Scheme of Studies
AD in English (Language and Literature)

Department of English Language and Literature

UNIVERSITY OF SARGODHA

Overview:

Literary study equips students with excellent communication skills, high-level experience in academic research and debate, and the capacity for creative, independent and critical thought. In this program, the scheme of studies will introduce general courses as well as major English literature courses. They will open more opportunities for the students as English is considered global language of communication, and employers continue to seek English graduates for the qualities of creative intelligence and clarity of communication that they bring to the workplace in a rapidly shifting and increasingly complex world. In the modern world, the study of English Literature has assumed even greater importance for nations and their cultures as it brings about harmony and peace among the comity of nations.

Through this programme, students get the opportunity to grow as writers, researchers and critical thinkers. The study of literature enables students to get acquainted with the prevailing cultural norms and mores around the world. All great literary workers in any language not only introduce the readers to new vistas but also inculcate in them analytical approach to the social problems.

Program Structure:

Duration	Minimum 2-Years (4-Semesters)
Admission Requirements:	At least 45% marks in Intermediate (FA, FSc, I.Com, D.Com, ICS, A-Level, or equivalent. *(Provisional admission shall be granted on the basis of at least 45% marks in Intermediate Part-I result which shall also be used for determining merit.)*
Degree Completion Requirements:	60-72 Credit Hours

General Education (Gen Edu) Requirements: (Mandatory/Core Curses, minimum 31 credit hours):

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran I, II, III & IV	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
			GE Courses Credit Hours Total	31	

Single Major Courses

Course Code	Course Title	Cr. Hours	Prerequisite *(mention course code only)*
ENGL-5201	History of English Literature	3(3-0)	Nil
ENGL-5202	Introduction to Literary Devices and Genres	3(3-0)	Nil
ENGL-5203	18th Century English Novel	3(3-0)	Nil
ENGL-5204	Early English Prose	3(3-0)	Nil
ENGL-5205	Classical Poetry	3(3-0)	Nil
ENGL-5206	Literary Criticism-I	3(3-0)	Nil
ENGL-5207	Classical Drama	3(3-0)	Nil
ENGL-5208	Romantic Poetry	3(3-0)	Nil
ENGL-5209	Literary Criticism-II	3(3-0)	Nil
ENGL-5210	Shakespearean Drama	3(3-0)	Nil
ENGL-5211	Victorian and Early Modern Novel	3(3-0)	Nil
ENGL-5212	Victorian Poetry	3(3-0)	Nil
Major Courses Credit Hours Total		**36**	

Summary:

Sr. No.	Category	No. of Courses	Credit hours
1.	General Courses	14	31
2.	Subject Major Courses	12	36
	Total	26	67

Scheme of Studies
AD in English (Language and Literature)

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
Major-1	ENGL-5201	History of English Literature	3(3-0)	Nil
Major-2	ENGL-5202	Introduction to Literary Devices and Genres	3(3-0)	Nil
Major-3	ENGL-5203	18th Century English Novel	3(3-0)	Nil
GE-4 (i)	URCG-5111	Translation of the Holy Quran-I*	0(0-0)	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
GE-6	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)*	1(1-0)	Nil
Major-4	ENGL-5204	Early English Prose	3(3-0)	Nil
Major-5	ENGL- 5205	Classical Poetry	3(3-0)	Nil
Major-6	ENGL-5206	Literary Criticism-I	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	ENGL-5207	Classical Drama	3(3-0)	Nil
Major-8	ENGL-5208	Romantic Poetry	3(3-0)	Nil
Major-9	ENGL-5209	Literary Criticism-II	3(3-0)	Nil
GE-4 (ii)	URCG-5111	Translation of the Holy Quran-II*	0(0-0)	Nil

Semester Total Credit Hours: 17

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Major-10	ENGL-5210	Shakespearean Drama	3(3-0)	Nil
Major-11	ENGL-5211	Victorian and Early Modern Novel	3(3-0)	Nil
Major-12	ENGL-5212	Victorian Poetry	3(3-0)	Nil

Semester Total Credit Hours: 16

* Translation of the Holy Quran and Seerat of the Holy Prophet (SAW) are compulsory for Muslim Students only.

