



# Self-Assessment Report

**Master of Science in English (MS English)**  
**(Linguistics / Literature)**  
*Department of English*

فانڈیشن یونیورسٹی اسلام آباد

**FOUNDATION UNIVERSITY ISLAMABAD**

**2019-2020**

Prepared by: **DEPARTMENT OF ENGLISH**

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## **Executive Summary**

This current report is being prepared almost at the end of the assessment cycle for selected programs of Foundation University Islamabad, as per requirements of the Higher Education Commission (HEC). Quality Enhancement Cell (QEC) currently renamed as Department of Quality Assurance (DQA) was formed in FUI in November 19, 2015. Program Team Members of all remaining faculties, notified by University, worked with Director QA to pursue the application of Self-Assessment Manual in their respective departments.

### **OBJECTIVES**

Following are the two main objectives of the self-assessment report: -

- a. To implement the Self-Assessment Manual in the selected program with a view to improving quality in higher education.
- b. To identify the areas requiring improvements to achieve objectives through desired outcomes.

### **EXECUTION**

A soft copy of the self-assessment manual was given to all faculty members. Quality Awareness Lecture and Workshop on preparation of Self-Assessment Report (SAR) were arranged for the Deans/In-charge Programs and Program Team (PT) Members of the selected program. Hard copies of HEC issued 10 proformas, 8 criterion and 31 standards were provided to PT members to evaluate their respected program against defined standards. The PT members with an intimate support and follow up of DQA completed the SAR and forwarded to DQA in a given time frame.

After reviewing SAR, DQA arranged a visit of Assessment Team to the selected program. Director Quality Assurance accompanied the AT Team and participated in discussions with In-charge Program / Program Team members and available faculty members.

The AT during visits indicated salient points of the SAR, the account of its discussions with the faculty members, improvements required in the infrastructure, syllabi and training of the faculty and support staff.

The implementation plan basing on the discussions in the exit meeting have been made by Director QA and External Expert.



*Department of English (MS English) 2019-2020*

The implementation plan indicates the resources required to improve the infrastructure, environment in the classes and E-Learning. The tasks have been completed on a fast track by the combined efforts of Head of Department, DQA and Registrar's Office.

After Self-Assessment cycle, DQA is going to submit the hard and soft copy of SAR to HEC



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## **Introduction**

The Foundation University Islamabad (FUI), a project of Fauji Foundation was established under a federal charter in October 2002. The University's programmes of study have been duly accredited by Higher Education Commission (HEC), National Computing Education Accreditation Council (NCEAC), Pakistan Engineering Council (PEC), College of Physicians and Surgeons of Pakistan (CPSP) and Pakistan Medical and Dental Council (PM&DC). The University has been rated as category 'W4' (the highest rating category) by the HEC and is also ISO 9001:2008 Quality Management System Certified by the United Kingdom Accreditation Service. The Foundation University aims to become a research-led University. For this purpose, the University has established the Office of Research, Innovation, and Commercialization (ORIC). FUI is vigorously pursuing academic and research collaborations with the Universities of repute both in-country and abroad. The University is also developing and promoting academia-industry linkages and is in the process of initiating various projects with different organizations including Industries of its parent organization, the Fauji Foundation.

The University faculty at its two campuses is highly qualified and dedicated to achieving academic excellence. The FUI has state-of-the-art academic blocks having fully equipped Labs, libraries, lecture halls, video conferencing hall, digital library, students' hub, medical laboratories, museums, auditorium, seminar halls and conference rooms etc. Besides, the FUI has launched its unique Campus Management System to help students, faculty and the administration to work in a homogenous paperless environment to enhance efficiency. Foundation University is a quality conscious institution and following a viable Quality Assurance mechanism. Department of Quality Assurance (DQA) at FUI has also been revamped to constantly monitor the assessment of students' learning outcome, evaluate existing programs for relevance and effectiveness and regularly carrying out faculty assessment. Besides quality education and research, the FUI is also focused on the students' counselling, career guidance and serves as a bridge between University graduates and employers. The University regularly organizes the open houses and job fairs to facilitate its students in choosing the right direction for their professional grooming.

Foundation University Islamabad Campus consists of a Medical College, College of Dentistry, Institute of Rehabilitation Sciences, the University Secretariat and 750 bedded Fauji Foundation Hospital, which serves as the Teaching Hospital for the Trainees.



The Foundation University Rawalpindi Campus is providing quality education in the fields of Electrical Engineering, Software Engineering, Business, Economics, Psychology, Education, Humanities and English from Bachelor to Doctoral level. The campus is an excellent technological platform to provide a congenial educational environment to its students and researchers.

### **UNIVERSITY VISION STATEMENT**

*The university aspires to be among the leading institutions of higher learning, which contributes towards the development of the nation through excellence in education, research and innovation.*

### **UNIVERSITY MISSION STATEMENT**

- *Inspire creative inquiry and research to foster the personal and professional development of its students.*
- *The FUI is committed to providing equitable access to holistic education in diverse disciplines to produce a valuable human resource for national and global communities.*

### **DEPARTMENTAL MISSION**

The Department of English FUI is committed to advancing knowledge and creativity by providing optimum opportunities for professional and personal development to its students with quality teaching and research-based learning. We believe that sound basis in theories in linguistics and literature, critical reading and writing and research-based learning provides a foundation for specialized study and research.

### **PROGRAM SELECTED**

Department of English is currently running the following programs:

- a. Bachelor of Science in English
- b. MS English (Linguistics & Literature)**
- c. PhD English

FURC has selected the **BS English** for Self-Assessment Report (SAR) for the year 2019-20 under the directives of HEC.

The programs have got an inbuilt mechanism for the revision of syllabi, have competent faculty and adequate infrastructure. New and modern tools have been introduced in the programs to conduct research and quality teaching.



## **PROGRAMS EVALUATION**

The program is being evaluated based on 8 criterion and 31 standards as given in the Self-Assessment Manual provided by the Higher Education Commission (HEC).

### **Criterion 1: Program Mission, Objectives and Outcomes**

#### **STANDARD 1-1**

**The program must have documented measurable objectives that support institution mission statements.**

The MS English program is dedicated to develop students' logical, creative, and critical thinking skills through application of methods of analysis to the interpretation of literary texts and to enhance students' critical understanding and interpretation of the issues related to representations of class, gender, culture, and ethnic diversity through study of literature and language.

#### **Program Objectives**

The key aims and objectives of the MS English programme are to:

- Offer the scholars exposure to specialized courses in the scholars' chosen field.
- Inculcate research skills through projects and research-based assignments during the coursework.
- Offer a rich experience of supervised research that ensures an understanding of the different stages and processes involved in research.
- Help the students form a sound basis for higher learning and independent research.

#### **Alignment of Program Objectives with Program & University Mission Statement**

The objectives of MS English program are defined in the light of the department and university mission statement that fosters creative inquiry and research skills to enable the students in making a valuable contribution in their respective field in particular and the society in general.



## Program Objectives Assessment

Following table shows the program objectives assessment. It identifies the criterion, its measurement and improvements identified through this mechanism.

**Table# 1 Program Objectives Assessment**

Objectives	How Measured	When Measured	Improvement Identified	Improvement Made
1. Offer the scholars exposure to specialized courses in the scholars' chosen field	Through assessment during the coursework	Continuous assessment and end of term evaluation	Generally satisfied, distinct courses to be offered	New courses included in the scheme of study approved in 2018 and 2020  More recent books were added for each course
2. Inculcate research skills through projects and research-based assignments during the coursework	Through assessment during the coursework	Continuous assessment	Workload should not be a burden on students	Assignments and tasks staggered to make it easier for students
3. Offer a rich experience of supervised research that ensures an understanding of the different stages and processes involved in research	Synopsis evaluation and Defense, Thesis Evaluation and Thesis Defense	During the semester at the time of synopsis completion and thesis completion	Evaluators take time to evaluate the thesis	More experts included in the panel for faster evaluation and more expert feedback
4. Help the students form a sound basis for higher	Thesis output, research publication and	At least twice a semester in Departmental panel presentations,	Synopsis making needs to be facilitated	Course Research Seminar introduced to guide students in making their synopsis,



learning and independent research	admission to PhD	synopsis defense, GERC, and thesis defense		
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### Strategic Plan

The strategic plan of the department follows the strategic plan of the institute. The areas covered under strategic plan are curriculum, professionalism, stands of program assessment and measurements.

Category or Area	Credit Hours
Core	12
Electives	12
Thesis	6
<b>Total Credit Hours</b>	<b>30</b>

Alumni and Employer Surveys were conducted to get their feedback. See Annexure A for cumulative results of Alumni Survey and See Annexure B for cumulative results of Employer Survey under different feedback categories.

### Main Elements of Strategic Plan

Strategic plan for MS English Program defines the overall layout of the areas/elements that are included in the program to impart education to the students at MS level. These elements prepare students through theory and research work. These elements are Program Contents, Program Delivery Methodology and Program Output Evaluation.

### Program Contents

The MS Programme is a full-time taught programme split into two phases. The first phase is course work of 24 credit hours split between two semesters. Successful completion of the coursework with a CGPA of or higher than 3 will entitle the scholar to proceed to the phase of writing a research thesis. Candidates with less than 3 CGPA will have the option to improve courses to obtain the requisite CGPA to start research. The maximum number of improve courses will be as per FUI rules. The improve courses will be offered/allowed as per FUI rules. The scholar will come up with a research proposal—research synopsis of around 5000 words—after clearing their



course work with the required CGPA and upon approval from the competent authority start their research thesis. As per the HEC policy the students may also avail the option to complete the programme by coursework. In this case too the minimum credit hours for the degree would be 30.

Below is a summary of the credit hours detail and duration of the MS English programme

Coursework:	24 Credit Hours
Thesis:	6 Credit Hours
Total Credit Hours:	30
Duration:	3-8 semesters (1.5 to 4 years)

### **Program Delivery Methodology**

Program delivery methodology includes lectures and discussion by the subject teachers and presentations, tutorials, assignments, quizzes and research projects by the students. Seminars are also arranged for imparting knowledge by inviting experts in the field of literature, regularly to the campus.

### **Program Output Evaluation**

Program output is measured through regular examinations, assignment's results and final thesis results.

Assessment of the students for each course (other than thesis) in the MS programme will be carried out according to the following formula.

<b>Sr. #</b>	<b>Assessment Tool</b>	<b>Marks</b>
1.	Assignments, Projects, Presentations spread through the semester	30%
2.	Midterm examination of 1.5 hours duration	20%
3.	Final Term examination of 3 hours duration	50%
<b>Total</b>		<b>100</b>



## STANDARD 1-2

**The program must have documented outcomes for graduating students. It must be demonstrated that the outcome supports the program objectives and that graduating students are capable of performing these outcomes.**

### Program Outcomes

On the completion of the degree in MS English students will be able to:

1. Critically and analytically read works of literature produced in many different cultures and historical periods
2. Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in literature
3. Apply critical and technical vocabulary to describe and analyze, and formulate an argument about, literary texts
4. Demonstrate in-depth knowledge of selected areas of literary theory / Demonstrate in-depth knowledge of selected areas of linguistics such as language variation, language development, language learning
5. Synthesize literary theories and apply them to discuss literary works / Compare and contrast language structures and explain relationships between language and culture
6. Apply the knowledge gained in the programme to carry out research work and write and defend a thesis

Program Objectives	Program Outcomes					
	1	2	3	4	5	6
1	✓	✓		✓	✓	
2		✓	✓	✓	✓	✓
3				✓		✓
4	✓	✓	✓			✓

- Describe the means for assessing the extent to which graduates are performing the state program outcomes/learning objectives.

1. Graduating Student Survey (Not Available)
2. Alumni Survey (Not Available)



3. Employer Survey (Not Available)

**STANDARD 1-3**

**The results of the Program's assessment and the extent to which they are used to improve the program must be documented.**

The result of the program assessment is shown below in graphical charts for courses evaluation and teachers' evaluations.

**Student Course Evaluation**

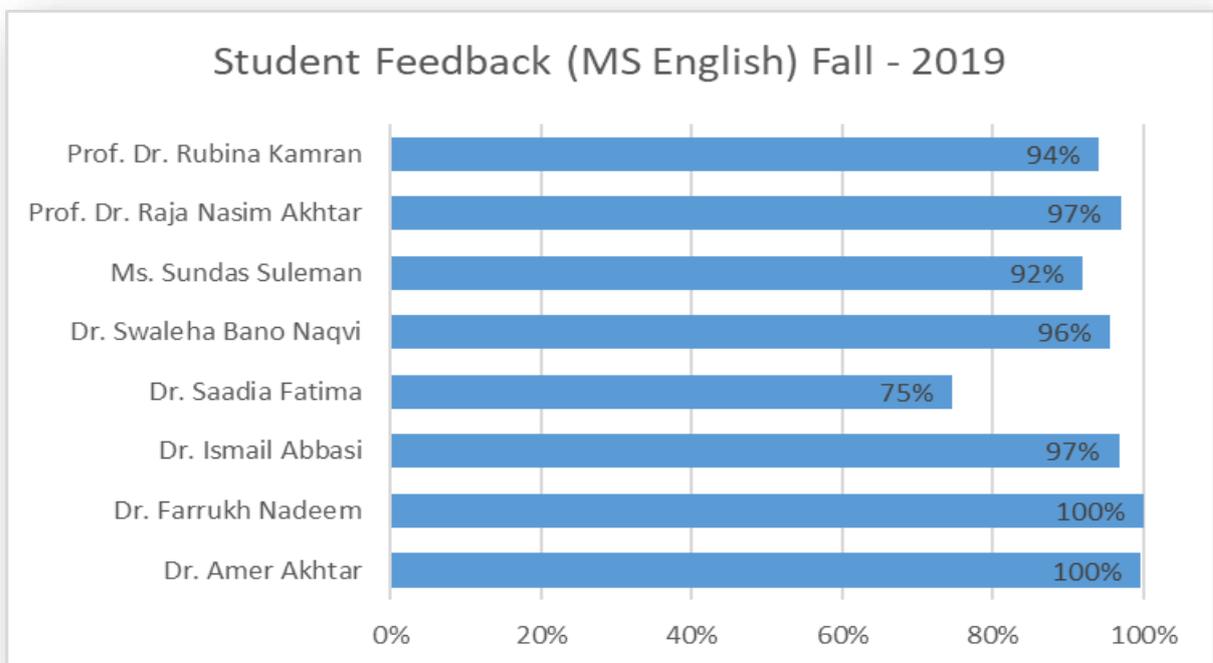
<b>Student Feedback for Fall – 2019 (MS Program)</b>		
<b>Faculty Member</b>	<b>Course Name</b>	<b>Feedback</b>
Dr. Amer Akhtar	CDA for Literary Studies	98%
Dr. Farrukh Nadeem	Post Modern Criticism	98%
Dr. Ismail Abbasi	Postcolonial Theory and Literature	95%
Dr. Saadia Fatima	Critical Discourse Analysis	73%
Dr. Swaleha Bano Naqvi	Research Method in Linguistics	94%
Ms. Sundas Suleman	Modern & Contemporary Poetry	90%
Prof. Dr. Raja Nasim Akhtar	Issues in Syntax	95%
Prof. Dr. Rubina Kamran	Advanced Stylistics	92%
	Applied Linguistics	92%
<b>Grand Total</b>		<b>92%</b>
<b>Student Feedback for Spring – 2020 (MS Program)</b>		
<b>Faculty Member</b>	<b>Course Name</b>	<b>Feedback</b>
Dr. Amer Akhtar	Postmodern Criticism	96.80%
Dr. Ismail Abbasi	Research Methods in Literature	92.60%
Dr. Saadia Fatima	Multilingualism	101.00%
Dr. Yasir Hussain	Language, Power and Ideology	102.00%
Ms. Neelum Almas	Diaspora Literature	92.60%
	South Asian Literature	100.00%
Ms. Sundas Suleman	Monster Studies	97.20%
Prof. Dr. Raja Nasim Akhtar	Applied Grammar and Syntax	90.00%
	Theories of Language Description	102.00%
	Theories of Linguistics	83.40%
Prof. Dr. Rubina Kamran	Literary Criticism and Theory	97.40%
	Theories of Narrative	93.20%
<b>Grand Total</b>		<b>95.68%</b>

