - Wedding in the flood
 - Kitchens
 - Gangrene
 - Snake
 - Grave in the park
 - Reflections
 - Time to Love
 - Arrival of the Monsoon

- 1.3 Daud Kamal
An Ancient Indian Coin
An Ode to Death

Unit-II

- 2.1 Maki Qureshi
Kittens
Summer Curfew
Snipers in Karachi
- 2.2 Shadab Zeest Hashmi
Ghazal for the Girl in the Photo
Passing through Peshawar
- 2.3 Muneeza Alvi
The Country at my Shoulder
Presents from my Aunts in Pakistan

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Cilano, Cara “Spatial Visions: Mobility and the Social Order in Pakistani Women’s English-Language Partition Fiction”. *Asiatic* vol. 10(1). 2016. 113-127.
- Kachru, Braj. *The Alchemy of English: The Spread, Functions, and Models of Non-native Englishes*. Urbana: University of Illinois Press, 1986.
- Maggio, J. “Can the Subaltern be Heard?” *Alternatives* (32), 2007. 419-443.
- Morey, Peter and Amina Yaqin. *Framing Muslims: Stereotyping and Representation after 9/11*. Harvard University Press, 2011.
- Patke, Rajiv S. *Postcolonial Poetry in English*. Oxford: Oxford University Press, 2006.
- Raja, Masood Ashraf. *Constructing Pakistan: Foundational Texts and the Rise of Muslim National Identity, 1857 – 1947*. Oxford: Oxford University Press, 2010.

Course Title: World Literatures in Translation

Course Code: EL 312

Semester: 5

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

The course aims to help students achieve the following:

1. Become familiar with important authors and common themes in contemporary translated literature.
2. Recognize literary terms, concepts, critical strategies and stylistic characters in the texts studied.
3. Articulate a basic understanding of history, politics, human rights, social activism, and gender roles, as seen through the lens of fictional and non-fictional characters
4. Demonstrate critical and independent thinking in the interpretation of texts
5. Demonstrate an understanding of ways the literature studied reflects its intellectual, social, historical, and multicultural contexts
6. Scholars should be able to evaluate the power of literature to address personal values and goals and to challenge human endeavors, and also to write academic research papers based on literatures in Translation.

Contents

Unit-I

- 1.3 The Metamorphosis, The Trial (Franz Kafka)
- 1.4 The Myth of Sisyphus, The Stranger, The Plague (Albert Camus)
- 1.5 Longer Poems of Iqbal: Mosque of Cordova and Satan’s Council (Dr. Allama Iqbal)

Unit-II

- 2.1 Accidental Death of an Anarchist (Dario Fo)
- 2.2 The Flea Palace (Elif Shafak)
- 2.3 Midaq Alley (Naguib Mahfouz)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

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Suggested Readings

- Selected chapters from *Translation, History and Culture* (Andre Lefevere and Susan Bassnett) to develop the idea of Translation as a Genre
 - An excerpt of a biographical and feministic letter : *Response to Sor Filotea*
 - *Sor Juana: A Modern Voice in Seventeenth Century Mexico*
 - Selected Essays on Varieties of Cultural Studies from *Introduction to Translation Studies*
 - *Comparative Literature: A critical introduction* (Susan Bassnett)
 - *Refractions: Essays in Comparative Literature* (Henry Levin)
 - *The world, The Text, and the Critic* (E. Said)
 - *Selection from Mathnawi* (Jalaluddin Rumi)
 - *Rubaiyat* (Omar Khayyam/Iqbal)
 - *Selections of Haiku* (Basho)
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SIXTH SEMESTER