Semester-I

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Contents
1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). Academic writing: A handbook for international students (3rd ed.). New York: Routledge.

2. Eastwood, J. (2011). A Basic English grammar. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finnegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Contents

Introduction to Qur'anic Studies

1) Basic Concepts of Qur'an
2) History of Quran
3) Uloom-ul-Quran

مطالعہ قرآن)تعارف قرآن ، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ الفرقان آیات 26-77؛ سورۃ المومنون آیات 1-11؛ ،سورۃ الاحزاب آیات 2، 41، 64- 66؛ ،24، 52- 55؛ سورۃ الانعام آیات   156-151؛، سورۃ الصف آیات 1- 12؛ الحشر آیات 18- 44؛ آل عمران آیات 154- 154؛ النحل آیات 12-14؛ لقمن آیت 44، حم السجدہ آیت 56(

Introduction to Sunnah

1) Introduction of Hadith
2) Legal Status of Hadith
3) History of the compilation of Hadith 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام
متن، حدیث: 1درج ذیل موضوعات پر احادیث کا مطالعہ
1۔ اعمال کا اجر نیت پر منحصر ہے۔ 4۔ بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔6۔کتا ب وسنت گمراہی سے بچنے کا ذریعہ ہیں2۔ ارکان اسلام 5۔ اسلام ، ایمان ، احسان اور قیامت کی نشانیاں ،2بچوں کی نماز کی تلقین 7۔ دین کا گہرا فہم اللہ کی خاص عنایت ہے 8۔ حصول علم، تلاوتِ قرآن اور عمل کی اہمیت و فضیلت ،5 ۔روز محشرکا محاسبہ ،14۔ حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے11۔ حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14۔ دنیا و آخرت کی بھلائی کی ضامن چار چیزیں ،16۔ ہلاک کر دینے والی سات چیزیں،12۔ بے عمل مبلغ کا عبرت ناک انجام 15۔ ہر شخص نگران ہے اور ہر شخص مسئول 1 Sirah of the Prophet)

2) Importance of the Study of Sirah
3) Character building method of the Prophet

(سیرت النبیﷺ) مطالعہ سیرت کی ضرورت و اہمیت ، تعمیر ،سیرت و شخصیت کا نبوی منہاج اور عملی نمونے ، اقامت دین کا نبوی طریق کار، اقامتِ دین بعہدِ خلافت راشدہ، میثاق مدینہ ، خطبہ حجۃ الوداع، اخلاقی تعلیمات ، تشکیل اجتماعیت اور اسوہ حسنہ ،قرآن مجید میں سیرت سرور عالم کا بیان، غزواتِ نبوی ﷺ کے مقاصد و حکمتیں(

Islamic Culture & Civilization

1) Basic Concepts of Islamic Culture & Civilization
2) Historical Development of Islamic Culture & Civilization

3) Characteristics of Islamic Culture & Civilization
4) Islamic Culture & Civilization and Contemporary Issues

۔2 اسلامی تہذیب و تمدن) اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر ، اسلامی تہذیب کی خصوصیات، ، اسلامی تہذیب ، علمی ، معاشرتی اور سماجی اثرات ، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی ، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار ، نام ور مسلمان سائنسدان(*Pre-Requisite: Nil*

Recommended Books
1) Hameed ullah Muhammad, ―Emergence of Islam‖ , IRI, Islamabad
2) Hameed ullah Muhammad, ―Muslim Conduct of State
3) Hameed ullah Muhammad, _Introduction to Islam
4) Ahmad Hasan, ―Principles of Islamic Jurisprudence‖ Islamic Research, Institute, International Islamic University, Islamabad (1993)
5) Dr. Muhammad Zia-ul-Haq, ―Introduction to Al Sharia Al Islamia‖ Allama Iqbal Open University, Islamabad (2001)
6) Dr. Muhammad Shahbaz Manj, Teleemat-e- Islam