**Student Faculty Evaluation**

<b>Faculty Member</b>	<b>Feedback</b>
Dr. Amer Akhtar	100%

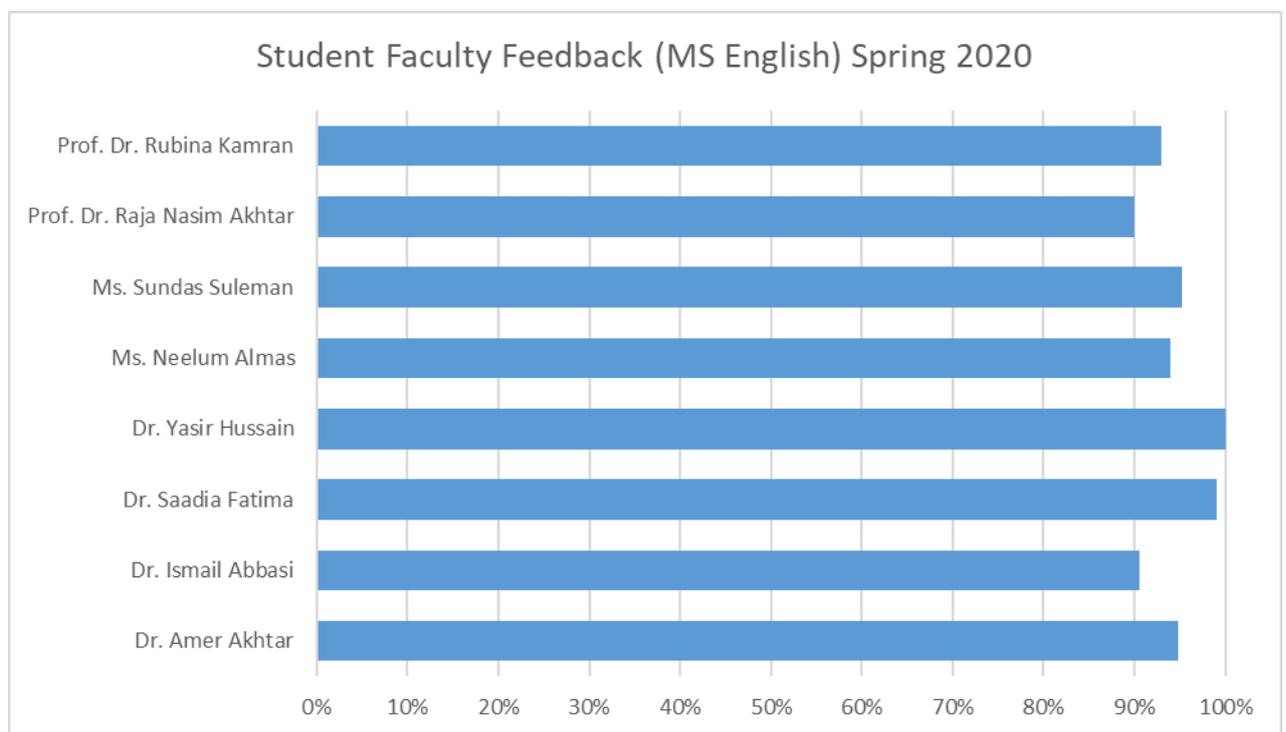


<b>Prof. Dr. Rubina Kamran</b>	94%
<b>Dr. Farrukh Nadeem</b>	100%
<b>Dr. Ismail Abbasi</b>	97%
<b>Dr. Saadia Fatima</b>	75%
<b>Dr. Swaleha Bano Naqvi</b>	96%
<b>Ms. Sundas Suleman</b>	92%
<b>Prof. Dr. Raja Nasim Akhtar</b>	97%
<b>Grand Total</b>	<b>94%</b>





Student Feedback for Spring – 2020 (MS Program)	
Faculty Member	Feedback
Dr. Amer Akhtar	94.80%
Dr. Ismail Abbasi	90.60%
Dr. Saadia Fatima	99.00%
Dr. Yasir Hussain	100.00%
Ms. Neelum Almas	94.30%
Ms. Sundas Suleman	95.20%
Prof. Dr. Raja Nasim Akhtar	88.80%
Prof. Dr. Rubina Kamran	95.40%



### Major Future Program Improvement Plans

### MS English Program Strong and Weak Points

MS English program is designed to educate students to meet the challenges of the modern world and present market needs. During the execution of the program several observations were made that can be categorized as strong and weak points of the program. These points are listed below:



### MS English Program Strong Points:

- Expert faculty
- Innovative courses
- Streamlined and quality conscious system of evaluation of research work with external input, public viva defense

### MS English Program Weak Points:

- High fee structure deters some good students
- Quality of input due to low standard in graduate level education
- Access to research resources

### Significant Future Development Plans

- Faculty development
- More research-based work
- Setting up a writing lab

### STANDARD 1-4

The department must assess its overall performance periodically using quantifiable measures.

### Enrolment in MS (English) in last Three (03) years:

Enrolment	2018	2019	2020
MS (English)	91	62	40

### Student Faculty Ratio:

1:5.1

### Average GPA per semester:

3.55 GPA

### Average Completion time:

The program has average completion time of 02 years.



### **Faculty Research Publications and Award:**

The program faculty published research papers in different journals. List attached in Annexure A.

### **Community Service**

Department of English has been engaged in a number of activities. Some of these activities are as under.

#### **A- Supporting the Initiative of the Government of Pakistan as Social responsibility**

- 1) Clean and Green Pakistan
- 2) Tree Plantation
- 3) Say no to Corruption
- 4) Save Water Campaign

#### **B- International Day**

- 1) World Peace Day
- 2) United Nations Day
- 3) Kashmir Day
- 4) Human Rights Day
- 5) Pakistan Day

#### **C- Continuing Series of Workshops and Activities**

- Drama Club
- Debate Club
- Literature-based Project Presentations

### **Students/Teachers Satisfaction**

Students and teachers' satisfaction are judged in different ways. For students this is done by faculty as well as DQA staff by conducting in-class discussions to know students' views and through feedback provided by them on HEC Proforma number 1 & 10. While, teachers' satisfaction is judged using the HEC defined Performa number 5 and their views during in-person discussion with DQA staff.

### **Criterion 2: Curriculum Design and Organization**

#### **Title of Degree Program**

MS English (Literature/Linguistics)

#### **Definition of Credit Hour**

1 credit hour is 1 hour of lecture. 3 credit hours each subject per week.

#### **Degree plan**

Following is the list of core courses taught in MS English Program.



## Scheme of Studies

### MS English Linguistics Scheme of Studies

The MS English Linguistics coursework will comprise of courses of 24 credit hours, to be completed in two semesters, to be selected from the following list of courses. Four Core courses of 12 credit hours in total will be offered in the first two semesters at the discretion of the department and based on the availability of resources. Students will have the option to select four courses of 12 credit hours in total from the elective courses list given below.

Sr #	Course Code	Course Title	Credit Hours
<b>CORE COURSES</b>			
1.	LIN6091	Research Methods in Linguistics	3
2.	LIN6021	Theories of Linguistics	3
<b>ELECTIVE COURSES</b>			
1.	LIN6031	Applied Linguistics	3
2.	LIN6073	Issues in Syntax	3
3.	LIN6025	Multilingualism	3
4.	LIN6047	Language, Gender and Identity	3
5.	LIN6046	Language and Media	3
6.	LIN6044	Language, Power and Ideology	3
7.	LIN6042	Critical Discourse Analysis	3
8.	LIN6067	English for Specific Purposes	3
9.	LIN6066	Second Language Teaching	3
10.	LIN6068	Language Assessment	3
11.	LIN6075	Applied Grammar And Syntax	3
12.	LIN6041	Discourse Studies	3
13.	LIN6017	Translation Studies	3
14.	LIN6019	Latest Trends in Linguistics	3
15.	LIN6053	Corpus Linguistics	3
16.	LIN6035	Psycho-Neurolinguistics	3
17.	LIN6023	Anthropological Linguistics	3
18.	LIN6029	Systemic Functional Linguistics	3
19.	LIN6049	Genre Analysis	3
20.	LIN6095	Research Seminar	0
<b>RESEARCH WORK</b>			
1.	LIN 7099	Thesis	6
<b>LANGUAGE PROFICIENCY COURSES</b>			
1.	ENG 6011	Academic and Research Writing (Non Credit – Additional Course)	0



## **MS Linguistics - Course Descriptions and Contents**

**COURSE TITLE: Research Methods in Linguistics**

**Course Code: RES.710**

This course aims to introduce participants to selected research techniques and approaches within the qualitative and quantitative research paradigms. It also aims to enable them to develop the skillset required for using appropriate tools for collecting data, to gain an awareness of the ways to analyze and report qualitative and quantitative data and to understand ethical issues at all stages of the research process.

### **LEARNING OUTCOMES**

At the end of the course the students will be able to:

- demonstrate on a small scale the use of research techniques and approaches within the qualitative and quantitative research paradigms
- collect appropriate data through relevant tools
- analyse data in the light of a given theory
- employ statistical tools to analyse data to show their understanding of
- construct, analyze and report quantitative data;
- demonstrate measure to ensure the ethical values in research

### **COURSE CONTENTS**

- Overview of Research Methods in Linguistics
- Research Questions in Linguistics
- Quantitative, Qualitative or Both? Combining Methods in Linguistic Research
- Discourse Analytic Approaches to Text & Talk
- Linguistic Ethnography
- Contemplating Interviews and Focus Groups
- Multi modal Analysis
- Narrative Analysis in Linguistic Research
- Ethics and Trustworthiness
- Coding
- Concluding and Reporting Research
- Plagiarism and How to Avoid it
- Sample Research in
  - Conversation Analysis
  - Second Language Acquisition
  - Styles in Texts
  - Language and Gender
  - First Language Acquisition
  - Sociolinguistics
  - Accents & Dialects of English



- Practical skills in
  - Tape Recording Data & Transcription
  - Observation and Case Studies
  - Questionnaires
  - Interviews

**COURSE TITLE:** Theories of Linguistics  
**Course Code:** LNX.720

Theories of Language Description covers a variety of topics, such as: What is the nature and function of language? What do we mean when we speak – is it determined primarily by our intention or by what our words express? How do our words refer to objects in the world? How is the use of proper names established in our language? What is the connection between our language and the world? How does language depict reality? What is the connection between our thought and our speech? Is "private" language possible? How is communication accomplished? What is the speech act theory? How do we ascribe beliefs to others when we are using our words to capture what they have in mind?

### **COURSE CONTENTS**

- Descriptions , Definite Descriptions and Denoting
- Proper Names, The Description Theory, Direct Reference
- Proper Names, Direct Reference
- Traditional Theories of Meaning."
- Psychological Theories.
- Truthconditional Theories.
- Truth and Meaning
- Logic and Language
- Languages and Language
- Semantic Pragmatics
- Speech Acts and Illocutionary Force & Performative Utterances
- The Structure of Illocutionary Acts
- Implicative Relations
- Beliefs and Language

**Course TITLE:** Applied Linguistics  
**Course Code:** LNX.722

This course is designed to foster an informed professional outlook on the field of applied linguistics in general. This course has the following objectives:

- To provide a broader background about the field of applied linguistics in general
- To familiarize students with common concepts and terminologies within the field, and how this area of research informs language learning and vice versa



- To introduce students to some of the key debates in applied linguistics in the different subfields. In addition to being introduced to the major areas of applied linguistics, students will be expected to develop critical reading abilities, assessing the merits of different philosophical positions and the nature of the evidence in support of each position

## **COURSE CONTENTS**

- Overview of applied linguistics
- Applied Linguistics Research and
  - Grammar
  - Vocabulary
  - Discourse analysis
  - Pragmatics
  - Corpus linguistics
  - Second language acquisition
  - Psycholinguistics
  - Sociolinguistics
- Focus on the language learner: styles, strategies and motivation
- Applied Linguistics and
  - Listening
  - Speaking and pronunciation
  - Reading
  - Writing
  - Assessment

**Course TITLE: Issues in Syntax**

**Course Code: LNX. 751**

This course focuses on syntax – traditionally defined as the study of the grammatical relation between words within the sentence. Although this course approaches the study of syntax from the perspective of generative linguistics, it will include a broad introduction to basic topics along with an explanation of major issues in current syntactic theory. It explores the philosophical and methodological foundations of the generative linguistics framework with particular reference to the place of syntax in the study of the human language faculty. The course investigates a number of key theoretical constructs that attempt to account for both universal and language-specific syntactic phenomena. It will enable students to understand the conceptual and empirical foundations of generative syntax and interpret basic syntactic formalisms and descriptions. It will also develop their basic analytical skills in the syntactic analysis of data from English and other languages.

## **COURSE CONTENTS**

- Where do the Rules Come from?
- Parts of Speech



- Classification of POS
- Major POS
- Are POS Universal?
- Constituency, Trees & Rules
  - Introducing Phrases
  - Drawing Trees
  - Constituency Tests
- Structural Relations
- Introducing Binding Theory
- X-BAR THEORY
  - Introducing X-bar Theory
  - Extending X-bar Theory to Functional Categories
- Constraining X-bar Theory: The Lexicon
- MOVEMENT
  - Head-to-Head Movement
  - DP Movement
  - Wh-movement
  - Unified Theory of Movement
- ADVANCED TOPICS
  - Expanded VPs
  - Raising, Control, and Empty Categories
  - Advanced Topics in Binding Theory

**COURSE TITLE: Multilingualism**  
**Course Code: LNX. 731**

The purpose is to introduce students to various aspects of multilingualism from a 'sociolinguistic' perspective. It covers aspects such as the roles of languages in multilingual societies, diglossia, language maintenance, language conflict, language policy, language endangerment and language death. Students will learn about some important case studies involving these aspects and will be encouraged to actively engage in practical research.

Successful students are expected to:

- Demonstrate an understanding of issues of Multilingualism and apply them to the analysis of examples from their own experience as language learners
- Be aware of multilingualism in the sub-continent, Europe, North America and Asia.
- Identify and analyse different kinds of multilingualism both on a society and individual level.
- Use the new linguistic terminology appropriately.
- Be able to engage in productive research in these areas

## **COURSE CONTENTS**



- Language, Dialect and the social work they do
- Issues in defining 'Bilingual and Multilingual',
- What promotes Bi/multilingualism
- Studies in Language Maintenance and Shift
- Ideologies and Attitudes
- Effects of Bi/multilingualism on Language & grammar
- Psycholinguistics and Bi/multilingualism
- Language Acquisition and Bi/Multilingualism
- Language Policies and Globalization
- Bi/Multilingualism and SLI
- Societal Multilingualism
- Multilingualism in ex-colonial countries
- Multilingualism and nationalism

**COURSE TITLE: Language, Gender and Identity**

**Course Code: LNX. 735**

This course is an introduction to the large body of literature on Language and Gender within Sociolinguistics and within studies of language in social context more generally. Students will investigate how language in use mediates, and is mediated by, social constructions of gender and sexuality. An emphasis on the history of research in language and gender, which contains distinct phases and movements in the field, will culminate in a current description of the state of language and gender research today. Particular attention will be paid to the evolution of feminist theory, ideology, hegemony, performativity, and the “borders” of gender identities. Students will read scholarly articles and write critical reflection papers, and complete a final paper on a topic related to language and gender.

**COURSE CONTENTS**

- Key Concepts and Terms in LGI
- The “Power” (dominance) Model;
  - Ideas about gender and language in the field of linguistics
- Language, gender and power across cultures
- Two Cultures (“difference”) model; theories of speech communities
- Socializing Gender and Language
  - caregiver/child interactions
  - peer-group interactions
- Men, Women and Communities of Practice
- Analyzing Male/Female interactions, comparing strategies
- Performing gender norms:
  - Masculinities
  - Femininities
- Categories of gender, language and sexuality – cross cultural examples
- Language, sexual orientation and identity



- Looking in the right places: beyond received notions of language and gender.

**Course TITLE: Language and Media**

**Course Code: LNX. 737**

Language and Media is concerned with the analysis of language in various media texts with an emphasis on both “language” and “media”. Students will be introduced to two types of language analysis: content analysis and discourse analysis, through the study of several types of media: radio, websites, social media, chat shows, news and current affairs, magazines and cinema. They will develop their understanding of both techniques and their applications and will be briefly introduced to conversation analysis and text-mining software. The course aims to improve their skills in critical awareness and attention to detail as they consolidate and expand their theoretical and methodological approaches to language analysis.