Course Title: Modern Poetry

Course Code: EL 313

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Course Contents

Unit-I

1.1 T. S. Eliot

1.1.2 The Hollow Men

1.1.2 The Waste Land

1.1.3 The Love Song of J. Alfred Prufrock

1.2 Ezra Pound

1.2.1 In a Station of the Metro

1.2.2 A Girl

1.2.3 An Immortality

1.3 W.B. Yeats

1.3.1 Among School Children

1.3.2 Second Coming

Unit-II

2.1 W.H Auden

2.1.1 As I Walked Out One Morning

2.1.2 The Unknown Citizen

2.2 Ted Hughes

2.2.1 Thought Fox

2.2.2 Hawk's Monologue

2.3 Philip Larkin

2.3.1 Mr. Bleaney

2.3.2 Church Going

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
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3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Blair, John G. *The Poetic Art of W.H. Auden* (n.p., n.d.).
- Drew, Elizabeth *T.S. Eliot: The Design of his Poetry*.(London, 1950)
- Gardener, Helen. *The Art of T.S. Eliot*. (London, 1968)
- Jeffares, A.N. *W.B. Yeats, Man and Poet*.(London, 1949)
- Leavis, F.R. *New Bearings in English Poetry*. (London 1961 ed)
- Macneice, Louis *The Poetry of W.B. Yeats*.(London, 1967)
- Spears, Monroe K. *The Poetry of W.H. Auden*. (New Jersey, 1981)
- Unterecker, J. *W.B. Yeats: A Reader's Guide* (London, 1988).
- Ferguson, M. Salter, M. J., Stallworthy, J. (2005). *The Norton Anthology of Poetry*. New York: W.W. Norton & Co.
- Untermeyer, L. (2011). *Modern British Poetry*. Whitefish, MT: Literary Licensing

Course Title: Modern Drama

Course Code: EL 314

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Contents

Unit-I

- 1.1 Ibsen- *A Doll's House*
- 1.2 Beckett- *Waiting for Godot*

Unit-II

- 2.1 Brecht- *Life of Galileo*
- 2.3 Chekov- *Cherry Orchard*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
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Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

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Suggested Readings

- Billington, Michael. *Harold Pinter*. Faber and Faber. 1996
- Esslin, Martin *The Theater of the Absurd*. New York, Doubleday Anchor Books 1961.
- Evans, T. F. *George Bernard Shaw*. Routledge. 2013
- Fraser, G.S. *The Modern Writer and His World*. Rupa and Co. Calcutta, 1961.
- Kenner, Hugh *Samuel Beckett: A Critical Study*. New York, Grove Press, 1961.
- Mayor, Laura Reis. *Four Major Plays of Ibsen*. Penguin Group USA. 2008
- Rayfield Donald. *Anton Chekov: A Life*. Northwest University Press. 1997
- Tornquist, Egil. *Ibsen's The Doll's House*. Cambridge University Press. 1995
- White, John J. *Bertolt Brecht's Dramatic Theory*. Camden House. 2004

Course Title: Modern Novel

Course Code: EL 315

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Contents

Unit-I

- 1.1 Joseph Conrad- *The Heart of Darkness*
- 1.2 William Golding- *Lord of the Flies*

Unit-II

- 2.1 Virginia Woolf- *To the Light House*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
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Assignments:

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Suggested Readings

- Allen, Walter *The English Novel* 1954.
- Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939*. London, 1982.
- Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
- Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. London, 1969.
- Beer, J. B. *The Achievement of Forster*. London, 1962.
- Caramagno, Thomas C. *The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness*. Berkeley: University of California Press, c1992 1992.
<http://ark.cdlib.org/ark:/13030/ft9c600998/>
- Church, Richard *The Growth of the English Novel*. 1951.
- Das, G. K. and Beer, John (ed.) *E. M. Forster: A Human Exploration*. London, 1979.

Course Title: Pakistani Fiction in English

Course Code: EL 316

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Contents

Unit-I

- 1.1 Fiction:
 - 1.1.1 Bapsi Sidhwa: *Ice Candy Man*
 - 1.1.2 Mohsin Hamid: *Exit West*
 - 1.1.3 Mohammad Hanif: *Our Lady of Alice Bhatti*

Unit-II

- 2.1 Contemporary Short Stories
 - 2.1.1 Zaibunisa Hamidullah: *Maa*
 - 2.1.2 Aamer Hussain: *The Keeper of the Shrine*
 - 2.1.3 Muneeza Shamse: *That Heathen Air*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details

1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Course Title: Discourse Studies

Course Code: EL 317

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

This course aims to:

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

Contents

Unit-I

1.1 Section 1: Beginning with Discourse Analysis

1.1.1 Introduction to Discourse

- What is Discourse?
- Features of Discourse
- Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc.
- 2. Discourse Analysis What is Discourse Analysis?
- A Short History of Discourse Analysis
- Major Contributors

1.1.2 Grammatical Analysis of Discourse

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

1.1.3 Pragmatic Analysis of Discourse

- Language in context
 - Speech Act Theory
 - Co-operative Principles
 - Conversational Implicature
 - Politeness Theory
- 1.1.4 Analysis of Conversation as Discourse
- Conversation as Discourse
 - Structure of conversation
 - Analyzing a conversation