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
     (a) Religion
     (b) Science
     (c) Law
3. Historical Development of Morality:
     (a) Instinctive Moral Life.
     (b). Customary Morality.
     (c). Reflective Morality.
4. Moral Theories:
     (a). Hedonism (Mill)
     (b). Intuitionism (Butler) (c).
     Kant's Moral Theory.
5. Moral Ethics and Society.
     (a). Freedom and Responsibility.
     (b). Tolerance
     (c). Justice
     (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
     a). Judaism
     b). Christianity
     c). Islam
7. Professional Ethics:
     a). Medical Ethics
     b). Ethics of Students
     c). Ethics of Teachers
     d). Business Ethics

REFERENCE BOOKS:

1. William Lille. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Culcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

Contents

1. Introduction, Overview and its types
2. Hardware: Computer Systems & Components, Storage Devices and Cloud Computing
3. Software: Operating Systems, Programming and Application Software
4. Introduction to Programming Language
5. Databases and Information Systems Networks
6. The Hierarchy of Data and Maintaining Data
7. File Processing Versus Database Management Systems
8. Data Communication and Networks
9. Physical Transmission Media & Wireless Transmission Media
10. Applications of smart phone and usage
11. The Internet, Browsers and Search Engines
12. Websites Concepts, Mobile Computing and their applications
13. Collaborative Computing and Social Networking
14. E-Commerce & Applications
15. IT Security and other issues
16. Cyber Laws and Ethics of using Social media
17. Use of Microsoft Office tools (Word, Power Point, Excel), mobile apps or other similar tools depending on the operating system
18. Other IT tools/software specific to field of study of the students if any

Recommended Texts

1. Vermaat, M. E. (2018). *Discovering computers: Digital technology, data and devices.* Boston: Cengage Learning.

Suggested Readings

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26th ed.). San Francisco: McGraw Hill Higher Education.
2. Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science.* Boston: Cengage Learning.

The objective of this course is to acquaint students with the movements and literary giants in the history of literature and to inform the readers about how historical and socio-cultural events influence literature written in English. Although the scope of this course is quite expansive, the readers shall focus on 16th to late 19th century that is till the Romantic Movement. Histories of literature written by some British Literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. The readings of literature in this way i.e. within the socio-cultural context will help the readers become aware of the fact that literary worlds are basically a referential product of the practice that goes back to continuous interdisciplinary interaction. All the following ages would be taught in two dimensions: firstly, the brief introduction of the important events of that age which influenced the thoughts & the lives of writers & secondly the works of important writers of that movement.

Contents

1. Introduction to Greek literature
2. Dark Ages
3. Medieval English period (1000- 1453 AD)
4. Renaissance Age (1453 – 1616 AD)
5. Reformation Movement in England
6. Puritan Age (1616 – 1660 AD)
7. The Restoration Age (1660 – 1700 AD)
8. Age of Pope (1700-1744 AD)
9. Age of Johnson (1744-1784 AD)
10. Augustan Age
11. Romantic Age (1789 – 1832 AD)
12. Victorian Age (1835 – 1901 AD)
13. 20th Century literature
14. Post-modern literature

Recommended Texts

1. Daiches, D. (1961). *A Critical History of English Literature* (VOL.1-4). London: Secker & Warburg.

2. Long, J. W. (2016). *English Literature: Its History & Significance for the life of English* (enlarged ed.) New York: Ginn and Company.

Suggested Readings

1. Evans, I. (1976). *A short history of English literature*. London. Penguin.
2. Ford, B. (1976). *The new pelican guide to English literature* (VOL.1-9). London: Penguin.
3. Gillie, C. L. (1977). *Longman companion to English Literature* (2nd ed.). London: Longman.
4. Sanders, A. (1994). A Short Oxford History of English Literature. Oxford: Clarendon Press.