### **COURSE CONTENTS**

- Types of Language in Media
  - Print
  - Online
  - Video
- The role of language in various types of media
- The communicative features of generic media forms
- Language conventions associated with mediated contexts
- Content analysis of media texts
- Discourse analysis of media texts
- Analytical methods in media text Analysis

**Course TITLE: Language Power and Ideology**

**Course Code: LNX. 739**

What is the relationship of words to a world where actions are supposed to ‘speak louder than words?’ This course is designed for students interested in exploring the relationship of language, discourse, knowledge and action both in theory and in social practice. We will deal with a variety of issues taken from different disciplines:

- philosophy (Foucault, Butler) – e.g., language as social symbolic power
- sociology (Bourdieu, de Certeau) – e.g., language as symbolic capital
- semiotics (Barthes, Bakhtin) – e.g., language as social semiotic and dialogic action
- linguistic discourse analysis (R. Lakoff, Cameron, Tannen) – e.g., intersection of language and ideology, gender and work.

Beginning with discussions about the nature of language [what it is, and how we say and do things with words], we will move to investigate the problematic nature of language and the way it is used to control knowledge, memory, history, and ultimately, our destinies. We will also examine the close relationship of language and ideology in



to-day's corporate and political discourses. Finally, because what people do with words can also be undone with words, the readings of the last three weeks will provide some possible answers to the question: So what can we do, in the face of such hegemonic social control of language over our individual lives?

## COURSE CONTENTS

- key terms in LPI
- Cognitive and linguistic map of the unconscious
- Language, propaganda and Social control
- The language of power, the power of language
- Knowledge-discourse-power relationship
- Gramsci, Ideology & Hegemony
- LPI and Media
  - Cinema Discourse and LPI
- Media discourse and the language of newspapers
  -
- Language & Gender
  - Gendered talk
  - "Gender & Language Ideologies" & "Gender Differences"
  - The linguistic construction of social class and gender
- Language Hierarchy
- Colonization, language policy and the rise of postcolonial Englishes
  - Postcolonial Englishes and the abrogation of English
  - Standard (English) language debate
- Language and Identity
  - Language and the construction of national identity
  - Language and the construction of Religious identity

**Course TITLE: Critical Discourse Analysis**  
**Course Code: LNX.740**

The course is divided into two parts. Given the difference in various students' background, the first part aims to introduce students to the range of theories in Discourse Studies. It also aims to provide practical analytical skills and methodologies for analysing spoken, written and visual texts of different genres. Acquiring sufficient technical knowledge of linguistic description is regarded as an important practical goal. Hands-on practical work with texts will be an important element of the course. The second part will focus upon several methods for 'critical' analysis of discourse (i.e. social use of language). The aim is to investigate links between linguistic features of texts, and the social and cultural structures, relations and processes they belong to. So, for instance, it studies at texts in relation to power structures, ideology, and the construction of social and individual identities.

## AIMS AND OBJECTIVES



- Introducing multiple approaches in discourse analysis, particularly critical discourse analysis, an approach which aims to systematically relate linguistic and semiotic properties of texts to the broader social and cultural contexts of which they are a part, and thereby to contribute to understanding and critique of social problems and inequalities.
- Identifying key respects in which critical discourse analysis differs from other approaches to discourse analysis, and reviewing some criticisms of the approach.
- Considering the strengths and weaknesses of various approaches, particularly in relation to participants' own research questions and disciplines.
- Giving participants an opportunity to do small-scale discourse analyses, using samples of their own data or data relevant to their own research.

## **COURSE CONTENTS**

- Discourse Analysis
  - Effective Methods for Discourse Analysis
  - Data Collecting: Practical and Ethical Considerations
  - Meanings & Context
  - Processing and Organising Language
  - Practicing Discourse Analysis
  - Discourse of Politics
  - Discourse of Media
  - The Discourse of Law
- Critical Discourse Analysis
  - History, Important Concepts and its Developments
  - Aims and Approaches of Critical Discourse Analysis
  - CDA and other disciplines
  - Theoretical and methodological aspects of a critical discourse and dispositive analysis
  - Major Thinkers in CDA
    - Teun Van Dijk
    - Ruth Wodak
    - Norman Fairclough

**Course TITLE: English for Specific Purposes**

**Course Code: LNX. 761**

English for Specific Purposes (ESP) is known as a learner-centered approach to teaching English as a foreign or second language. It meets the needs of (mostly) adult learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is recommended for students of teacher candidate professionals who wish to learn how to design ESP courses and programs in an area of specialization such as English for business, for Civil Engineering, for Academic Purposes, and for health service



purposes. In addition, they are introduced to ESP instructional strategies, materials adaptation and development, and evaluation.

## COURSE CONTENTS

- What is ESP?
  - The origins of ESP
  - Types and Characteristics of ESP
  - The development of ESP
- Theoretical Issues in ESP
- The role of ESP teacher
- Needs analysis
- Genre Analysis
- ESP in relation to
  - Teacher's goals
  - Syllabus goals
  - Student's goals
- ESP materials development
- ESP course design
  - planning, conceptualizing, developing, implementing and evaluating of ESP programs.
- Assessment and Testing in ESP
- Technology as a resource for ESP
- ESP Course Evaluation

**Course TITLE:      Second Language Teaching**  
**Course Code:        LNX. 767**

This course is aimed at potential language teachers, primarily pre-service teachers of English as a second language; however, most of the content of the course is applicable to language teaching in general and relevant to even experienced ESL educators. The course focuses on issues that will provide teachers with a knowledge base that they can then modify for a variety of settings and learner populations.

## COURSE CONTENTS

- Foundations of Methodology
- Selected Approaches & Methodologies in Second Language Teaching
- Syllabus and Curriculum Design for Second Language Teaching
- Language Assessment
- Language Skills
- Grammar and Materials Development
- Focus on the Teacher
- Focus on the Learner

**Course TITLE:      LANGUAGE Assessment**  
**Course Code:        LNX. 767**



This course provides an overview of current developments in the assessment of English language learners in the context of school learning and academic achievement. How to structure assessment procedures to reflect current research understandings, best classroom practices, and state and federal mandates are emphasized. Among the topics addressed are: purposes and forms of assessment, barriers to fair assessment of ELLs, and designing or adapting assessment tools for varying levels of English language proficiency. Students will have opportunities to both critically examine assessment tools used in current practice and to apply their knowledge by designing their own tools.

## **COURSE CONTENTS**

- Testing: what is a language Test?
  - Types of Tests
  - Test Purpose
- Communication and the design of language tests
  - Discrete point tests
  - Integrative and pragmatic tests
  - Communicative Language Tests
  - Models of Communicative Ability
- The testing cycle
  - Test Content
  - Test Method
  - Test Specifications
  - Test Trials
- The rating process
  - The problem with rates
  - Rating scales
  - Holistic and Analytic ratings
- Validity: Testing the test
- Measurement
- The Social Character of Language Tests
  - Institutional Character of assessment
  - Assessment and Social policy
  - Assessment and educational policy
  - Ethical language testing
  - Accountability
- Computers and Language Testing

**COURSE TITLE: Thesis**  
**Course Code: res. 719**

As per HEC Requirements



## New Courses

### **COURSE TITLE: Applied Grammar and Syntax**

**Course Code: LNX 753**

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

### **Learning Outcomes**

At the end of the course the students will be able to

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

### **Course Contents**

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

### **COURSE TITLE: Discourse Studies**

**Course Code: LNX740**

This course builds on the foundations laid in Introduction to Discourse Analysis and explores in greater depth the basic assumptions, concepts and procedures of discourse studies, focusing particularly on literary discourse. The overall goal is to help students develop awareness and familiarity with the discourse analytic research process and practice it. The analysis of discourse - frequently defined as “language use above the level of the sentence” (Stubbs, 1983) - provides students with the opportunity to study the meaningful production and interpretation of texts and talk. The



analysis of discourse encourages students to reconsider and re-evaluate the 'rules' of language with which they are already familiar. The examination of texts problematizes traditional word-class classifications and sheds new light on the functions and workings of grammatical categories (tense, mood and aspect, for example). In this respect, students may be encouraged to critically engage with discourses and explore how the meaning and interpretation of a text may be negotiated around the selection and use of particular syntactic and lexical forms or even aspects of pronunciation. Through the study of discourse analysis students may gain an advanced and sophisticated understanding of the concept of 'context'. Students engage with the study of how, in social interaction, human beings convey their meaning not as an individualistic enterprise but as a result of dynamic and ongoing negotiation with their interlocutors. In this way, students gain knowledge and understanding of the (symbolic) function of language in social life, and the role that language plays in the construction and shaping of social relationships. Students also have the opportunity to explore how power relations underpin the construction and meaning of discourse, and to learn about the ways in which control, dominance and inequality may be both asserted and resisted in discourse.

### **Course Objectives**

The main aims of the course are:

1. Understand formal and contextual features of discourse;
2. Develop skills in analysing the properties of different texts, in characterizing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings.
3. Improve knowledge about both the internal structure of discourse and the varied uses of language in context.
4. Improve practical skills in conducting discourse study projects.

In this course students will also cover a number of themes in discourse studies, including discourse and cultural diversity, discourse and social institutions, discourse and power, discourse and technology, etc.

### **Learning Outcomes**

At the end of the course the students will be able to

- Comment on the variations between different kinds of texts
- Comment on the effects of discourses
- Analyze the internal structure of discourse and comment on the varied uses of language in context

**Course TITLE: Translation Studies**

**Course Code: LNX 792**



Course Description Translation Studies is an academic discipline that explores the practice, process and product of translation from both linguistic and cultural viewpoints. Interest in translation is practically as old as human civilization and there is a vast body of literature on the subject dating back at least to the antiquity. With the advent of globalization, however, this discipline has come into a dynamic interaction with such subjects as history, literature, linguistics, semantics, media studies, corpus linguistics and so on. Its nature is, therefore, interdisciplinary and it seeks to synthesize insights emerging from different disciplines with reference to the theory and practice of translation. The course is geared towards an imparting intimate knowledge of the subject by exploring the role of translation in intercultural and intracultural relations and to find out how it is used to make communication possible and efficient. The course also focuses on the relationship between translation and other aspects of language use such as language patterning, textual organization and the semiotics of verbal and nonverbal communication.

### **Learning Outcomes**

At the end of the course the students will be able to

- demonstrate a detailed knowledge and understanding of various areas of translation theory
- comment on the different theoretical debates and approaches in order to appreciate the interdisciplinary nature of the subject. 3. Analyse and describe, coherently and independently, translated text
- comment on how translations deal with the meaning making process
- design simple researches in the field of translation studies

### **Course Contents**

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



**Course TITLE: Latest Trends in Linguistics**

**Course Code: LNX 729**

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

**Learning Outcomes**

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

- comment on the linguistic aspects of various interactions in the legal system
- discuss which factors determine authorship, what authorship means, and what issues are relevant to plagiarism (Forensic Linguistics)
- demonstrate their understanding of the principal theories of computational linguistics through application
- demonstrate awareness of the key groups of protagonists in environmental and related debates
- identify themes and patterns in language and discourse on environmental topics (Ecolinguistics)
- reflect critically on their own experiences of communication with people from diverse backgrounds (Cultural Linguistics)

**Course Contents**

This course will cover following topics:

Forensic Linguistics • Introduction to Forensic Linguistics: language and the legal process and as evidence • Characteristics of legal language • Textual variation; plagiarism • Forensic Texts & Transcriptions • Forensic linguistics in practice • Linguistic power (in-balance) in the courts and in police investigations Eco-Linguistics • Eco-linguistics: Introduction & key terms in the field • Advertisements and advertisers



- Consumerism – dominant discourses and our responses • Law and the environment  
• ‘The people’ – Public discourses of the environment – Activists and activities •  
Literary representations of environmental change Computational Linguistics •  
Computational Linguistics: Introduction • Computational Linguistic: Major theories •  
Some knowledge from Applied Computational Linguistics • Applications that use  
computational linguistics: machine translation, search, information extraction Cultural  
Linguistics • Introduction to Cultural Linguistics • Cultural schemas, metaphors and  
categories • Cultural Linguistics and intercultural communication • Cultural Linguistics  
and Learning English as an International Languages Linguistic Structures in Pakistani  
Languages o Phonetics and Phonology o Morphology o Syntax • Documentation of  
Pakistani Languages o Language Documentation o Endangered Pakistani  
Languages o Corpus Linguistics: Corpus Development of Pakistani Languages •  
Language in Mind and Brain o Psycholinguistics o Neurolinguistics o Biolinguistics o  
Cognitive linguistics o Generative Phonology o Generative Semantics • Language in  
Pakistani Society o Pragmatics and Discourse Analysis o Sociolinguistics o Code  
switching o Feminist Linguistics o Forensic Linguistics o Ethnolinguistics • Pakistani  
Languages and Technology o Computational Linguistics o Machine Translation and  
Machine Assisted Translation

### **Course Title: Corpus Linguistics**

#### **Course Code: LNX 770**

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

### **Learning Outcomes**

At the end of the course students will be able to:

- Demonstrate their understanding of key issues in corpus linguistics in written essays
- use corpus tools and methodologies to query the corpus and extract and interpret the patterns accordingly • create and evaluate corpus-based materials based on research
- evaluate the main theoretical strands which underpin corpus-based research

### **Course Contents**

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



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

### **Course Title: Psycho-Neurolinguistics**

**Course Code: Inx 780**

Psycholinguistics is the empirical and theoretical study of the mental faculty that underpins our consummate linguistic agility. It is as much about the study of the human mind itself as it is about the study of that mind's ability to communicate and comprehend. From a linguistic standpoint, neurolinguistics aims at clarifying how language structures can be instantiated in the brain. Neurolinguistics is located at the interface between linguistics, neurology and psychology. Interestingly, it is deeply entwined with psycholinguistics for gaining intriguing and stimulating insights into the processes governing linguistic abilities. This course is specifically designed to provide insights into the interdisciplinary perspectives on the issues in psycholinguistics and neurolinguistics which entail the comprehension of sentences, speech production, memorization, bilingualism, the neuroanatomy of language and neurolinguistic impairments etc.

### **Learning Outcomes**

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

- Demonstrate their understanding of the critical issues in psycho-neurolinguistics
- Assess and present research papers within the field of psycholinguistics and neurolinguistics so as to give an up-to-date overview of recent advances in the said fields and provide substantial basis for providing new insights into the selected dimensions
- Design research projects based on the taught content in the field of psycho-neurolinguistics

### **Course Contents**

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



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

**Course Title: Anthropological Linguistics**

**Course Code: Inx 790**

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

**Learning Outcomes**

At the end of the course the students will be able to:

- Show their understanding of the relationship among language, culture and cognition.
- Expound on the philosophical underpinning of the discipline.
- Critically comment on anthropological approaches to orality and literacy, performance and performativity in connection with mediation of language in social life.
- Employ their knowledge of the diversity of the world's languages to devise researches

**Course Contents**

- Introduction to Linguistic Anthropology
- Language as a cultural resource
- Linguistic diversity
- Linguistic relativity
- Cultural and linguistic constraints on mind
- Cultural and linguistic practices
- Metaphor and embodied experience
- The cultural construction of gender
- Kinship terms
- Colour terms and classifiers
- Gestures across culture



**Course Title: Systemic Functional Linguistics**

**Course Code: LNX 742**

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

**Learning Outcomes**

At the end of the course the students will be able to

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

**Course Contents**

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

**Course Title: Genre Analysis**

**Course Code: LNX 738**

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

**Learning Outcomes**

At the end of the course the students will be able to

- Comment on the issues and debates related to important theories and relevant methods of genre analysis
- recognize and correctly identify the characteristic features of specific academic genres and analyze them critically
- employ crucial vocabulary concerning both the theoretical and methodological aspects of genre analysis in discussion
- conduct small scale genre analysis researches

**Course Contents**

What Is Genre Analysis?

Why Genre?