Unit-II

- 2.1 Section 2: Proceeding with Critical Discourse Analysis
- 2.1.1 Discourse and Ideology: Beginning Critical Discourse Analysis
- What is ideology
 - Ideology in Discourse
 - What is critical Discourse Analysis
 - A brief history of CDA
 - Foucault & CDA
- 1.1.2 Systemic Functional Linguistics: A Brief overview
- 1.1.3 Fairclough and CDA
- Language and Society
 - Relational-Dialectal Approach-Basics
- 1.1.4 Van Dijk and CDA Language and Power
- Socio-Cognitive Model- Basics
- 1.1.5 Doing Analysis
- How to conduct research
 - Choosing a Discourse
 - Choosing a perspective
 - Choosing a suitable method
 - A Tool for Analysis: choosing DA, CA or CDA

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Alba-Juez, Laura. (2009). *Perspectives on Discourse Analysis: Theory and Practice*. Cambridge.
- Blommaert, J. (2005). *Discourse* Cambridge: Cambridge University Press.
- Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis. An introduction*. London: Hodder Arnold.
- Caldas-Coulthard, C. R., & Coulthard, M. (Eds. *An Introduction to Critical Discourse Analysis*. London: Continuum.
- Gee, James Paul. (1999). *An Introduction to Discourse Analysis: Theory and Method*. Routledge.
- Locke, T. (2004). *Critical Discourse Analysis*. London: Continuum.
- Paltridge, Brian. (2006). *Discourse Analysis*. London: Continuum
- Rogers, R. (Ed.). (2011). *An introduction to critical discourse analysis in education*. Second Edition. London: Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.
- Wodak, R., & Meyer, M. (Eds.). (2009). *Methods of critical discourse analysis*. Second revised edition. London: Sage

Course Title: African Literature

Course Code: EL 318

Semester: 6

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

This course will:

- Augment students' understanding of commonalities and differences faced by individuals and nations attempting to articulate their complex identities in an era of postcolonial modernity.
- Provide students with enough theoretical frameworks to take part in a constructive discourse on issues related to race, identity and gender.

- Create an insight into the impact of colonialism, race, class, ethnicity and culture on the works of African writers.
- Improve key understanding of students who after the completion of the course will be in a position to understand multiple cultural viewpoints, sensibilities, and values through careful analysis of recommended course content.

Contents

Unit I

- 1.1 Aidoo, Ama Ata, *Our Sister Killjoy*
- 1.2 Coetzee, J.M., *Waiting for the Barbarians*

Unit II

- 2.1 Salih, Tayeb, *Season of Migration to the North*
- 2.2 Soyinka, Wole, *Death and the King's Horsemen*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Reading

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

SEVENTH SEMESTER

Course Title: Research Methods & Term Paper Writing

Course Code: EL 419

Semester: 7

Credit Hours: 4

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

This course aims to enable students to:

1. Develop an understanding of research terminology
2. Create awareness of the ethical principles of research, ethical challenges and approval processes
3. Differentiate among quantitative, qualitative and mixed methods approaches to research
4. Learn the steps involved in research process
5. Identify the components of a literature review process
6. Understand the difference between research paper, thesis and book writing
7. Develop knowledge about different components of a synopsis and a research paper

Contents

Unit-I

- 1.1 Introduction to Research: The Wh-Questions of Research

- 1.2 Research process overview
- 1.3 Research methods: Qualitative, Quantitative, Mixed method research
- 1.4 Types of Qualitative and Quantitative researches
- 1.5 Thinking like a researcher: Understanding concepts, constructs, variables, and definitions
- 1.6 Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses

Unit-II

- 2.1 Reviewing literature
- 2.2 Data collection
- 2.3 Data processing and analysis
- 2.4 Difference between research paper, thesis and book writing
- 2.5 Parts of a synopsis
- 2.6 Research ethics and plagiarism
- 2.7 Research paper formatting: MLA

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

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

Course Title: Creative Non-fiction

Course Code: EL 420

Semester: 7

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

1. The various forms/genres of creative expression
2. The theory or methods behind the creative expression(s)
3. The social, cultural, and/or historical context of the creative expression(s)

Contents

Unit-I

- 1.1 The Art of the Personal Essay: An Anthology from the Classical Era to the Present, edited by Phillip Lopate
- 1.2 The Touchstone Anthology of Contemporary Creative Nonfiction, edited by Williford & Martone

Unit-II

- 2.1 The Literary Journalists, edited by Norman Sims.
- 2.2 This Boy's Life by Tobias Wolff

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.