This is an introductory level course which aims at providing general introduction to both literary and non-literary texts and how genres of literature create meaning and structures, giving way to some of the methods of literary interpretation. Beginning with literary concepts like genre, narrative, character, and figurative language, this course considers the interaction among the reader, the writer, and the text itself, and between different texts. Upon successful completion of this course, students will be able to employ various methods of literary analysis in poetry and prose and other related genres of literature, identify common literary devices and concepts in poetry and prose and understand their effects, understand common literary concepts to analyze the poetry and prose other related genres of literature, recognize and understand the relationship among reader, writer, and text in the creation and interpretation of texts, compare the relationship among different texts in the creation and interpretation of texts.

Contents

1. Definitions of literary genre, devices, their significance and types
2. Genres: Definitions of Fiction & Non-Fiction, Drama, Poetry, etc.
3. Sub-Genre of Prose and Poetry: Comic, Mystery, Horror, Folktale, Fantasy, Fable, Myth, Legend, Haiku, Sonnet, Epic, Elegy, Ode, Ballad, Memoir, Essay, (Auto) Biography, Almanac, Editorial, Journal
4. Elements of Fiction: Plot, Setting, Tone, Theme, Mood, Conflict, Point of View,
5. Elements of Poetry: Dramatic Monologue, Blank and Free verse, Rhyme scheme, Stanza
6. Figurative Devices: Personification, Simile, Metaphor, Hyperbole, Understatement, Satire, Irony, Allegory, Allusion, Euphemism, Metonymy, Synecdoche, Hypallage, Sound Devices, Alliteration, Assonance, Consonance, Anaphora, Onomatopoeia, Antithesis, Paradox, Oxymoron, Climax, Anti-climax, Pun
7. Elements of Drama: Dialogue, Monologue, Tragedy, Comedy, Tragicomedy, Miracle Plays, Morality Plays, Interludes, Tragic hero, Hamartia, climax, Catharsis, Hubris, Catastrophe, Three unities/dramatic unities, Plot, character/ Characterization, Soliloquy, Aside, Chorus, comic relief
8. Terms used in literary criticism/theories: Poetic justice, Symbol/Symbolization, Flashback, Foreshadowing, Colloquialism, Objective correlative, Imagery with types, Melodrama, bildungsroman

Recommended Texts

1. Bawarshi, A. S. & Mary, J. R. (2010). *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Parlor Press.
2. Berthoud, E. (2020). *30-Second Literature: The 50 most important forms, genres and styles, each explained in half a minute*. Ivy Press UK.
3. Martiny, E. (2012). *A Companion to the Poetic Genre*. John Wiley & Sons.

Suggested Readings

1. Fowler, A. (1982). *Kinds of Literature. An Introduction to the Theory of Genres and Modes*. Clarendon.

2. Gardner, J., Lawn, B., Ridl, J. & Schakel, P. (Eds.) (2017). *Literature: A portable anthology* (4th ed.). Boston: Bedford.

ENGL-5203   **18th Century English Novel**   **3(3-0)**

The course aims at introducing the students to the fiction of the 18th and 19th centuries. The students will be familiarized with the changing socio economic and literary trends in the fabrics of English fiction and its emergence as a genre of literature. Students will be introduced to new trends in fiction in the age of prose and reason to broaden the vision of the students about the changing trends in the style and themes of the fictional literature. Fiction represents the values of life and imaginative vistas of the society. Keeping in view all these factors students will be prepared to understand the changing environment. Representative novelists such as Fielding, Jane Austen and Charles Dickens will help in bringing about informed learning. The fiction helps in producing knowledge-based students so that they are in a position to compete in the changing pace of the society. Besides academic learning, the students will also be familiarized with the dynamics of 18th and 19th century fiction and their interrelatedness with a myriad of social, cultural, religious and moral issues of English society. This will lead to the preparation of students for the upcoming fictional narratives at the next academic level.

Contents

1. Samuel Richardson: *Pamela*
2. Henry Fielding: *Joseph Andrews*
3. Jane Austen: *Pride & Prejudice*
4. Charles Dickens: *A Tale of Two Cities*

Recommended Texts

1. Hedge, T. (Ed.). (2008). *Pride and prejudice*. Oxford: Oxford University Press.
2. John, J. (Ed.). (2019). *A tale of two cities*. London: Flame Tree Publishing.
3. Potkay, A. (Ed.). (2008). *The adventures of Joseph Andrews*. London: Longman.
4. Richardson, S. (1740). *Pamela: Or, Virtue Rewarded*. London, England: A. Millar.