## Approaches to Genre

### Basic Principles for Conducting Genre Analysis

**Course TITLE: theories of Narrative**  
**Course Code: LNX 748**

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

### Learning Outcomes

At the end of the course the students will be able to

- Demonstrate their understanding of various narratological models in written essays
- Employ computational means under different methodologies to analyse narratives
- Analyse storytelling in the burgeoning digital media. •

### Course Contents

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

**Course Title: Research Seminar**

**Course Code: Res 705**

Research Seminar is intended as a forum for the students of MS English third and fourth semester students where they can discuss their research ideas with each other and the assigned facilitator. The seminar intends to help the students work on their research interest to write a synopsis and prepare its presentation. The seminar will also feature peer interaction



where students will share their experience of research to help those about to embark on the thesis-writing journey.

The seminar will also familiarize the students with the thesis format, APA and MLA citation guidelines and the process of evaluation of the MS thesis.

### **MS Literature - Course Descriptions and Contents**

Course Title: Research Methods in literature

Course Code: RES. 701

The course is meant to help the scholars for producing assignments and similar scholarship according to academic conventions and to prepare themselves for writing their research thesis. The course has been designed keeping in mind the limited exposure students have to research when they enroll in the MS programme and the course ambitiously aims to enable them to conceive and execute a research thesis later in the programme. The course extends to the mechanics of research to familiarize the students with the conventions of research writing and suggest practices that can help them deal with the mechanic of research better.

Moreover the students will be required to have joined at least five websites/fora which share research articles and books. The students will also be required to have uploaded at least ten articles or books for their peers.

### **LEARNING OUTCOMES**

At the end of the course the students will be able to:

- Demonstrate their skill of accessing online and print resources for conducting research
- Exhibit their understanding of the rationale for a study by writing the rationale for hypothetical studies
- Show their understanding of objectives of research by designing clear, concise and appropriate objectives of hypothetical researches
- Review existing literature
- Devise questions that would lead to achieving the objective of the research or answering the purpose
- Demonstrate their understanding of the conventions of research writing
- Demonstrate their knowledge of in-text citation and works cited
- Demonstrate their understanding of research methods by discussing the uses of the methods in written essays
- Demonstrate their understanding of research methods by showing how particular methods can be used to collect and analyse particular sort of data.
- Conceive a research idea and form appropriate statement of purpose/problem for it



## COURSE CONTENTS

- Print and non-print sources
- Mechanism of paper writing
- Research and writing procedure and data analysis (qualitative versus quantitative, sampling, questionnaire, interviews, etc)
- ABA/BStract writing (Topic selection and Thesis statement)
- The format and documentation
- Preparing bibliographies, annotated bibliographies
- Preparing footnotes, endnotes and references, including abbreviations and other textual/ theoretical details
- Proof reading and symbols
- Article writing
- Book reviews
- Report writing
- Book writing
- Dissertation and Thesis writing
- Study skills
- Computational skills
- Accessing Article repositories
- MLA and Other Styles □ Plagiarism and ethical considerations
- Visual Methodologies
- Discourse Analysis and Critical Discourse Analysis
- Ethnography as a Research Method
- Quantitative Methods for textual/literary studies
- Textual Analysis as a Research Method
- Creative Writing as a Research Method
- Semiotics as a research method

## RECOMMENDED READINGS

- Killito, Abdelfattah. "Dog Words." In: Angelika Bammer (ed.), *Displacements: Cultural Identities in Question*. Bloomington & Indianapolis: Indiana University Press, 1994, pp. xxi–xxxii.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Best, J. W. & Kahn, J. V. (2006). *Research in Education* (10th ed.). Boston, MA: Allyn & Bacon.
- Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- DiTiberio, J. K. & Jensen, G. H. (1995). *Writing and personality: Finding your voice, your style, your way*. Palo Alto, CA: DaviesBlack Publishing.
- Jan Blommaert and Dong Jie. *The Ethnographic Fieldwork*.
- McMillan, J. H. & Schumacher, S. (2010). *Research in education* (7th ed.). Boston: Pearson.



- Morgan, G. A. & Griego, O. V. (1998). Easy use and interpretation of SPSS for Windows: Answering research questions with statistics. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Rudestam, K. E. & Newton, R. R. (1992). Surviving your dissertation: A comprehensive guide to content and process. Newbury Park, CA: Sage Publications.
- Sternberg, D. (1981). How to complete and survive a doctoral dissertation. New York: St. Martin's Press.
- Waugh, C. K. (2013). WED 594 – Advanced Research Methods Student Manual. SIUC: Department of Workforce Education and Development
- Weedman, C. (1975). A guide for the preparation and evaluation of the dissertation or thesis. San Diego, CA: Omega.

**Course Title: Literary Criticism and Theory**

**Course Code: LIT. 751**

This intensive core course is an important and foundational requirement for any onward literary study and research. The course introduces a historical and multidisciplinary development of literary and critical approaches that later develop into theory, process of theorizing and its inter textual growth. The course takes due cognizance of the fact that postcolonial theory and postmodern theory are being covered as separate courses in the programme and therefore does not directly talk about them.

### **LEARNING OUTCOMES**

At the end of the course the students will be able to

Demonstrate their understanding of literary theories by discussing them in essays

Demonstrate their understanding of literary theory by reading literary works in the light of the literary theories

Show their understanding of how the theories present a continuum of thought

Compare and contrast theoretical stances of different theorists

Evaluate theories and point out the inherent biases and also shortcoming

Identify what sort of theory can inform what sort of research idea

### **COURSE CONTENTS**

- Marxism: Horkheimer & Adorno, Jameson, Political Criticism
- Formalism: Wimsatt & Beardsley, Eichenbaum, Formalism
- Structuralism, Post-structuralism & Deconstruction: Derrida, Frye & Barthes
- Cultural Studies: Cultural Studies, Post colonial, Spivak, Babha, Foucault
- Semiotics: Barthes and Umberto Eco
- Psychoanalytic & Feminist Criticism: Gender, Feminism, Psychoanalysis, Lacan, Kristeva



- Eco-criticism

### RECOMMENDED READINGS

- William Empson. Epilogue to Seven Types of Ambiguity.
- Karl Marx. "Consciousness Derived from Material Conditions" from The German Ideology
- Terry Eagleton. "Categories for a Materialist Criticism" From Criticism and Ideology.
- Ferdinand De Saussure. "Nature of the Linguistic Sign" From The Course in General Linguistics
- Claude Levi-Strauss. "The Structural Study of Myth."
- Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Sciences
- Michel Foucault. "What is an Author?"
- Umberto Eco. "The Myth of Superman" From The Role of the Reader. Psychoanalytic Critical Theory Sigmund Freud. "Creative Writers and Daydreaming."
- Jacques Lacan. "The Mirror Stage as Formative of the I Function as Revealed in Psychoanalytic Experience" From *Écrits: A Selection*.
- Julia Kristeva. "Psychoanalysis and Polis."
- Sandra M. Gilbert and Susan Gubar. "Infection in the Sentence" From *The Madwoman in the Attic*.
- Elaine Showalter. "Toward a Feminist Poetics" From *The New Feminist Criticism*.
- Hélène Cixous. "The Laugh of the Medusa."
- Adorno, Theodor W. From *Minima Moralia*.
- Barthes, Roland. "From Work to Text" From *Image – Music – Text*.
- Beauvoir, Simone de. *The Nomads*
- Certeau, Michel de. *Walking in the City* from *The Practice of Everyday Life*
- Chow, Rey. *Where Have All the Natives Gone?*
- Clastres, Pierre. *Power in Primitive Societies*
- Clastres, Pierre. *The Duty to Speak* 8. Derrida, Jacques. *Structure, Sign, and Play in the Discourse of Human Sciences*
- Derrida, Jacques. *Racism's Last Word*
- Engels, Friedrich. *The Family*
- Foucault, Michel. From *The History of Sexuality*
- Irigaray, Luce. *From This Sex Which is not One*
- Nietzsche, Friedrich. *On Truth and Lie in an Extra moral Sense*
- Sontag, Susan. *Against Interpretation* 15. Spivak, Gayatri C. *Can the Subaltern Speak?*
- Barry, Peter. *Beginning Theory*.
- Bennett, Andrew, Nicholas Royle. *Literature, Criticism and Theory*.
- Cuddon, J A. *The Penguin Dictionary of Literary Terms and Literary Theory*.
- Eagleton, Terry. *Literary Theory: An Introduction*.
- Malpas, Simon, Paul Wake. *Routledge Companion to Literary Theory*.
- Payne, Michael, John Schad. *Life. After. Theory*.
- Richter, David H. *The Critical Tradition: Classic Texts and Contemporary Trends*.
- Tyson, Lois. *Critical Theory Today: A User Friendly Guide*.



**Course Title: CDA for Literary Studies**

**Course Code: LIT. 711**

After the completion of the course the students will be able to demonstrate their understanding of the key concepts of CDA such as voice, power, dominance, ideology and hegemony and how literary discourses exploit language through voice, structure, lexical choices, creation of identities to control the minds of the masses.

### **COURSE CONTENTS**

- CDA definition and scope, method and methodology
- Ideology and its evolution
- Hegemony and domination by consent
- Van Dijk's Approach to CDA
- Fairclough's Approach to CDA
- Voice
- Identity and creation of identities
- Lexical Choices
- Othering
- Structuring discourse
- Visual discourse
- Resisting Hegemony/Counter discourse
- Discussion of all the topics will be supplemented by texts such as *Heart of Darkness*, *Green Zone*,
- *American Sniper*, *Pride and Prejudice*, *Theology of Cockroaches*, *Ten Little Indians*

**Course Title: Postcolonial Theory and Literature**

**Course Code: LIT. 743**

The course blends postcolonial theory with postcolonial works to allow for an understanding of the theoretical grounding of the field and the interpretation of works in the light of specific theories.

### **Learning Outcomes**

At the end of the course the students will be able to:

- demonstrate their understanding of colonial and postcolonial discourses by identifying the postcoloniality of the works.
- demonstrate their understanding of the features e.g. appropriation, othering, marginalisation, voice, representation that constitute the postcoloniality of works by finding instances of such notions in literary works.
- present their informed opinion on the postcolonial discourse.
- understanding of how power plays are worked into literary discourse by finding out illustrative biases.
- critically appreciate literary works for the presentation of the periphery's voice
- produce a 5-6000 words research paper that applies the postcolonial critical theory on a work.



## COURSE CONTENTS

- Key Terms: Postcolonial, Neo-colonial, appropriation, abrogation, binary, centre, margin, hybridity, comprador class, voice,
- Lord Macaulay *Minute on Indian Education*
- George Lamming: *The Occasion for Speaking*
- Chinua Achebe: *Colonialist Criticism*
- Spivak: *Can the Subaltern Speak?*
- Helen Tiffin: *Postcolonial Literatures and Counter Discourse*
- Edward Said *Orientalism*
- Kamila Shamsie *Burnt Shadows*
- Jean Rhys *Wide Sargasso Sea*
- J. M. Coetzee *Foe*
- Gerald Vizenor *The Heirs of Columbus*

**Course Title: Modern and Contemporary Poetry**  
**Course Code: LIT. 721**

The course covers a variety of poetic voices from modern and postmodern era with the objective of conveying the sense and understanding of poetic movements and trends in the British and American poetic tradition. The emphasis will be on the critical issues raised by the poets in their works. It will help generate discussion on those cultural, social, global, economic, psychological and gender issues which affect and shape humanity and affect our world view.

## COURSE CONTENTS

- Introduction to the Modernist Movement of Poetry
- W.H Auden: *The Unknown Citizen, As I Walked Out One Evening, Stop All the Clocks, The More Loving One*
- Langston Hughes: *Let America be America Again, Harlem [Dream Deferred] Mother to Son, The Ballad Of The Landlord*
- Adrienne Rich: *Prospective Immigrants Please Note, Diving Into the Wreck, Aunt Jennifer's Tigers, Implosions*
- Maya Angelou: *Still I Rise, These Yet To Be United States, Phenomenal Woman, A Brave and Startling Truth*
- Margaret Atwood : *Backdrop Addresses Cowboy, February, The Landlady*
- Ted Hughes: *Full Moon and Little Frieda, The Thought Fox, Hawk Roosting, A Woman Unconscious*
- Philip Larkin: *Mr. Bleaney, Ambulances, Church Going, Faith Healing*
- Sylvia Plath: *Daddy, Ariel, Morning Song, Tulips*
- Sherman Alexie: *How to Write the Great American Indian Novel, Crow Testament, Evolution*

**Course Title: Diaspora Literature**  
**Course Code: LIT. 723**

This course is concerned with the emerging thematics of diaspora Literature, the relation of geography to form, the hierarchy of diasporic literary genres, the role of language, and the instrumental conditions of writing and reception.



## COURSE CONTENTS

- Shelley, Byron, Eliot, Yeats, Conrad, Shaw as diaspora
- Gorky and Solzhenitsyn
- Wole Soyinka
- Ben Okri
- Raja Rao
- V. S. Naipaul
- Khalid Hosseini
- Vladimir Nabokov

**Course Title: Contemporary Novel**  
**Course Code: LIT. 727**

To give its due to the popular genre of novel and to acknowledge the role novels have played in the lives of their readers this course has been made part of the studies. The course deals with the novels written in the 21st century and discusses them in the light of literary theory and the changes in the world.

## COURSE CONTENTS

- Philosophy or pseudo philosophy: Paulo Coelho
- Garcia
- Popularity and appeal of Pop novels: Steel and Sheldon
- Linearity and contemporary novel
- Novel and globalisation
- Novel and issues of race
- Pakistani novel and gender identities

**Course Title: Advanced Stylistics**  
**Course Code: LIT. 731**

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

## COURSE CONTENTS

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



**Course Title: 'Literature in Film' Studies**

**Course Code: LIT. 733**

This course engages with film not merely as a language and its aesthetics as an art form but also explores the relationship between literature and cinema. The focus would be on adaptations of literary texts, particularly those of Shakespeare. The discussion in seminars would foreground the issues grounded in cinematic adaptations of literary texts across different time periods and cultures. The central questions, which will be highlighted, are tied to interpretation of a moving image, cultural politics, issues of authorship, and film as an interpretation of a literary text. While doing close analysis of prescribed (and suggested) film texts, participants will be encouraged to explore and apply different theoretical approaches to those texts.

**COURSE CONTENTS**

- Camera angles
- Shots
- Ideology in Films
- Hollywood Cinema, origin and evolution
- Independent Cinema
- Computer Generate Images and Film
- Sounds in films
- Film Analysis

**Course Title: South Asian Literature**

**Course Code: LIT. 761**

The course aims to equip the students with the basic tools required for literary analysis and interpretation that will help them

- To analyze what impact did the Colonial rule/policies have on the formation of the South Asian literature.
- To evaluate critically the dominant social and political issues such as caste system, communal violence, status of women.
- To explore how the South Asian writers have used Western aesthetic values e.g., Modernism & postmodernism, and novelistic forms.

**COURSE CONTENTS**

- Jhumpa Lahri *The Namesake*
- Bharati Mujherjee *Miss New India*
- Muhamad Hanif *Our Lady of Alice Bhatti*
- Anita Desai *Short Stories*
- Monica Ali *Bricklane*

**Course Title: Postmodern Criticism**

**Course Code: LIT. 723**

The course is meant to introduce the students to postmodernism and its key concepts such as simulacra, hyperreality, consumer culture, pastiche, erasure of boundaries with a view of enabling the students to study literary texts from postmodern perspectives and design research projects based on the theories. Starting from what



makes postmodernism different from modernism that course takes a look at the key concepts, theorists and representative works in literature and film and moves on to discussing the idea that postmodernism is now a thing of the past. The course also discusses the impact of postmodernism on people's conceptions of truth and religion.

### **Learning Outcomes**

At the end of the course the students will be able to

- Discuss the advent of postmodernism citing instances from not just literature but manifestations of the phenomenon in other fields like painting, and architecture
- Differentiate between modernism and postmodernism
- Discuss postmodernism's essential link with the technological world and late capitalism
- Discuss concepts like subjectivity, simulacra, death of metanarratives, nature of knowledge, pastiche with reference to literary works and films
- Identify and explain the postmodernism of literary works
- Discuss the impact of postmodernism on literature and the collective thinking of the society
- Discuss the place of postmodernism keeping in view more recent concepts like digimodernism, postpostmodernism, meta-modernism etc.