3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

CREATIVE NONFICTION

- Brevity: Website that includes personal narrative or memoir essay
- Literary Nonfiction: Resources for Creative Nonfiction
- McSweeney's Internet Tendency: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- Narrative Magazine
- Sweet: A Literary Confection of Poetry and Creative
- Nonfiction
- The Poets & Writers Magazine: Magazine for poets and writers
- UCI Literary Journalism ExcELent Links and Resources on Literary Journalism.

THE LYRICAL ESSAY

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

CREATIVE WRITING

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

BLOGS

- McSweeney's Internet Tendency: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- Reading 100 All Time Novels: Blogger reads, summarizes, comments on Time Magazine's list all time novels.
- The Path of Possibility: Get inspired to write
- The Urban Muse Writer: ExcELent blog about different aspects of creative writing
- Unedit My Heart: Writing about the Arts
- Writing Time: Turning Your Life into Story MAGAZINES
- Harper's Magazine
- Reader's Digest: Lifestyle and well-being
- The Atlantic Magazine: Covers breaking news, analysis, current events, fiction, issues in the public eye, and more
- The New Yorker Magazine: Read about poetry, fiction, and nonfiction
- The Saturday Evening Post
- The UTNE Reader: Independent press
- The Walrus Magazine: Covers Politics, Environment, Art, Culture, Sports, Poetry, and Fiction

ADDITIONAL READING:

- Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction, (2nd Edition) by Brenda Miller and Suzanne Paola Writing True by Sondra Perl and Mimi Schwartz
- Creative Nonfiction : A Guide to Form, Content, and Style with Readings by Eileen Pollack
- To Tell the Truth: Practise and Craft in Narrative Nonfiction by Connie D. Griffin
- You Can't Make This Stuff: The Complete Guide to Writing Creative nonfiction from Memoir to Literary Journalism and Everything In Between Up by Lee Gutkind
- Telling True Stories: A Nonfiction Writer' Guide, edited by Mark Kramer and Wendy Call
- On Writing Well by William Zinsser
- The Elements of Style by Strunk and White
- The Writer's Personal Mentor by Priscilla Long

Course Title: Literary Theory & Practice 1

Course Code: EL 421

Semester: 7

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

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

Contents

Unit-I

1.1 The Greek Critics

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

1.2 Renaissance Critic

- Sir Philip Sidney (1554-1586): *An Apology for Poetry* (1595)

Unit-II

2.1 The Romantic Critics

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

2.2 Modern Critic

- T.S. Eliot (1888-1965): "Tradition & the Individual Talent" (1921)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance,

			assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 1995
- Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. New York: Longman Publishers, 1996.
- Leitch, Vincent B. (General Editor). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions)
- Lodge, David. Ed. *Modern Criticism and Theory: A Reader*. Longman, 1988.
- Newton, K. M. ed. *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin's, 1998 (or later editions)
- Selden, R. & Widdowson P. *A Reader's Guide to Contemporary Literary Theory* (3rd Edition). New York: Harvester, 1993.

Course Title: Visionary & Journalistic Discourse

Course Code: EL 422

Semester: 7

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

The core objectives of the course are to

1. Familiarize students with the concept of having a harmonizing vision for the future
2. Encourage students to study the subjects that great men have considered of value
3. Discover the coherence that makes for an effective discourse
4. Gain expertise in writing for journalistic purposes

Contents

Unit I

1.1 Religious Documents

1.1.1 The Truce of Hudaibiya

1.2 Quaid-e-Azam Muhammad Ali Jinnah's speeches

1.2.1 Eid-ul-Azha October 24, 1947

1.2.2 Opening of State Bank of Pakistan July 01, 1948

1.3 Writings of Allama Muhammad Iqbal

1.3.1 Last 5 letters to Quaid

1.4 World Politicians

1.4.1 Abraham Lincoln's Speech: The Gatsby Address

1.4.2 Martin Luther King's Speech: *I have a Dream* (August 28, 1963)**Unit II**

- 2.1 Eqbal Ahmed
 - 2.1.1 Murder of Metropolis
 - 2.1.2 Feudal Culture and Violence
- 2.2 William Dalrympal
 - 2.2.1 Lahore: Blood on the Tracks
 - 2.2.2 The Age of Kali

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Cook, Guy. *Discourse*. Oxford: OUP, 1989.
- Brown, Gillan and Yule, George. *Discourse Analysis*. Cambridge: Cambridge University Press, 1983.
- Hazrat Ali bin Abu Talib, Nahajul Balagha: Sermon ash-shiqshiqyyah & instructions to his soldiers and ambassadors.