Suggested Readings

1. Backscheider, P. R., & Ingrassia, C. (2005). *A companion to the eighteenth-century English novel and culture.* Hoboken: Blackwell Publishers.
2. Bloom, H. (Ed.). (2004). *The eighteenth-century English novel*. Philadelphia: Chelsea House Publishers.
3. Hardy, B. (2000). *A reading of Jane Austen.* London: Bloomsbury.
4. Todd, J. (2015). *The Cambridge introduction to Jane Austen* (2nd ed.). Cambridge: Cambridge University Press.

Topic	Details
Semester/Level	In some discipline 1st semester and in some discipline 2nd Semester/ ADP Program 1st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	• To familiarize the students to keys and fundamentals of recitation of the holy Quran. • To develop the skill of the students of recitation the last revelation. • Students will learn the basic Arabic grammar in a practical way. • To develop an eagerness among the students to explore the last divine Book.
Course Contents:	• تیسواں پارہ - ناظرہ مع تجوید • بنیادی عربی گرامر اسم اور اسکے متعلقات : اسم فاعل ،مفعول ،تفضیل ،مبالغہ فعل اور اسکی اقسام : ماضی ،مضارع ،امر ، نہی حرف اور اسکی اقسام : حروف علت ،حروف جارہ ،مشبہ بالفعل
Memorization:	تیسویں پارے کی آخری بیس سورتیں) حفظ مع ترجمہ (

Semester-II

The course will enable students to explore human experiences, cultivate an appreciation of the past, enrich their capacity to participate in the life of their times, and enable an engagement with other cultures and civilizations, both ancient and modern. But independently of any specific application, the study of these subjects teaches understanding and delight in the highest achievements of humanity. The three components of the course, including fables, wisdom literature and epic, will enable the learners to explore and understand the classic tradition in literature. Development of personal virtue, a deep Sufi ethic and an unwavering concern for the permanent over the fleeting and the ephemeral are some of the key themes explored in the contents that will develop an intimate connection between literature and life.

Contents

1. Fables
    - The Fables of Bidpai
    - The Lion and the Bull
    - The Ring-dove
    - The Owls and the Crows
    - Selected poem from Bang-i-Dara

2. Gulistan-e- Sa'di
    - Ten ḥikāyāt from John T. Platts, *The Gulistan*
3. Epic
    - The Shahnama of Firdausi

Recommended Texts

1. Chishti, Y.S. (1991). *Sharaḥ-i bāng-i darā*. Lāhaur: Maktaba-i taʿmīr-i insāniyat
2. John T. P. (1876). *The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz*. London: Wm. II. Allen.

Suggested Readings

1. Thackston, W. (2000). *A Millennium of Classical Persian Poetry.* Maryland: Ibex Publishers.
2. Wood, R. (2013). *Kalila and Dimna: Fables of conflict and intrigue*. United Kingdom: Medina Publishing, Limited.

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Learning Outcomes:

The course has following outcomes:

It will

- Introduce student with the nature of human social behavior and foundations of human group life
- Analyze the reciprocal relationship between individuals and society.
- Make student aware with the nature of societies existing in modern world
- Make students familiar with the philosophy of knowledge of social sciences
- Introduce students with the works of prominent theories explain human group behavior
- Help students to understand the foundations of society including culture, socialization, politics and economy
- Introduce students with various dimensions of social inequalities with reference to gender, race, ethnicity and religion
- Make them aware about the understanding of various themes pertains to social science in local context
- Help them recognize the difference between objective identification of empirical facts, and subjective formulation of opinionated arguments

Course Outlines:

1. **Introduction to Social Sciences**
   - Social world, Human Social behavior, Foundations of society
   - Evolution of Social sciences
   - Philosophy of Science
   - Scope and nature of social sciences
   - Modernity and social sciences
   - Branches of social science: Sociology, Anthropology, Political Science, Economics