### **COURSE CONTENTS**

- Postmodernism Introduction, Origin, key concepts, Shift from modernism to Postmodernism
- Erasure of Boundaries
- Jean Baudrillard, Simulation and Simulacra, Hyperreality
- Reality TV
- Paranoia, fragmentation
- Jean Francois Lyotard, death of metanarratives, Metanarratives of structure
- Magical realism
- Consumer Culture
- Fredric Jameson Pastiche and Nostalgia
- The subject and subjectivity
- Postmodernism and religion
- The Wake for Postmodernism

**Course Title: Thesis**  
**Course Code: res. 709**

As per HEC Requirements

**Course Title: Globalization and Literature**  
**Course code: LIT 770**

After the cold war and the New World Order, Globalization has come to be the most dominant narrative that runs the world and thereby merits a place in our MS English



programme. The course is built around the issues of globalization that literary texts emanating from capitalist countries as well as those opposed to capitalism. The course also brings in perspectives on globalization and its intricacies from formerly colonized regions.

### Learning Outcomes

At the end of the course the students will be able to

- Demonstrate a deep understanding of globalization particularly its impact on the lives of the ordinary people
- Comment on the impact globalization has had on the regional and local aspects of life in the social, economic, political and religious spheres.
- Offer a view of how globalization has impacted the person and the society in terms of their identities and struggles
- Demonstrate their understanding of how globalization has affected the art of writing literature and its stylistics

### Course Contents

- Akhtar, Ayad. *American Dervish*. New York, Back Bay Books, 2012.
- Chua, Lawrence. *Gold by Inch*. New York: Grove Press, 1998.
- DeLillo, Don. *Cosmopolis*. London: QPD, 2003.
- Ellis, Bret Easton. *Glamorama*. New York: Vintage, 2000.
- Farah, Nurudin. *Gifts*. USA, Arcade Publishing, 1999.
- Gibson, William. *Pattern Recognition*. New York, Putnam, 2003.
- Hamid, Mohsin. *How to get Filthy Rich in Rising Asia*. New York: Penguin, 2013.
- Kundra, Milan. *The Unbearable Lightness of Being*. Olive Edition, 2008.
- Kunzru, Hari. *Transmission*. USA: Plume, 2005.
- Khadra, Yasmina [Mohammed Moulessehoul]. *The Swallows of Kabul*. New York: Anchor Books, 2002.
- Sinha, Indra. *Animal's People*. New York: Simon & Schuster, 2007.
- Akhtar, Ayad. *Disgraced*. London and New York, Bloomsbury, 2013.
- Hudes, Quiara Alegria. *Water by the Spoonful*. Theatre Communications Group, 2012.
- Onwueme, Osonye Tess. *No Vacancy! (A Play)*. Africa World Press, 2005.
- Adnan, Etal. *There: In the Light and the Darkness of the Self and of the Other*. Post-Apollo Press, 1997.
- Gander, Forrest. *Core Samples from the World*. New York: New Directions, 2011.
- Grass, Gunter. "What Must Be Said". Trans, Breon Mitchell. 2012 .pdf.
- Salleh, Muhammad Haji. *Beyond Archipelago: Selected Poems*. Ohio University Press, 1994. Salleh, Muhammad Haji *Rowing Down Two Rivers*. Penerbit Universiti Kebangsaan Malaysia, 2000.
- Appadurai, Arjun. *Modernity at Large- Cultural Dimensions of Globalization*. Minneapolis: U of Minnesota P, 2003.
- Appiah, Kwame Anthony. *Cosmopolitanism: Ethics in a World of Strangers*. New York: W. W. Norton, 2006.
- Barber, Benjamin R. *Consumed: How Markets Corrupt Children, Infantilize Adults, and Swallow Citizens Whole*. New York: W.W. Norton, 2007



- Bauman, Zygmunt. *Globalization: The Human Consequences*. Cambridge: Polity, 1999.
- Berger, Peter L., & Samuel P. Huntington, ed. *Many Globalizations: Cultural Diversity in the Contemporary World*. New York: Oxford UP, 2002.
- Castell, Manuel. *The Information Age*. 3 vols. 1996-1998.
- Cowen, Tyler. *Creative Destruction: How Globalization is Changing the World's Cultures*. New Jersey: Princeton UP, 2004.
- Dabachi, Hamid. *The Arab Spring: The End of Postcolonialism*. London, Zed Books, 2012.
- Klein, Nomi. *No Logos: USA*: Picador, 2000.
- Klein, Nomi. *Shock Doctrine: The Rise of Capitalism*. USA: Picador, 2007.
- Roy, Arundhati. *The Shape of the Beast*. Penguin, 2009.
- Scholte, Jan Aart. *Globalization: A Critical Introduction*. New York: Palgrave, 2000.
- Steger, Manfred B. *Globalization: A Brief Insight*. New York: Sterling, 2009.
- Steger, Manfred B. *Globalization: A Very Short Introduction*. UK: Oxford U P, 2003.
- Waters, Malcolm. *Globalization*. 2nd ed. London: Routledge, 2001.

### **Suggested Readings**

- Albrow, Martin. *The Global Age: State and Society Beyond Modernity*. Stanford: Stanford UP, 1997.
- Annesley, James. *Fictions of Globalization: Consumption, the Market and the Contemporary American Novel*. London: Continuum, 2006.
- Cadle, Nathaniel. *The Mediating Nation: American Literature and Globalization from Henry James to Woodrow Wilson*. Chapel Hill, 2008. UMI 3304331.
- Connell, Liam, and Nicky Marsh, eds. *Literature and Globalization: A Reader*. Routledge, 2011.
- Friedman, Thomas L. *The Lexus and the Olive Tree: Understanding Globalization*. Reprint and Revised. Picador. 2012.
- Giddens, Anthony. *The Consequences of Modernity*. USA: Stanford UP, 1990.
- Giddens, Anthony. *Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge, 2003.
- Gupta, Suman. *Globalization and Literature*. Cambridge: Polity Press, 2009.
- Hamid, Mohsin. *Moth Smoke*. New York: Penguin, 2001.
- *The Reluctant Fundamentalist*. Canada: Doubleday, 2009.
- Hassan, Wail S. "World Literature in the Age of Globalization: Reflections on an Anthology." *Aspects of Contemporary Literature*. Ed., P. Bayapa Reddy. New Delhi: Atlantic, 2008.
- Held, David et al. (eds.) *Global Transformations: Politics, Economics and Culture*. Stanford University Press, 1999.
- Jameson, Frederic and Masao Miyoshi, eds. *The Cultures of Globalization*. USA: Duke UP, 1998.



- Joseph, Clara A. B., and Janet Wilson, eds. *Global Fissures: Postcolonial Fusions*. New York: Rodopi, 2006.
- Mernissi, Fatima. *Doing Daily Battle: Interviews with Moroccan Women*. Trans. Mary Jo Lakeland. New Brunswick: Rutgers UP, 1989.
- Majaj, Lisa Suhair, Paula W. Sunderman, and Therese Saliba, eds. *Intersections: Gender, Nation, and Community in Arab Women's Novels*. New York: Syracuse UP, 2002
- Millhauser, Steven. *Martin Dressler: The Tale of an American Dreamer*. Canada: Doubleday, 2010.
- Mirrelmann, James H., *Whither Globalization? The Vortex of Knowledge and Ideology*. London: Routledge, 2004.
- Mirrelmann, James H. *The Globalization Syndrome: Transformation and Resistance*. Princeton: Princeton U P, 2000.
- Mpe, Phaswane. *Welcome to Our Hillbrow*. Scottsville, University of KwaZulu-Natal Press, 2001.
- Robertson, Roland. *Globalization: Social Theory and Global Culture*. Sage publications, 1992.
- Roy, Badhan Chandra. *A Passage to Globalism: Globalization, Identities and South Asian Diasporic fiction in Britain*. New York: Peter Lang, 2013.
- Saussy, Haun, ed. *Comparative Literature in the Age of Globalization*. Baltimore: John Hopkins UP, 2006.
- Stiglitz, Joseph. *Globalization and its Discontents*. London: Allen lane, 2002.
- Suman, Gupta. *Globalization and Literature*. Cambridge: Polity Press, 2009.
- Yamashita, K. T. *Tropic of Orange*. Minneapolis: Coffee House Press, 1997.
- Wallace, David Foster. *Infinite Jest*. USA, 1996.
- Walkowitz, Rebecca L., ed. *Immigrant Fictions: Contemporary Literature in an Age of Globalization*. Madison: U of Wisconsin P, 2006.

**Course Title: Literature and Environment**

**Course Code: LIT 776**

Course Description

Keeping in mind Pakistan's plight due to disregard of environmental issues like deforestation and water conservation the course will exploit its link between the environmental studies and literary studies to help develop an understanding of nature and environmental hazards and issues.

**Learning Outcomes**

At the end of the course the students will be able to:



- Demonstrate their understanding of ecocriticism by reading works in the light of eco critical theories
- Discuss the treatment of environment in literature, various genres and in literature in English across cultures
- Develop an emerging-economies' perspective on globalization and issues therein.
- Relate consumerism and postmodernism with environmental and forecast the trends in the debate and the shape of the society to come and its literature.
- Inform the theory with a local perspective

## Course Contents

Eco-criticism: Historical Overview

Link between literary studies and environmental studies

Culture and environment

Impact of technological development, urbanization, and globalization of capitalist economy, and consumerism on environment 5. Eco-feminism 6. Environmental justice and social justice 7. Food and literature 8. Consumerism 9. City, Suburb, rural and wilderness

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

Films Students may watch the following and other such films/documentaries and write response papers: 1. *Into the Wild* 2. *The Road* 3. *The Book of Eli*

## Critical Readings

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



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

#### Suggested Readings

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



- Farina, Almo. Ecology, Cognition and Landscape: Linking Natural and Social Systems. New York : Springer, 2010.
- Fromm, Harold. The Nature of Being Human: From Environmentalism to Consciousness. Baltimore and Maryland: Johns Hopkins U P, 2009
- Glotfelty, Cheryl and Fromm, Harold, eds. The Ecocriticism Reader: Landmarks in Literary Ecology. Athens and Georgia: U of Georgia P, 1996.
- Gyan Prakash, "Science "Gone Native" in Colonial India." Representations 40 (1992): 153-78.
- Gyan Prakash, "Science "Gone Native" in Colonial India." Representations 40 (1992): 153-78
- Harrison, Robert Pogue. Forests: The Shadow of Civilization. Chicago, 1992.
- Heise, Ursula K. Sense of Place and Sense of Planet: The Environmental Imagination of the Global. Oxford, 2008.
- Henning, Daniel. H. A Manual for Deep Ecology and Buddhism. Buddhnet Book Library. 2002.
- Ingram, Annie Merrill and et al, eds. Coming into Contact: Explorations in Ecocritical Theory and Practice. Georgia, 2007.
- Kelly Oliver, "What Is Wrong with (Animal) Rights? The Journal of Speculative Philosophy 22.3 (2008): 214-224
- Krebs, Charles. The Ecological World View. Australia: CSIRO, 2008.
- Leonard N. Neufeldt and Mark A. Smith "Going to Walden Woods: Walden, Walden, and American Pastoralism." Arizona Quarterly 55.2 (1999): 57-86.
- Love, Glen A. Practical Ecocriticism: Literature, Biology, and the Environment. University Press of Virginia, 2003.
- Meeker, Joseph W. The Comedy of Survival: Studies in Literary Ecology. Scribner, 1974.
- Mol, Arthur. P.J. Globalization and Environmental Reform: The Ecological Modernization of the Global Economy. U.S.A : MIT Press, 2001.
- Morton, Timothy. Ecology without Nature: Rethinking Environmental Aesthetics. Harvard, 2007.
- Murphy, Patrick D. Ecocritical Explorations in Literary and Cultural Studies: Fences, Boundaries, and Fields. Lexington, 2009.
- Murphy, Patrick. D. Ecocritical Explorations in Literary and Cultural
- Orr, David. W. The Nature of Design: Ecology, Culture, and Human Intention. Oxford: OUP, 2002.
- Paul J. Smith, "Climate Change, Weak States and the "War on Terrorism" in South and Southeast Asia." Contemporary Southeast Asia 29.2 (2007): 264-85.



- Pepper, David. *ECO-SOCIALISM: From Deep Ecology to Social Justice*. London and New York: Routledge, 1993.
- Phillips, Dana. *The Truth of Ecology: Nature, Culture, and Literature in America*. Oxford: OUP, 2003
- Pramod K. Nayar, "The Postcolonial Uncanny; The Politics of Dispossession in Amitav Ghosh's *The Hungry Tide*." *College Literature* 37.4 (2010): 88-119
- Rachel Carson, *Silent Spring* (excerpt), Clip from *An Inconvenient Truth* (2005)
- Robert Marzec, "Enclosures, Colonization, and the Robinson Crusoe Syndrome: A Genealogy of Land in a Global Context." *boundary 2* Vol 29.2 (2002): 129-156.
- Rosendale, Steven. Ed. *The Greening of Literary Scholarship: Literature, Theory, and the Environment*. Iowa, 2002.
- Sabir Khan. "Geographies Of Disaster." *Log* 7 (2006): 111-18
- Sessions, George. Ed. *Deep Ecology for the Twenty-First Century*.
- Smith, John and Jenks, Chris. *Qualitative Complexity: Ecology, Cognitive Processes and the Re-emergence of Structures in Posthumanist Social Theory*. New York: Routledge, 2006. *Studies: Fences, Boundaries, and Fields*. United Kingdom: Lexington Books, 2009.
- Thoreau, Henry David. *Walden; or, Life in The Woods*. Princeton University Press, 1854, 2004.
- Wenden, Anita. L. Ed. *Educating for a Culture of Social and Ecological Peace*. Albany: State University of New York Press, 2004.
- Westling, Louise H. *The Green Breast of the New World: Landscape, Gender, and American Fiction*. Georgia, 1996.



**Course Title: Women's Writings**

**Course Code: LIT 780**

The course is mindful of the many pitfalls of bracketing women writers together just because of the gender and the belief that women writers tend to write about women issues. The course tries to stay away from this biased view. It, instead, focuses an exploration of women writers' works to come up with patterns of thought, subscription of theoretical models, insight into cultural and global issues, etc. The idea is to come up with hypotheses about women writers and their works that can later be explored deeper through research.

**Learning Outcomes**

At the end of the course the students will be able to

- discuss the key concerns of women's literature
- discuss the key works by women writers for their stylistic choices
- comment on women's literature in comparison with that of men to show if/how the women's writing is different
- discuss if there is a unique way the women writers look at issues like postmodernism, globalization, postcolonial studies etc.
- discuss the contribution of female theorists to literary theory

**Course Contents**

**Poetry (across ages and cultures)**

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



- Hina Faisal Imam, “Motherhood and Frustration”

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

### **Fiction**

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

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

### **Short Fiction**

- Charlotte Perkins Gilman, “The Yellow Wallpaper” 1973 [1892]
- Margaret Atwood, “Uncles” from Wilderness Tips (1991)
- Kamala Das, “The Kept Woman” (2010)
- Qaisra Shahraz, “A Pair of Jeans” from A Pair of Jeans (2013)
- Rukhsana Ahmad, “The Gate Keeper’s Wife” from The Gatekeeper’s Wife (2014)
- Bharati Mukherjee, “Wife” from The Middleman and Other Stories (1988)



- Zaib-Un-Nissa Hamidullah, "The Bull and the She Devil," from *The Young Wife* (1958)
- Muneeza Shamsie, "Shahrazad's Golden Leopard" in *A Dragonfly in the Sun* (1998)

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

### **Drama**

- Sarah Kane, *Crave*, from *Complete Plays* (2001)
- Rukhsana Ahmad, *Song for a Sanctuary* (1990) Note: Instructors may select additional plays or replace the suggested plays by other women playwrights as per semester duration or the availability of texts.