- Toolan, Micheal. *Language in Literature*. New York: Routledge, 1996.

Course Title: Introduction to Language Studies

Course Code: EL 423

Semester: 7

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

This course aims to:

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

Contents

Unit-I

- 1.1 Language Origin
 - 1.1.1 Language as a divine gift
 - 1.1.2 Natural sound source theories
 - 1.1.3 Social interaction source theories
 - 1.1.4 The Physical adaptation sources
 - 1.1.5 The genetic source
- 1.2 Speech vs Writing
 - 1.2.1 Primacy of speech
 - 1.2.2 Speech vs. Writing
 - 1.2.3 Origin of writing
 - 1.2.4 Types of writing systems
- 1.3 Language as Human Faculty
 - 1.3.1 Human Language vs animal communication
 - 1.3.2 Characteristics of Language: Design features
 - 1.3.3 Animals lack language: A controversy
- 1.4 Language Families
 - 1.4.1 What is a language family?
 - 1.4.2 Language Families in the World: A Brief Overview
- 1.5 Historical Linguistics
 - 1.5.1 What is linguistics?
 - 1.5.2 What is historical linguistics?
 - 1.5.3 What does historical linguistics study? (phonological, morphological, syntactic, and semantic changes)
 - 1.5.4 Methods of Language reconstruction
- 1.6 Old & Middle English Periods
 - 1.6.1 Grammatical categories
 - 1.6.2 Inflections
 - 1.6.3 Grammatical gender

Unit-II

- 2.1 Renaissance
 - 2.1.1 Old, Middle, and Modern English (grammatical categories)
 - 2.1.2 Shakespeare
- 2.2 18th Century
 - 2.2.1 Major characteristics of the age
 - 2.2.2 Problem of refining and fixing the language
 - 2.2.3 Swift's proposal
 - 2.2.4 Johnson's Dictionary
 - 2.2.5 Grammarians
 - 2.2.6 Vocabulary formation
 - 2.2.7 Introduction of passives
- 2.3 19th Century
 - 2.3.1 Important events and influences
 - 2.3.2 Sources of new words
 - 2.3.3 Pidgins and Creoles
 - 2.3.4 Spelling reforms
 - 2.3.6 Development of Dictionary
 - 2.3.6 Verb-adverb combination
- 2.4 English Language in America
 - 2.4.1 Americanism
 - 2.4.2 Archive Features
 - 2.4.3 Difference between the British and American English
- 2.5 Modern Linguistics
 - 2.5.1 Emergence of Modern Linguistics: Saussure
 - 2.5.2 Structuralism
 - 2.5.3 American Structuralism
 - 2.5.4 The Prague School
- 2.6 Contemporary Approaches to Linguistics
- 2.7 Functional Linguistics

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Bough, A.C. & Cable, T. (2002). *A History of English Language*. London: Prentice Hall, Inc.
- Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), *The Handbook of Linguistics*. Oxford: Blackwell Publishers, pp. 81104.
- Joseph, J.E. (2002), *From Whitney to Chomsky: essays in the history of American linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Yule, George. (2006). *The Study of Language: 4th/ 5th Edition*, Cambridge University Press.

Course Title: Postcolonial Women's Writing

Course Code: EL 424

Semester: 7

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes:

1. After studying postcolonial women authors and their politics of gender and identity the students will be able to understand the aesthetics and politics in the specified field.
2. The students will be able to critically evaluate how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors.
3. This course will enable students to construct a literary framework for the analysis of Post-colonial women's literature and theories in order to understand varied female experiences.
4. Students will be in a better position to engage critically with the work of Post-colonial women writers within their distinctive sociocultural context.
5. It will encourage them to observe the diversity and uniqueness of women experiences and hence contesting the concept of universal sisterhood.

Contents

Unit I

- 1.1 Aboulela, Leila: *The Translator*
 1.2 Emecheta, Buchi: *The Joys of Motherhood*
 1.3 El Saadawi, Nawal: *Woman at Point Zero*

Unit II

- 2.1 Mosteghanemi, Ahlam: *Memory in the Flesh* (2003)
 2.2 Aidoo, Ama Ata: *Adowa* (1970)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

6. Class Discussion
7. Reading and analyzing the text through interactive sessions.
8. Class presentations.
9. Group Discussions
10. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Arndt, Susan, 'Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing', *Journal for African Culture and Society*, 29-30 (2005), 157-72.
- Boehmer, ELeke, *Stories of Women: Gender and Narrative in the Postcolonial Nation* (Manchester: Manchester University Press, 2005).

- Gauch, Suzanne, *Liberating Shahrazad: Feminism, Postcolonialism, and Islam* (Minneapolis: University of Minnesota Press, 2007).
- hooks, bEL, *Ain't I a Woman: Black Women and Feminism* (London: Pluto Press, 1982).
- Lewis, R., and Mills, S., ed. *Feminist Postcolonial Theory: A Reader* (Edinburgh: Edinburgh University press, 2003)
- Loomba, Ania, Ritty A. Lukose, ed. *South-Asian Feminisms* (Durham & London: Duke University Press, 2012)
- Mernissi, Fatima, *Scheherazade Goes West: Different Cultures, Different Harems* (New York: Washington Square Press, 2001).

EIGHTH SEMESTER

Course Title: Literary Theory and Practice II

Course Code: EL 425

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

This course is pivoted on the following major objectives:

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

Contents

Unit-I

1.1 Defining Literary Criticism, Theory and Literature

- 1.1.1 What is a text?
- 1.1.2 Who is a critic and what is literary criticism?
- 1.1.3 What is literary theory?
- 1.1.4 How to read and interpret texts

- 1.1.5 The purpose of literary theory
- 1.1.6 How to extract multiple, but cogent meanings, from a single text

Unit-II

2.1 Tracing the Evolution of Literary Theory and Criticism

- 2.1.1 Plato to Plotinus
- 2.1.2 Dante Alighieri to Boccaccio
- 2.1.3 Sidney to Henry James
- 2.1.4 Bakhtin and modern literary criticism

Unit-III

3.1 Russian Formalism and New Criticism

- 3.1.1 Russian Formalism: Development and Key terms
- 3.1.2 The application of Russian Formalism on a literary text
- 3.1.3 Differences between Russian Formalism and New Criticism
- 3.1.4 Major tenets and methods
- 3.1.5 Critiques of Russian Formalism and New Criticism

Unit-IV

4.1 Structuralism

- 4.1.1 Understanding Modernity and Modernism
- 4.1.2 The Development of Structuralism
- 4.1.5 Methodologies of Structuralism
- 4.1.6 Applications on different literary texts
- 4.1.7 Critiques of structuralism

Unit-V

5.1 Psychoanalysis

- 5.1.1 The development of psychoanalytic criticism
- 5.1.2 Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
- 5.1.4 Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order

Unit-VI

6.1 Feminism

- 6.1.1 Historical development
- 6.1.2 The First Second and Third Waves of Feminism (Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Butler)
- 6.1.3 French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
- 6.1.4 Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty) and its relation with the contemporary socio-political scenario

Unit-VII

7.1 Marxism

- 7.1.1 Development of Marxism
- 7.1.2 Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)
- 7.1.3 Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious

Unit-VIII

8.1 Cultural Poetics or New Historicism

- 8.1.1 Differences between Old Historicism and New Historicism
- 8.1.2 The development of New Historicism
- 8.1.3 Cultural Materialism
- 8.1.4 Major theorists (Michel Foucault, Clifford Geertz)
- 8.1.5 Major terminology (discourse, poetics of culture, interdiscursivity)

Unit-IX

9.1 Postcolonialism

- 9.1.1 Colonialism and Postcolonialism: Historical Development
- 9.1.2 Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said)
- 9.1.3 Key concepts and binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.
- 9.1.4 Postcolonial theory and the diasporic experience