### **Non-Fiction**

- Fatima Mernissi, *Beyond the Veil* (1975)
- Anne Sofie Roald, *Women in Islam: The Western Experience* (2001)
- Leila Ahmed, *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America* (2011) Note: This course has been developed in view of the requirements of our curriculum. It may be considered an instructional model and instructors may replace the suggested texts as per the availability of texts and secondary sources. For Non-Fiction, the instructors may select only chapters/parts of the suggested books.
- Since this course is likely to expose students to a variety of women's writings since Greek times, they are likely to develop a special palate for women's texts as counter narratives and sites of contestation.
- As women's writings frequently intersect with contemporary critical theory, the students will be psyched up for critical analysis and theoretical forays, especially while writing research essays and dissertations.
- With intensive and extensive reading of the Western, Third World, and Muslim women's writings, MPhil scholars would be able to appreciate Muslim intellectual women's encounters with Euro-American feminism, and see how Muslim women writers from the Third World counter hegemonic western feminist discourse and why, sometimes, they become compradors trading off ideology for commercial success.
- Above all, this course will enable the students to develop a sound understanding of all three waves of feminism and the uncertain postfeminist / posthumanist times, and they will be able to do their own feminist criticism. That would provide a base for a useful production of feminist knowledge.

### **Further/Suggested Readings**



- Ahmed, Durre S., ed. *Gendering the Spirit: Women, Religion, and the Post-Colonial Response*. London & New York: Zed Books, 2002.
- Ahmad, Rukhsana. *The Gatekeeper's Wife and Other Stories*. Lahore: Ilqa Publications, 2014.
- Belsey, Catherine and Jane Moore, eds. *The Feminist Reader*. Cambridge MA & Oxford UK: BLACKWELL, 1989.
- Das, Kamala. *The Kept Woman and Other Stories*. New Delhi: Om Books International, 2010.
- Donovan, Josephine. *Women and the Rise of the Novel, 14051726*. London: MACMILLAN, 1999.
- Ithaca, New York: Cornell University Press, 1985..
- Lewis, Reina, and Sara Mills, eds. *Feminist Postcolonial Theory: A Reader*. New York: Routledge, 2003.
- Luke, Helen M. *Kaleidoscope: The Way of Woman and Other Essays*. Ed. Rob Baker. New York: Parabola Books, 1992.
- Millett, Kate. *Sexual Politics*. Urbana & Chicago: University of Illinois Press, 1969 [2000].
- Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington and Indianapolis: Indiana UP, 1991.
- Morris, Pam. *Literature and Feminism: An Introduction*. Cambridge: Blackwell, 1993.
- Mukherjee, Bharati. *The Middleman and Other Stories*. New York: Grove P, 1988.
- Putnam, Emily James. *The Lady: The Lady: Studies of Certain Significant Phases of Her History* (1910)
- Robbins, Ruth, *Literary Feminisms*. Houndmills (Basingstoke): Palgrave Macmillan, 2000.
- Rousseau, Jean-Jacques. *Emile, Or On Education*. Intr. & tr. Allan Bloom. New York: Basic Books, 1979.
- Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology of Pakistani Writing in English*. Karachi: Oxford University Press, 1998.
- Shamsie, Muneeza, ed. *And the World Changed: Contemporary Stories by Pakistani Women*. Karachi: Oxford University Press, 2006.
- Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton, NJ: Princeton UP, 1999[1977].
- Spivak, Chakravorty. *In Other Worlds: Essays in Cultural Politics*. New York: Methuen, 1987.



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

**Course Title: Postmodern Fiction**  
**Course Code: LIT 747**

The course builds on the knowledge acquired in Postmodern Criticism to take the students to reading key postmodern works in the light of the postmodern theory. The course is focused on literary texts and aims to help the student improve their understanding of postmodernism through literary analyses.

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

Suggested Readings 1. Appignanesi, Richard, and Garratt, Chris. 1995. *Postmodernism for Beginners*. Cambridge, UK: Icon. 2. Barth, John, 1984. 'The Literature of Exhaustion' (1967), collected in *The Friday Book: Essays and other Nonfiction*. 3. Borges, Jose Luis, *Collected Ficciones of Jose Luis Borges*. Translated by Andrew Harley: Allen Lane: The Penguin Press. 4. ----- . 2007. *Labyrinths*. New Directions. 5. Black, Shameem. 2000. *Fiction across Borders: Imagining the lives of others in late twentieth-century novels*. Columbia University Press. 6. Baudrillard, Jean. 1988. *Jean Baudrillard: Selected Writings*. Edited by Mark Poster. Stanford, Calif.: Stanford University Press. 7. Bertens, Hans & Douwe Fokkema. eds. 1997. *International Postmodernism: Theory and Literary Practice*. Amsterdam: John Benjamins Publishing Company. 8. Connor, Steven, 2004. *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge University Press. 9. Flax, Jane. 1990. *Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West*. Berkeley: University of California Press. 10. Grausam, Daniel. 2011. *on Endings: American Postmodern Fiction and the Cold War*. The University of Virginia Press. 11. Harvey, David. 1989. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Oxford and Cambridge, Mass.: Blackwell. 12. Hutcheon, Linda. 1988. *A Poetics of Postmodernism: History, Theory,*



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



**Course Title: Transnational Poetry**  
**COURSE CODE: LIT 723**

Benedict Anderson's *Imagined Communities* (1984) paved way for transnational discourse. The theorists, writers from Global South respond to myths and situations compounded by nationalism and offer an alternative critique to phenomena as diverse and interconnected as exile, border-crossing, diaspora, race, and immigration. This type of literary cultivation houses Global-South Global-North dialogue and pushes boundaries between literary productions imbued with constrictive nationalism and ones nurturing wider, cross-cultural, and transnational elements.

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

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

**Suggested Readings**

- Anzaldú, Gloria, *Borderlands: The New Mestiza*, California: Aunt Lay Books: 1987.
- Eatough, Matt & Mark Wollaeger, Ed. *The Oxford Book of Global Modernism*, Oxford: Oup, 2010.
- Hart, Mathew, *Nations of Nothing But poetry: Modernism, Transnationalism and Synthetic Vernacular Writing*, Oxford: Oxford University Press, 2010.
- Quinn, Justin, *Between Two Fires: Transnationalism and Cold war Poetry*, Oxford: OUP, 2015.
- Ramazani, Jehan, *A Transnational Poetics*, Chicago: The University of Chicago Press: 2009.



**Course Title: Digital World and Literature**  
**Course Code: LIT 790**

The course is an outcome of a desire to sort of modernize the field of English literary studies in Pakistan and explore the way the digitization of the world has impacted literature. Literature students, in Pakistan, have over the decades been isolated from tools available to the students of linguistics and an impression has been created that literary analysis has not evolved over the decades. The course has been designed to familiarize the students with how digital technology is lending itself to creating literary works like hypertexts and how computational tools and method provide insights into literary works through projects and tools like textual mining, visualization, and cultural analytics. Another key area is online content creation (online publishing) that will help students develop an understanding of new genres and way of authorship and responding to authorship. Another key concern of the course is to show the students ways of responding to literature through digital means, i.e. blogs, visualization, animation, etc.

**Learning Outcomes**

At the end of the course the students will be able to

- discuss digital means of creating and disseminating literary content
- discuss the impact of the digital media on the nature of authorship and the content
- employ digital technology to respond to literary texts
- apply computational tools to literary analysis

**Course Contents**

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

**Suggested Readings**

- Darnton, Robert. 'Google and the Future of Books.' New York Review of Books 12 February 2009. Web. 13 Dec. 2013.
- Duguid, Paul. 'Material Matters: The Past and Futurology of the Book'. The Book History Reader. 2nd revised ed. Ed. David Finkelstein and Alistair McCleery. Abingdon: Routledge, 2006. 494-508.
- Flanders, Julia. 'The Productive Unease of 21st-century Digital Scholarship.' Digital Humanities Quarterly 3.3 (Summer 2009). Web. 13 Dec. 2013.



- Grafton, Anthony. 'Future Reading: Digitization and its Discontents.' *The New Yorker* 5 November 2007. Web. 13 Dec 2013.
- Gregory, Ian, and David Cooper. 'GIS, Texts, and Images: New Approaches.' *Poetess Archive Journal* 2.1 (2010). Web. 13 Dec 2013.
- Hayles, N. Katherine. 'How We Read: Close, Hyper, Machine,' *ADE Bulletin* 150 (2010): 62-79. Web. 13 Dec. 2013.
- Hindley, Meredith. *Mapping the Republic of Letters*. *Humanities: The Magazine of the National Endowment for the Humanities* 34.6 (2013). Web. 13 Dec. 2013.
- Hitchcock, Tim. *Big Data for Dead People: Digital Readings and the Conundrums of Positivism*. Keynote Address at CVCE Conference: Reading Historical Sources in the Digital Age, 4-5 December 2013. 9 Dec. 2013. Web. 13 Dec. 2013.
- Kirschenbaum, Matthew. *What Is Digital Humanities and What's It Doing in English Departments?* *ADE Bulletin* 150 (2010): 1-7.
- Leary, Patrick. *Googling the Victorians*. *Journal of Victorian Culture* 10:1 (Spring 2005): 72-86. Web. 13 Dec. 2013.
- McCarty, Willard. *What is Humanities Computing? Toward a Definition of the Field*. Address at Reed College, 2 Mar 1998. Web. 13 Dec. 2013.
- Michel, Jean-Baptiste et al. *Quantitative Analysis of Culture Using Millions of Digitized Books*. *Science* 331.176 (2011): 176-182. Web.
- Nunberg, Geoffrey. *Farewell to the Information Age. The Future of the Book*. Ed. Nunberg. Berkeley, CA: University of California Press, 1996. 103-138.
- Piez, Wendell. *Something Called Digital Humanities*. *Digital Humanities Quarterly* 2.1 (2008). Web. 13 Dec 2013.
- Rockwell, Geoffrey. *What is Text Analysis, Really?* *Literary and Linguistic Computing* 18.2 (2003): 209-219. Web. 13 Dec 2013.
- Schmidt, Ben. *Reading Digital Sources: A Case Study in Ships Logs*. *Sapping Attention* 15 Nov. 2012. Web. 13 Dec. 2013.
- Serlen, Rachel. *The Distant Future? Reading Franco Moretti*. *Literature Compass* 7.3 (2010): 214-225. Web. 13 Dec 2013.
- Sinclair, Stefan. *Computer-Assisted Reading: Reconceiving Text Analysis*. *Literary and Linguistic Computing* 18.2 (2003): 167-74. Web. 13 Dec 2013.
- Underwood, Ted. *Where to Start with Text Mining*. *The Stone and the Shell* 14 Aug 2012. Web. 13 Dec 2013.
- Underwood, Ted. *Why Digital Humanities Isn't Actually The Next Thing in Literary Studies*. *The Stone and the Shell* 27 Dec. 2011. Web. 13 Dec. 2013.

### Further Readings

- "Examples of Spatial Humanities Projects." 2011. *The New York Times*. Retrieved from [http://www.nytimes.com/interactive/2011/07/27/arts/spatialmaps.html?\\_r=0](http://www.nytimes.com/interactive/2011/07/27/arts/spatialmaps.html?_r=0).



- CartoDB Academia: <http://academy.cartodb.com/>
- Code and intro from Jockers, M. *Text Analysis with R for Students of Literature*, 2014. <http://link.springer.com/book/10.1007%2F9783-319-03164-4>
- Fish, Stanley. "The Digital Humanities and the Transcending of Mortality". (Erin)
- French, Amanda. 2013. "Introduction to Omeka—Lesson Plan." Retrieved from: <http://amandafrench.net/2013/11/12/introductionto-omeka-lesson-plan/>
- Gold, Matthew. 2015. "Facts, Patterns, Methods, Meaning: Public Knowledge Building in the Digital Humanities." Retrieved from <http://blog.mkgold.net/2015/04/20/facts-patterns-methodsmeaning-public-knowledge-building-in-the-digital-humanities/>.
- HASTAC Scholars Program. 2013. "Visualizing Geography: Maps, Place and Pedagogy." Retrieved from <https://www.hastac.org/initiatives/hastac-scholars/scholarsforums/visualizing-geography-maps-place-and-pedagogy>.
- Kirschenbaum, Matthew. G. (2010). "What is digital humanities and what's it doing in English departments?" *ADE Bulletin* 150, 55–61. Retrieved from <http://bit.ly/WK6Qos>
- Liu, Alan. 2013. "From Reading to Social Computing." *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/from-reading-to-socialcomputing/>.
- Posner, Miriam. 2012. What are some challenges to doing DH in the library? Retrieved from <http://miriamposner.com/blog/what-are-some-challenges-to-doing-dh-in-the-library/>. Read both the post and the comments.
- Posner, Miriam. 2015 What's next: the radical unrealized potential of digital humanities." Keynote at the Keystone Digital Humanities Conference. Retrieved from <http://miriamposner.com/blog/whatsnext-the-radical-unrealized-potential-of-digital-humanities/>. (Chelsea)
- Ramsay, Stephen. "Who's In and Who's Out." (David) Also, "On Building." (Abby) Read both posts and comments. Retrieved from <http://stephenramsay.us/text/2011/01/08/whos-in-and-whosout/> and <http://stephenramsay.us/text/2011/01/11/on-building/>.
- Read around the "Map of Early Modern London." Retrieved from <https://mapoflondon.uvic.ca/index.htm>.
- Renear, Allen H. *Text Encoding*.
- TEI Consortium. *A Gentle Introduction to XML*.
- Terras, Melissa. (2012). "Infographic: Quantifying Digital Humanities." Retrieved from <http://melissaterras.blogspot.com/2012/01/infographic-quantifyingdigital.html>
- Vandergrift, Micah. What is Digital Humanities and What's it doing in the Library? Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2012/dhandthelib/>.



- Wadewitz, Adrienne. 2013. "Wikipedia's gender gap and the complicated reality of systemic gender bias." Retrieved from <https://www.hastac.org/blogs/wadewitz/2013/07/26/wikipedias-gender-gap-and-complicated-reality-systemic-gender-bias>. (Erica)
- Walsh. John. (2014). A brief introduction to Markup, Part 1 (video: about 15 minutes).
- Walsh. John. (2014). A brief introduction to Markup, Part 2 (video: about 14 minutes).
- Willett, Perry. Electronic Texts: Audiences and Purposes
- Clement, Tanya. 2013. "Text Analysis, Data Mining, and Visualizations in Literary Scholarship." *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/text-analysis-datamining-and-visualizations-in-literary-scholarship/>. (Erin)
- Hoover, David. 2013. "Textual Analysis." *Literary Studies in the Digital Age: An Evolving Anthology*. Retrieved from <https://dlsanthology.commons.mla.org/textual-analysis/>. (Chelsea)
- Torget, Andrew and Jon Christensen. 2012. "Mapping Texts: Visualizing American Historical Newspapers." *Journal of Digital Humanities*, 1:3. Retrieved from <http://journalofdigitalhumanities.org/1-3/mapping-textsproject-by-andrew-torget-and-jon-christensen/>. (Abby)
- Whitmore, Michael. 2009. "Comic Twelfth Night, Tragic Othello." Retrieved from <http://winedarksea.org/?p=228>. (Tassie)
- From an IU IP address, download the PDF of Text Analysis with R for Students of Literature: <http://link.springer.com/book/10.1007%2F978-3-31903164-4>. This will be a handy reference.
- Zhao, Yanchang. 2014. "Text Mining with R – an Analysis of Twitter Data." Retrieved from <http://www.slideshare.net/rdatamining/text-mining-with-r-ananalysis-of-twitter-data>.
- Brett, Megan R. 2012. "Topic Modeling: A Basic Introduction." *Journal of Digital Humanities* 2:1. Retrieved from <http://journalofdigitalhumanities.org/2-1/topic-modeling-abasic-introduction-by-megan-r-brett/>.
- Blei, David M. 2013. "Topic Modeling and Digital Humanities." *Journal of Digital Humanities*. Retrieved from: <http://journalofdigitalhumanities.org/2-1/topic-modeling-and-digital-humanities-by-david-m-blei/>
- Jockers, Matthew. 2011. "The LDA Buffet is now open; or, Latent Dirichlet Allocation for English Majors." Retrieved from <http://www.matthewjockers.net/2011/09/29/the-lda-buffet-isnow-open-or-latent-dirichlet-allocation-for-english-majors/>.
- Weingart, Scott. 2011. "Demystifying Networks, Parts I & II." *Journal of Digital Humanities*, 1:1. Retrieved from: <http://journalofdigitalhumanities.org/1-1/demystifyingnetworks-by-scott-weingart/>.