Unit-X

10.1 Ecocriticism

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The PostColonial Studies Reader* NY: Routledge. 1995.
- ---. *Key Concepts in Postcolonial Studies*. NY: Routledge, 1998.
- Beauvoir, Simone de. *The Second Sex*. 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009.
- Bloom, Harold et al. *Deconstruction and Criticism*. (1979) NY: The Continuum Publishing Company, 2004. Bhabha, Homi K. *The Location of Culture*. London & New York: Routledge, 1994. Pdf.
- Brannigan, John. *New Historicism and Cultural Materialism*. NY: 1998.
- Castle, Gregory. *The Blackwell guide to Literary Theory*. Oxford: Blackwell Publishing, 2007
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. NY: Oxford University Press, 2000.
- Derrida, Jacques. "Structure, Sign, and Play in the discourse of the Human Sciences". *Writing and Différance*. Trans. Alan Bass. Chicago, University of Chicago Press, 1978.
- Eagleton, Mary Ed. *A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture)*. Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis, MN: University of Minnesota Press, 1996.
- ---. *Making Meanings with Texts: Selected Essays*. NY: Reedellsevier, 2005.
- Hamilton, Paul. *Historicism*. NY: Routledge, 1996.
- Rosenblatt, Louise M. *Literature as Exploration*. NY: Noble, 1996.
- Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory: A Reader*. NY: Columbia University Press, 1994.

Course Title: Introduction to Translation Studies**Course Code: EL 426**

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

The course aims to:

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

Contents

Unit-I

- 1.1 What is translation?
- 1.2 A brief look at the history with special focus on the 20th and 21st centuries
- 1.3 The problem of equivalence at word level and beyond
- 1.4 Kinds of translation: word-for-word, sense-for-sense
- 1.5 Translation and cultural issues
- 1.6 Translating idioms and metaphors
- 1.7 Translation, genre and register
- 1.8 Foreignization and domestication
- 1.9 Functional theories of translation

Unit-II

- 2.1 Polysystem theories of translation
- 2.2 Postcolonial theories of translation
- 2.3 Translation and neologism: Confronting the novel
- 2.4 Translation and literature
- 2.4 Translation in the era of information technology
- 2.5 Translation, ideology and politics
- 2.6 Translation and interpretation
- 2.7 Translation and globalization
- 2.8 Research issues in translation

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
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3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

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

Course Title: Postcolonial Literature

Course Code: EL 427

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

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

Contents

Unit-I

- 1.1 Poetry
 - 1.1.1 Love After Love-Derek Walcott.

Unit-II

- 2.1 Drama
 - 2.1.1 Wole Soyinka. *A Dance of the Forests*
 - 2.1.2 Derek Walcott. *Dream on Monkey Mountain*

Unit-III

- 3.1 Fiction
 - 3.1.1 Jean Rhys. *Wide Sargasso Sea*
 - 3.1.2 Ngugi Wa Thiong'o. *Devil on the Cross*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
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Suggested Readings

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

Course Title: South Asian Literature

Course Code: EL 428

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes

1. Students will be familiarized with South Asian writing and the regional flavor that it adds to literatures in English
2. Students will demonstrate knowledge of the Pakistani Idiom, pertaining to Pakistani Literature in English
3. Students will be introduced to Indian Literature of contemporary times to enrich their cognitive abilities
4. Students will also be acquainted with the diaspora writings in English by South Asian writers to analyze the difference in the relationships between the human and the divine, men and women, tradition and modernity; and caste and communal
5. Students will also learn the various aspects of South Asian history and society

Contents

Unit-I

1.1 Drama

1.1.1 Girish Karnad

Tipu Sultan

Unit-II

2.1 Fiction

2.1.1 Mohsin Hamid

The Reluctant Fundamentalist

2.1.2 Monica Ali

Bricklane

Unit-III

3.1 Poetry

3.1.1	Taufiq Rafat	The Stone Chat, Flood Wedding.
3.1.2	Zulfiqar Ghose	Attack on Sialkot, A Dragonfly in the Sun
3.1.3	Nesim Ezekiel	Goodbye Party for Ms Pushpa
3.1.4	Maki Kureshi	The Far Thing, Christmas Letter to My Sister
3.1.5	Sujata Bhatt	Genealogy

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings:

- Singh, B. P. *The State, The Arts and Beyond*. Delhi: Oxford University Press, 1998.
- Mirza, Shafqat Tanveer, *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel, 1992.
- Hanaway, Willaim. Ed. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House, 19963

- G. N. Devy. Ed. *Indian Literary Criticism Theory and Interpretation*. Hydrabad Press: Orient Longman, 2002.