- “Cytoscape.” 2014. UCLA Center for Digital Humanities. Retrieved from [http://dh101.humanities.ucla.edu/?page\\_id=165](http://dh101.humanities.ucla.edu/?page_id=165).

- Provide feedback on a faculty project in progress comparing two versions of a site. Email Word docs back to me by XXX.

- Frischer, Bernard. 2013. “Introduction with remarks on digital restoration of the Richmond Caligula and its methodological implications.” Retrieved from [http://www.digitalsculpture.org/papers/frischer/frischer\\_paper.html](http://www.digitalsculpture.org/papers/frischer/frischer_paper.html).

- Weber, Gerhard. 2013. “Another link between archaeology and anthropology: Virtual anthropology.” Digital Applications in

Archaeology and Cultural Heritage, 1:1. Retrieved from <http://www.sciencedirect.com/science/article/pii/S2212054813000027>.

- Konwest, Elizabeth and Stacie King. “Moving toward public archaeology in the Nejapa Valley of Oaxaca, Mexico. Retrieved from: <http://www.indiana.edu/~anthro/people/faculty/king/KonwestandKing2012movingtowardpublicarchaeologyinthenejapaoaxaca.pdf>

**Course Title: 20<sup>th</sup> century Fiction**

**Course Code: LIT. 725**

### **COURSE CONTENTS**

- Sherwood Anderson
- Faulkner
- Kafka
- O’Henry
- Hemmingway
- Katherine Mansfield
- James Joyce *Dubliners*
- Jorge Luis Borges
- Donald Barthelme

**Course Title: Introduction to monster studies**

**Course Code: LIT. 735**

‘Of Monsters, Beasts and Devil’ aims to explore theories and literary representations of otherness. Devils, monsters, and beasts signal a split between conscious and unconscious, familiar and unfamiliar, same and other. This course would be questioning the unconscious or conscious fascination of these figures as to see if these are tokens of fractures within human psyche? Do these figures represent what we wish to repress, to be, reject or project onto others? Do these figures give us a new world view or change ours? The course will also consider how representations of otherness is affected by changing historical and cultural circumstance. We will explore different critical approaches to literature (ethics, psychoanalytic criticism, deconstruction, archetypal criticism, critical animal studies, genre theory) and assess their relevance to literary studies.



### COURSE CONTENTS

- Dante Alighieri, *Divina Commedia* (1304-21).
- Mikhaíl Afanasyevich Bulgakov, *Heart of a Dog*, transl. by A. Kurkov, London, 2009.
- Franz Kafka, “A Report to an Academy”, transl. by Willa and Edwin Muir, in *Collected Stories*, New York and London, 1946.
- John Milton, *Paradise Lost* (1667, revised 1674), either edited by Alastair Fowler (2nd ed. Longman), or edited by John Leonard (Penguin).
- Johann Wolfgang v. Goethe, *Faust: Part I*, transl. by David Constantine, London, 2005.
- Les Murray, *Translations From the Natural World*, Paddington, 1992, now in *New Collected Poems*, Sydney, 2002.
- Mary Shelley, *Frankenstein or The Modern Prometheus: The 1818 Text*, ed. by Marilyn Butler, Oxford, 2009.
- H.G. Wells, *The Island of Doctor Moreau* (1896), ed. by P. Parrinder, London, 2005.

### Course Title: Chinese fiction in english

### Course Code: LIT. 766

This course will introduce students to short-form fiction from the modern and contemporary Chinese literary tradition. Drawing on works produced in China, Taiwan, Hong Kong, and by Chinese writers based in the West, the module will focus on the analysis of modern and contemporary literature within the changing cultural landscape. Extending from canonical works from the early Republican era, to writings of diaspora and distance in the late twentieth century, the module will explore how narratives engage with ideas of *home, identity and self*. Topics will include: modernity and the self; writing women; narrating trauma; and writing identity across borders. All primary texts will be available in English translation, and the module will explore discourses on Chinese literature within a global and glocal context.

### COURSE CONTENTS

Primary texts for close reading are as follows:

- Lu Xun, *A Madman's Diary* (1918)
- Yu Dafu, *Sinking* (1921)
- Shen Congwen, *Xiaoxiao* (1929)
- Mu Shiyong, *Shanghai Foxtrot* (1934)
- Lu Xinhua, *The Scar* (1978)
- Gao Xingjian, *Buying a Fishing Rod for My Grandfather* (1983)
- Can Xue, *Hut on the Mountain* (1985)
- Zhu Tianwen, *Fin de Siecle Splendour* (1987)
- Zhu Wen, *I Love Dollars* (1994)
- Ha Jin, *The Woman from New York* (1996)

### Course Title: Medical Fictions: From Romantic To Modern

### Course Code: LIT. 737

Literature and medicine have always been in dialogue: Apollo was the god of physicians and poetry, while some of the greatest writers, such as John Keats and Anton Chekhov, were trained as doctors. In our time, literature and medicine have become ever more entwined in Susan Sontag's formulation of “illness as metaphor,”



and in the emergent fields of “medical humanities” and “narrative medicine” that bridge the practices of writer and doctor. This course, aims to introduce students to how literary fiction—from the 19th century to the present day—reveals the historical interplay between physicians and writers. We examine how medical professionalism is portrayed in literature, how writers and doctors negotiate the clinical encounter, and how narrative shapes the physician’s practice. As we move through shifting paradigms in both medical and literary history, we explore how thematic, generic, and ethical concerns go beyond the divisions between the disciplines: new fields like epidemiology, pathology, and psychiatry influenced the familiar form of the novel, while the case history and gothic fiction display unexpected commonalities. As we read, we will strive to answer a broader question: why is medicine so often represented through tropes of the supernatural? Writers include Charlotte Bronte, Anton Chekhov, Sylvia Plath, Allan Poe, as well as critical readings, Sigmund Freud, Oliver Sacks, Michel Foucault, and Susan Sontag.

#### **COURSE CONTENTS**

- *Villette*, Bronte Charlotte, (1853)
- *The Plague*, Albert Camus, (1948)
- *Chekhov's doctors : a collection of Chekhov's medical tales*, Jack Coulehan, (2003)
- *Confessions of an English opium-eater and other writings*, Thomas De Quincey (1821)
- *A case of hysteria : (Dora)*, Sigmund Freud, (1905)
- *An Enemy of the People*, Henrik Ibsen, (1883)
- *The Bell Jar*, Sylvia Plath, (1963)
- *The Strange case of Dr. Jekyll & Mr. Hyde*, Robert Louis Stevenson, (1886)
- *The Island of Dr. Moreau*, H.G Wells, (1986)
- *The Fall of the House of Usher*, E.A. Poe (1839)
- *Birth of the Clinic*, Michel Foucault, (1963)
- *The Man who Mistook his Wife for a Hat*, Oliver Sacks, (1985)
- *Illness as Metaphor*, Susan Sontag, (1978)

#### **OTHER TEXT**

- *A Dangerous Methods*, David Cronenberg, (2011)
- ‘Arkham’, *Gotham*, (Episode 4, Season 1), (2014)

**Course Title: Magic Realism in english literature**

**Course Code: LIT. 749**

This course will focus on “magical realism” as a narrative technique in fiction. The term magical realism became popular in the 1960s, following the translation into English of certain Latin American authors, particularly Gabriel García Márquez and Jorge Luis Borges. Some commentators welcomed it as a new genre; others have said there is nothing new about it. But even if the joining of magical with realism is not entirely new, the work of Márquez and Borges prompted a way of writing that refreshed the imagination of world authors, including those in America. What, then, is this way of storytelling referred to as magical realism? Is it a useful term? How does it differ, if at all, from fantasy, science fiction, fairy tales, Surrealism, and other narrative forms that are clearly not intended to mirror “real” life? To explore these questions, we’ll look at examples of storytelling from places other than Latin America: North America, Asia, and Europe. We’ll ask a lot of questions and learn by



comparing and discussing. For convenience, we'll start by assuming that magical realism merges in a particular way what is commonly called realism with something commonly called magical: in such stories, the real and the magical may tend to define or redefine each other. But how? With what result? And what is the particular way in which magic and real are merged that might make magical realism a useful description?

### **COURSE CONTENTS**

*One Hundred Years of Solitude*, Gabriel García Márquez (Colombia)

*Labyrinths*, Jorge Luis Borges (Argentina)

*The Kingdom of this World*, Alejo Carpentier (Cuba)

*Tracks*, Louise Erdrich (USA)

*The Elephant Vanishes*, Haruki Murakami (Japan, 1993)

*Stars of the New Curfew*, Ben Okri (Nigeria, 1988)

*Ceremony*, Leslie Marmon Silko (USA)

*The House of the Spirits*, Isabel Allende (Chile)

### **SUGGESTED READING**

*Magical Realism: Theory, History, Community*, eds. Lois Parkinson Zamora and Wendy B.

*Faris* (Duke University Press, 1995)

"The Uncanny", Sigmund Freud

"The Black Cat" and "The Oval Portrait", Edgar Allen Poe

**Course Title: Research Seminar**

**Course Code: Res 705**

Research Seminar is intended as a forum for the students of MS English third and fourth semester students where they can discuss their research ideas with each other and the assigned facilitator. The seminar intends to help the students work on their research interest to write a synopsis and prepare its presentation. The seminar will also feature peer interaction where students will share their experience of research to help those about to embark on the thesis-writing journey.

The seminar will also familiarize the students with the thesis format, APA and MLA citation guidelines and the process of evaluation of the MS thesis.



### STANDARD 2-1

**The curriculum must be consistent and supports the program's documented objectives.**

The curriculum is based on the latest HEC guidelines. External Experts are invited to the Board of Studies meetings that are held at least twice a year to revise the curriculum and update or revise it as needs be.

#### Course Groups and Program Objectives

Courses Groups	Objectives			
	1	2	3	4
1	✓	✓		✓
2	✓	✓		
3			✓	✓

### STANDARD 2-2

**Theoretical background, problems analysis and solution design must be stressed within the program's core material.**

Elements	Courses
Theoretical background	1-24
Problem analysis	1-24
Solution design	1,25,26



**STANDARD 2-3**

**The Curriculum must satisfy the core requirements for the program as specified by the respective accreditation body.**

Program	Compulsory Requirements (the students has no choice)	General Courses from Other Department	Foundation Courses	Major Courses	Electives	Clinical Practicum & Report Writing	Thesis	Dissertation
MS English	12	-	-	--	12	-		6

**Table 5: Program Credit Hours**

**STANDARD 2-4**

**The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.**

There is no accreditation body. The program meets the regulatory body HEC's requirement.

**STANDARD 2-5**

**The curriculum must satisfy general education, arts and professional and other discipline requirements for the program as specified by the respective accreditation body.**

There is no accreditation body. The program meets the regulatory body HEC's requirement.

**STANDARD 2-6**

**Information technology component of the curriculum must be integrated throughout the program**

Any IT requirement for research is catered to in research seminar.

**STANDARD 2-7**

**Oral and written communication skills of the student must be developed and applied in the program.**

It is a high-level English program and proficiency is an entry requirement.



**Criterion 3: Laboratories and Computing Facilities**

FURC has established latest and fully equipped laboratories for students to facilitate them in their studies. Following is the list of available laboratories available to the students:

1. Computer Lab A
2. Computer Lab B

The details about these laboratories are provided as under:

Laboratory Title	Computer Lab A	Computer Lab B
Location & Area	Allama Iqbal Block	Allama Iqbal Block
Objectives	Provide students with IT Facility to practice software applications	Provide students with IT Facility to practice software applications
Adequacy for instruction	All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of.	All of the necessary instructions are displayed in the lab at appropriate places for use to be taken care of.
Courses taught	Data Analysis using SPSS/ AMOS/Mplus/Nvivo	Data Analysis using SPSS/ AMOS/Mplus/Nvivo
Software available if applicable	MS Office, SPSS, AMOS, Mplus, Nvivo	MS Office, SPSS, AMOS, Mplus, Nvivo
Major Equipment/ Apparatus	Computers, Scanners, Printers, Projectors	Computers, Scanners, Printers, Projectors
Safety Regulations	Safety rules are being followed strictly.	Safety rules are being followed strictly.

**Table 7: Laboratories Details**

**STANDARD 3-1**

**The University computing infrastructure and facilities must be adequate to support program’s objectives.**

There are several resource person available in the laboratories every time. The concern authorities have all the manuals and instructions booklet to guide the students. The manuals and instructions are available at all time for the immediate access if needed.



Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country

### **STANDARD 3-2**

**There must be support personal for instruction and maintaining the laboratories.**

Course instructor is available all time during lecture. Computer staff is also available to assist students and faculty.

### **STANDARD 3-3**

**The University computing infrastructure and facilities must be adequate to support program's objectives.**

There is no separate computer laboratories for the English department. They use laboratories of engineering and software department to have assistance to carry out their tasks. Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

The computer laboratories of the university have the updated and latest computers and equipment to provide immediate assistance. The students have the free access to the computer laboratories. As per the program objectives, the students are required to have IT skills to achieve the required goal. The software and equipment which fulfill the degree requirement are facilitated. Faculty members are given personal computers and required equipment to assist in the job related tasks.

Laboratory services in the university are equally excellent and as good as to any highly reputed institution of the country.

### **Criterion 4: Student Support and Advising**

Since the launch of FURC in year 2002, all its programs have started and finished on schedule. The culture in FURC is that teachers and students have facility of frequent interaction, even after classes, for any professional and academic advice. This aspect is even highlighted and indicated by the students in the feedback on HEC Performa number 10, taken by the Department of Quality Assurance (DQA) in the university.

The students on joining English department are given an orientation seminar that covers the following aspects: -



- Degree program
- Semester system
- Graduation requirements
- Course registration
- Examinations policy
- Retest policy
- Failure conditions
- Termination conditions
- Use of unfair means
- CMS
- Relevant program requirements

In addition to this, these instructions are also available to students on the university website as well as CMS. Class coordinators are designation from senior faculty who look after and maintain all the academic and personal matters of the students. Students have many sources to get their matters solved with professional guidance. Counseling builds confidence in the students and they never feel alone when facing any problem relating to academics or other matters.

Parental involvement is continuously encouraged to make the students to be more indulged in the academics. At the end of the semester, parents/guardians are informed of the student's performance. Attendance report is acknowledged to the parents/guardians to seek their full involvement in the student matters.

The Institute frequently arranges lectures /seminars/workshops on contemporary academic and social issues. Renowned scholars from Pakistan and abroad are invited to speak on a variety of topics.

#### **STANDARD 4-1**

**Courses must be offered with enough frequency and number for students to complete the program in a timely manner.**

The prerequisite courses are offered in a reasonable sequence that prepares the students to attain the program's defined outcomes and objectives.

- Courses are taught as per strategy and guidance provided by HEC.
- Subject courses are offered as per scheme of study of the department after approval of Academic Council of the university. Courses are offered by faculty



trained in the relevant subject and as per their availability.

- Elective courses and minor courses are offered as per policy of HEC and University.
- Students are allowed to take courses in other programs on the basis of defined equivalency in course catalogue.

Students are allowed to take elective and specific courses on the basis of approval from the program managers.

#### **STANDARD 4-2**

**Courses in the major area of study must be structured to ensure effective interaction between students, faculty and teaching assistants.**

Courses are designed according to the level and with the full cooperation of the faculty team and discussed before the starting of the semester. All faculty members communicate each other effectively with full sincerity and devotion along with the students. Students are encouraged to share their concerns and opinions without any judgments and criticism.

A representative is nominated in each semester for each course that monitors the progress of each semester.

Interactions with faculty members are carried out all through the office hours. This helps to get the ongoing feedback. The Class Representative (CR) and The Girl Representative (GR) meet with Head of Department and Program Coordinator at regular intervals.

#### **STANDARD 4-3**

**Guidance on how to complete the program must be available to all students and access to qualified advising must be available to make course decisions and career choices.**

Orientation week is held before commencement of the session. Purpose of orientation is to acknowledge students about the program and coursework, requirements by in-charge program and DQA staff. Brief description and information is given to students as well the parents are asked to join the orientation to get the requirements and objectives of the program. In addition, a handbook of university requirements is given to students to consult policies as well.



**Criterion 5:            Process Control**

**STANDARD 5-1**

**The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The program has a well-defined admission criterion, which include evaluation of student's marks at different levels and admission test results.

The admission is done twice a year, in Fall/Spring semesters.

Students who have completed the 16 years of education are eligible to appear in the admission test of the program. Admission is granted strictly on the basis of academic record, admission test and interview.

Students from accredited universities are eligible to transfer their credits to FURC. Students have to submit complete course curriculum and internal evaluation certificate of each subject from his/her previous institution duly signed by Dean/Head of Department/Principal. Student's applications in this regard are dealt on case to case basis. Such applications are discussed in Board of Studies to evaluate them and make decision. Head of Department of the faculty is the final authority to make decision regarding credit transfers.

This admission criterion is evaluated every 2 years by the Board of Faculties and Academic Council in the light of instructions issued by HEC. Minor internal adjustments regarding admission test result weightages or test contents are made.

Prescribed admission forms are available from the Office of the Manager Student Affairs and various locations notified in the advertisement. Online application form may also be downloaded from the university website [www.fui.edu.pk](http://www.fui.edu.pk). Applications are received after the appearance of advertisement in the national press.

Foreign students seeking admission in the University can submit their applications along with application fee through their respective Embassies/High Commissions.

The admission forms and salient features of the prospectus are also hosted on the website [www.fui.edu.pk](http://www.fui.edu.pk). The candidate may download the application form and mail it along with a challan of Rs.1300/- for inland and US\$60.00 for expatriate/foreign candidates



## Entrance Examination

Entry test will be held at FURC. No admission will be given without entry test

## Selection Procedure

The applications for admission are reviewed by the Admission Committee. It is mandatory for all the applicants, to appear in the Entry Test. The candidate can apply only as Pakistani Resident or Expatriate/Foreigner. The applications to change the status from Pakistani to expatriate will only be considered if there are seats left in the Expatriate/ Foreign Category.

The relative weight-age of all the components of the Admission process i.e. the academic achievements in SSC, HSSC or its equivalent examination, and the Entry Test marks are added to determine the final merit.

The weight-age for calculation of the merit for MS program is as under: -

<b>Benchmark</b>	<b>Weightage</b>
BA/BSc/Equivalent	10%
MA/MSc/Equivalent	40%
Entry Test	50%

Verified Hafiz-i-Quran and NCC training shall get credit according to the Government admission policy.

The decision of the Admission Committee is irrevocable and non-negotiable. The authorities are not bound to explain the reasons for their decisions to the applicants, their parents or guardians.

## Documents Submitted After Admission

A candidate, who is eligible for admission, must submit attested copies of the following documents (as indicated against each) along with the application form and the Deposit slip:

- SSC or equivalent foreign qualification certificate (one copy).
- HSSC or an equivalent foreign qualification certificate (one copy).
- BA/BSc or an equivalent foreign qualification certificate (one copy).
- Equivalence certificate (two copies) from Inter Board Committee of Chairmen, Islamabad (in case of foreign qualification)
- National Identity Card/Form B of the candidate (one copy).



- National Identity Card of Father/Guardian (one copy).
- Recent three colored photographs of the applicant.

### **STANDARD 5-2**

**The process by which students are registered in the program and monitoring of students' progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The student's name, after completion of the admission process, is forwarded to the Registrar office for registration in the specific program and the registration number is allotted.

The following registration procedure is strictly followed at the beginning of each semester: The admitted student will be registered with FUI. A student shall be registered in the course(s) being offered by the University on the prescribed registration form and on CMS before or within one week of the commencement of the classes or as dates announced through notice board.

The form is available at the Students Affairs Office and Admission Office. The completed form should be submitted to respective advisor after the approval from the Head of the Department for onward submission to the office of the Student's Affairs.

The fee in full for the registered semester must be paid through payment slip to the Bank and a copy each to Student Affairs Office and Accounts Office.

Students not registered as above will not be allowed to attend classes. A student will not be enrolled for more than 18 credits in a semester. A student may register, with prior permission of the HOD for additional non-credit course(s) out of the prescribed course work. On successful completion of non-credit course(s), a mention will be made in the student's transcripts.

A student may add or drop course(s) or convert a credit course into a non-credit or vice-versa, within two weeks from the date of commencement of a semester on the recommendations of the teacher(s) and the HOD.

No registration or change of course(s) shall be allowed after three weeks from the date of commencement of the semester.

Students are evaluated through assignments, sessional, mid-term tests and final examinations at the end of each semester. Only qualified students in each semester are allowed to join the next semester.



### **STANDARD 5-3**

**The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting with its objectives.**

Vacant and newly created positions are advertised in the national newspapers, applications are received by the Registrar office, scrutinized by the respective Heads of Departments, and call letters are issued to the short-listed candidates on the basis of experience, qualification, publications and other qualities/activities as determined by the University in the light of HEC guidelines.

The candidates are interviewed by the University Selection Board. Selection of candidates is approved by the BOG. Induction of new candidates depends upon the number of approved vacancies.

Faculty members are retained by giving them good remuneration, favorable teaching environment, research facilities and management support.

On yearly basis faculty performance is evaluated basing on HEC Performa number 10 by the students, Head of Department recommendations and with the counter signature of Director. The annual increment is based on the recommendations of the Head of department and Director.

### **STANDARD 5-4**

**The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met. The process must be periodically evaluated to ensure that it is meeting its objectives.**

Students are the recipient of the delivery of course material, through their teachers. The program is actively evaluated by Head of Department, Course Advisors and QEC. The feedback of the taught is best instrument to measure that the course learning outcomes are met. The students give feedback on Performa number 1 regarding course contents and how it was delivered. Through Performa number 10, students evaluate and comment on teacher's efforts put in to deliver the course contents, his/her general conduct in the class, the environment s/he maintains and extra efforts s/he makes to satisfy students' thirst for knowledge.



Performa number 5 (Faculty Satisfaction Survey – (Annexure-G)) is a very useful activity to evaluate the course contents, learning and teaching environments and overall teachers' satisfaction level. Course evaluation by teachers also indicates what percentage of desired outcome has been achieved by the course contents and what needs to be improved or changed. This exercise is done once a year. The feedback is discussed with Dean and In-charge Program, who focuses on making improvements in the areas of weakness.

### **STANDARD 5-5**

**The process that ensures that graduates have completed the requirements of the program must be based on standards, effective and clearly documented procedures. This process must be periodically evaluated to ensure that it is meeting its objectives.**

The MS program is run on semester basis and at the end of each semester examinations are held to evaluate the students' progress in that semester. Qualified students are allowed to join next semester and this cycle continues till the end of 4th semester which is the final semester. At the end of 4th semester all students are required to submit their respective projects.

Student's final results are announced on the basis of projects results and examination results.

Requirements of this standard are met through three Performa issued by HEC. The feedback is documented and its evaluation indicates degree of satisfaction of the graduates. Three forms (Performa 3: Survey of Graduating Students (Annexure-F), Performa 7: Alumni Survey (Annexure-A) and Performa 8: Employer Survey (Annexure-H)) are extremely good instruments to measure the program outcomes.

### **Criterion 6:      Faculty**

#### **STANDARD 6-1**

**There must be enough full-time faculties who are committed to the program to provide adequate coverage of the program areas/courses with continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.**



Program Area of Specialization	No. of members of faculty in area	No. of faculty with PhD Degree
2	12 (Full Time) 17 (Part Time)	5 (Full Time) & 07 Overall

**Table 7: Faculty Distribution by Program Area**

### **STANDARD 6-2**

**All faculty members must remain current in the discipline and enough time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place. Effective Programs for Faculty Development**

Faculty concurrency in the discipline is determined based on the criterion set by the University in the light of HEC guidelines. All faculty members submit their professional resumes on HEC Performa number 9 (Faculty Resume, Annexure-D) once a year. This information is compared with the existing criterion set by university for the concurrency of the post.

All fulltime faculty members are allocated teaching hours as per HEC defined limit which enables the faculty to have enough spare time to perform scholarly activities and improve their knowledge and skills.

Faculty members are provided with adequate resources for research and academic activities. Every faculty member has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training and opportunity to attend workshops outside university is also provided to faculty, if required, to enhance their capabilities.

The university encourages the faculty to participate in research activities by providing them sufficient support within or outside university.

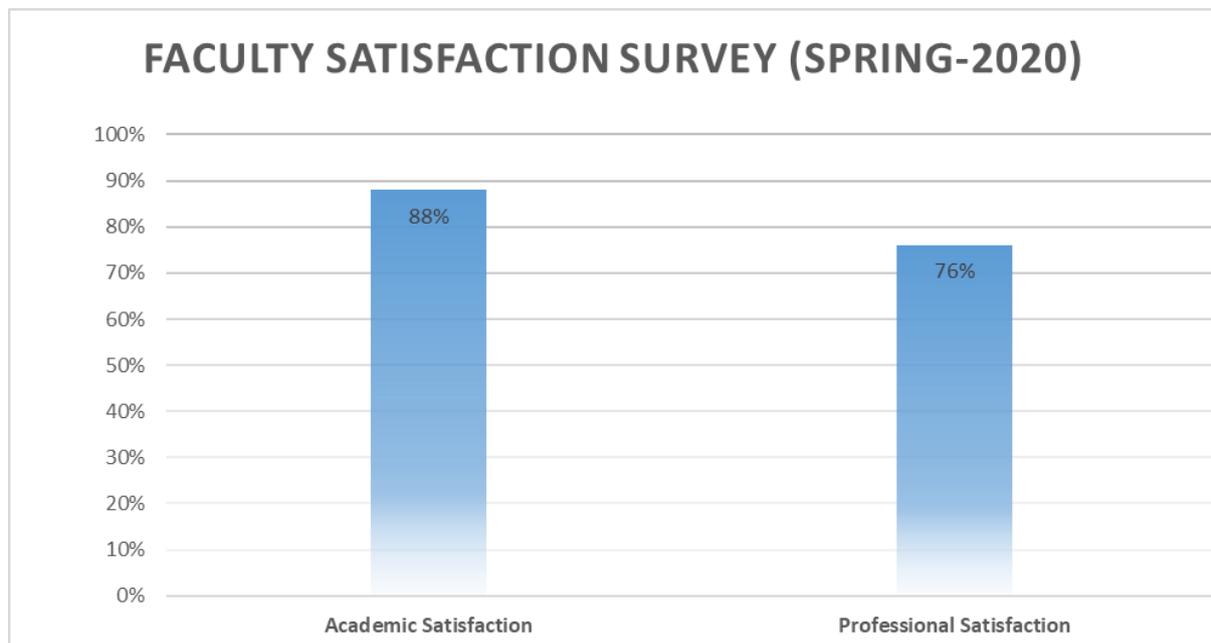
### **STANDARD 6-3**

**All faculty members should be motivated and have job satisfaction to excel in their profession.**

The faculty survey of the program using HEC Performa number 5 was conducted the results of faculty for this year is as under:



Category	Questions	Satisfaction	Overall
Academic Satisfaction	Clarity of Institution's Goals/Mission	92%	88%
	Your Interaction with students in and outside classroom	97%	
	Opportunities for research in your discipline and recognition of research accomplishment	77%	
	Whether the department is utilizing your experience and knowledge	88%	
Professional Satisfaction	Communications from/with peers and college leadership	90%	76%
	Administrative support from the department/college	82%	
	Adequacy of technological & multimedia instructional resources	80%	
	The cooperation you receive from the colleagues	95%	
	Recognition/appreciation of good teaching	71%	
	Opportunities for professional development	73%	
	Clarity about the faculty promotion process	55%	
	Salary and compensation package	55%	
	Job security and stability	62%	
	The mentoring available to you from seniors	79%	
The overall Environment of the department	92%		





## **Criterion 7: Institutional Facilities**

### **STANDARD 7-1**

**The institution must have the infrastructure to support new trends in learning such as e-learning.**

The university has provided e-learning facilities to faculty members and students. Each faculty member has a computer system with access to internet and e-learning library section.

Students have been provided a number of computer systems in the library to access e-learning section. There are 65000 e-books on FURC digital library. Every student has been provided with user ID to access the e-learning resources from within the university library.

The support staff to look after the e-learning resources is sufficient in number, trained and responsive. The university has provided enough funding to support the e-learning.

### **STANDARD 7-2**

**The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.**

The university library has enough technical books in hard copies to support the program learning. The internet access provides opportunities to the students and faculty to obtain knowledge from their technical resources. The library is staffed with good number professionals to help students and faculty members to get access to required book or learning material efficiently.

### **STANDARD 7-3**

**Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.**

Enough class rooms are available to run the program as per desired schedule. In few class rooms, there is a need of up-gradation of multimedia and other resources. The work orders have been initiated and procurement process is in progress.

All faculty members have allocated cabins or workstations in air conditioned rooms; they are provided with CPUs and internet facility. Each faculty office is equipped with landline extension, printer and shelves. Stationery is allocated to each



faculty member on need basis. However, these facilities are not adequate. The operating systems provided to faculty have outdated software and slow functioning, and the internet connection is sketchy at best. There is only one printer for 12 faculty members, which is not sufficient. The cabins are not spacious, so it is difficult to entertain more than one student at a time, which is often necessary for supervisory duties.

## **Criterion 8:            Institutional Support**

### **STANDARD 8-1**

**There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.**

University allocates enough financial resources each year to hire competent faculty as required. As already listed in standard 5-3, Faculty members are retained by giving them favourable teaching environment, research facilities and management support.

As listed in standard 6-2, Faculty members are provided with adequate resources for research and academic activities to maintain their competence. Every faculty member has been provided with computer system and access to internet. Faculty members have also access to library materials for academic and research activities. Professional training is also provided to faculty if required to enhance their capabilities.

### **STANDARD 8-2**

**There must be an adequate number of high quality graduate students, research assistants and Ph.D students.**

The university follows the guidelines of HEC for admission in this program. The number of under graduating students is approx. 167. Currently there are 07 Ph.D. scholars in the department of English faculty.

### **STANDARD 8-3**

**Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.**

Library at FURC holds more than 20816 books, 46 journals and magazines for all programs. Sufficient numbers of computers are available to be used by the students. Library is organized to accommodate more than 300 students (male, female).



FURC has Psychological laboratory which be used by the students to carry out desired psychological assessment, but it's not fully equipped. There is need for more updated psychological tests.

Computing facilities at FURC provide excellent platform to students to enhance their learning capabilities. There are computer laboratories in the campus, which are accessible to all students for their use.

### **Conclusion**

MS English Program's self-evaluation report is a document of utmost importance since it highlights and pinpoints the pros and cons of the program. In order to develop an encouraging environment for the studies, the management is trying their best to upgrade the infrastructure. Moreover, the faculty is determined to give their very best to disseminate quality knowledge, introduce novel and effective teaching methods, and provide research exposure to the students. The current report has been made after rigorous assessment of the aforementioned program considering 9 criteria and 31 standards provided in HEC's Self-assessment Manual. The aims and outcomes of the program are evaluated. After evaluation, few weaknesses were detected including lack of space, equipment, and bursaries for postgraduate studies. On the other hand, aforesaid program has numerous positive points, for example, transparent admission process, rigorous research culture, critical thinking etc. It is also observed that the course contents of the courses are thoroughly planned before the start of a new semester.

Student support and advising was evaluated in Criterion 4. It is found that the Department of English tries its level best to provide ample opportunities to the students so that they can soar in their academic careers. Moreover, the department makes sure to get in touch with the students' guardians and constantly keep them apprised of the students' progress.

Process control was assessed in Criterion 5. The Department of English has a fair and rigorous process of selection of the new students. The department tries to provide academic counselling services to the students so that they can complete their studies within stipulated amount of time. It is also made sure that learning objectives match with the course outcomes. Criterion 6 deals with the faculty of the English Department. Currently, there are 13 faculty members in the department with seven of



them holding a PhD degree. Apart from devoted teaching, the faculty is doing remarkable in research-related activities. Since 2018, the faculty has published around 60 research articles in international and national journals.

Institutional facilities are assessed via Criterion 7. It is highlighted that there is a need of improvement regarding infrastructure of library, classrooms and faculty offices. Moreover, institutional support is assessed in Criterion 8. It is concluded that the institution provides ample support to endorse and improve academic, research, management, and leadership abilities.



**Annex –A (Research Paper List)**

**Annex – B (Faculty Resume)**