Course Title: Continental Literature

Course Code: EL 429

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes:

1. Students will discover the dominant dramaturgical traditions in the history of Western Drama and performance.
2. Students will explore how modernist experiments, with constituent elements of plot, characterization, language, setting, movement, or theme, challenge the aforementioned traditions.
3. Students will demonstrate knowledge about a vast canvas of writers from different geographical spheres, along with their instinctive writing features

Contents

Unit 1

1.1 Drama

1.1.1 Luigi Pirandello	Six Characters in Search of an Author
1.1.2 Bertolt Brecht	Mother Courage
1.1.3 Jean Genet	The Balcony

Unit 2

2.1 Poetry

2.1.1 Hermann Hesse	The Poet
2.1.2 Arthur Rimbaud	Song from the Highest Tower; Golden Age; Eternity

Unit 3

3.1 Novel

3.1.1 Franz Kafka	Metamorphosis
3.1.2 Sartre	Nausea

Unit 4

4.1 Short Story

4.1.1 Anton Chekhov	Ward No. 6
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Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions

5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Modern critical Views and interpretation, eds. Harold Bloom, 1980s
- Bishop, Thomas. *Pirandello and the French Theatre*. New York University Press, 1960.
- Campbell, George A. *Strindberg*. New York: Haskel House 1971.
- Clark, Barrett H. Ed. *European Theories of the Drama*. New York: Crown, 1965.
- Spiers, Ronald, *Bertolt Brecht*. Houndmills: Macmillan, 1987.
- Kitchin, L. *Mid-Century Drama*. London: Faber and Faber, 1960
- Kritzer, Amelia Howe. *The Plays of Caryl Churchill: Theatre of Empowerment*. New York: Mamillan, 1991.
- Lane, Richard. Ed. *Beckett and Philosophy* Houndmills: Palgrave Macmillan, 2002.
- Lumley, Fredrik. *Trends in 20th Century Drama*. London: Rockliff, 1961.
- Northam, John. *Ibsen's Dramatic Method*. London: Faber & Faber, 1953.
- Pronko, Lenard Cabell. *The World of Jean Anouilh*. Berkeley: University of California Press, 1961.
- Scoot, M. Ed. *The Birthday Party. The Caretaker, The Homecoming: A Casebook*, London: Macmillan, 1986.
- Artaud, Antonin. *The Theatre and Its Double*. Trans: Mary Caroline Richards. New York: Grove Press, 1958.
- Garten, H. F. *Modern German Drama*. Fairlawn: Essential Book, 1959.

- Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

Course Title: Postmodern Fiction

Course Code: EL 430

Semester: 8

Credit Hours: 3

Pre-Requisites Course Requirements: 12 Years of Education

Learning Outcomes:

1. The students will be taught concepts of postmodernism through seminal works of renowned postmodern authors.
2. The students will look at a range of texts of various writers from different parts of world and see how they are closely linked and identified under one concept, postmodernism.
3. The course will reflect postmodern philosophy that how literature serves to reveal the world's absurdities, countless paradoxes and ironies.
4. The students will be well versed in new narrative techniques and will be familiarized with devices used in postmodern literature.

Contents

Unit I

- 1.1 Gabriel Garcia Marquez – *One Hundred Years of Solitude*
- 1.2 Mohsin Hamid- *Moth Smoke*
- 1.3 Toni Morrison- *The Bluest Eye*

Unit II

- 2.1 Samuel Beckett- *Watt*
- 2.2 Margaret Atwood- *The Handmaid's Tale*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1	Midterm	35%	It takes place at the mid-point of the

	Assessment		semester.
2	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Bertens, Hans. *The idea of the postmodern: A History*. New York: Routledge, 1995.
- Couturier, Maurice. *Representation and Performance in Postmodern Fiction*. Université Paul Valéry, 1983.
- Gregson, Ian. *Postmodern Literature*. Bloomsbury Academic, 2004.
- Harvey, David. *The Condition of Postmodernity*. Wiley, 1992.
- Hogue, W. Lawrence. *Postmodern American Literature and its other*.
- Hoover, Paul. *Postmodern American Poetry: A Norton Anthology*
- Hutcheon, Linda. *Politics of Postmodernism*. New York: Routledge, 2002.
- Lyotard, Jean-Francois. *The Postmodern Condition*.
- McHale, Brian. *Postmodernist Fiction*.
- McHale, Brian, and Len Platt, ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016