Society and Community, Historical evolution of Society
   - Types of Societies
   - Foraging society, Horticultural society, Pastoralist society
   - Agrarian societies, Industrial society, Postindustrial society

2. **Philosophy of Knowledge in social Science and social inquiry**
   - Understanding social phenomenon
   - Alternative ways of knowing
   - Science as a source to explore social reality
   - Objectivity, Value-Free research
   - Positivism vs Interpretivism
   - Qualitative vs Quantitative

3. **Culture and Society**
   - Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4. Social Stratification and Social inequality
- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5. Personality, Self and Socialization
- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6. Gender and Power
- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity
- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Contents

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
2. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Title	Description
Course Code	URCG-5127
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	۱۔ طلباء کو مطالعہ سیرت طیبہ کی ضرورت واہمیت سے آگاہ کرنا ۲۔ تعمیر شخصیت میں مطالعہ سیرت طیبہ کے کردار کو واضح کرنا ۳۔ بعثت نبوی کے موقع پر اقوام عالم کی عمومی صورت حال سے آگاہ کرنا ۴۔ رسول اکرم صلی اللہ علیہ وسلم کی مکی اور مدنی زندگی کا اس طرح مطالعہ کروانا کہ طلباء ان واقعات سے نتائج کا استنباط کر سکیں ۵۔ طلباء کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالاتِ زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب ونسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالات زندگی
2	بعثت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بعثت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، بازنطینی، ساسانی
3	بعثت نبوی	۱۔ مکی عہد میں دعوتِ اسلام
4	بعثت نبوی	۱۔ مدنی عہد میں دعوتِ اسلام
5	خصائص النبی	آپ بطور پیغامبر امن
6	خصائص النبی	بحیثیت استاد و معلم
7	خصائص النبی	بحیثیت تاجر
8	خصائص النبی	بحیثیت سربراہ ریاست
9	خصائص النبی	ذاتی محاسن اور عالمگیر اثرات

10	خصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ سیرت
15	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

نصابی کتب

نام کتاب	نام مؤلف	نمبر شمار
السیرۃ النبویۃ	ابن ہشام	1
سیرۃ النبی صلی اللہ علیہ وسلم	مولانا شبلی نعمانی، سید سلمان ندوی	2
رحمۃ للعالمین	قاضی محمد سلیمان سلمان منصورپوری	3
نبی رحمت صلی اللہ علیہ وسلم	مولانا سید ابوالحسن علی ندوی	4
عہد نبوی کا نظام حکومت	ڈاکٹر یسین مظہر صدیقی	5
انسان کامل	ڈاکٹر خالد علوی	6

حوالہ جاتی کتب

نام کتاب	نام مؤلف	نمبر شمار
سیرت سرور عالم صلی اللہ علیہ وسلم	سید ابوالاعلی مودودی	1
الرحیق المختوم	مولانا صفی الرحمن مبارکپوری	2
ضیاء النبی صلی اللہ علیہ وسلم	پیر محمد کرم شاہ الازہری	3
السیرۃ النبویۃ الصحیحۃ	ڈاکٹر اکرم الضیاء العمری	4
اصح السیر	مولانا عبدالرؤف دانا پوری	5

The course aims to introduce the students to Prose as a genre of literature by drawing comparison with poetry. This course is helpful in providing the students with highly philosophical ideas and literary perspectives on a diversified field of topics ranging from social, political, academic, historical and cultural using pithy style. The course content also provides insight about contemporary philosophical theories such as Machiavellianism and rationalism. The students will not only acquire a wide range of knowledge, but working with the course will also enable them to engage with the writing style of different writers, subject matter, content and point of view that they may integrate in their writing or everyday use. After studying this course, students would be able to use the language efficiently in academic and real life situations. The course is helpful for the beginners studying literature to get insight into how they can attempt writing creatively.

Contents

1. Introduction to Prose
2. Francis Bacon: Of Truth
3. Francis Bacon: Of Study
4. Francis Bacon: Of Revenge
5. Francis Bacon: Of Friendship
6. Francis Bacon: Of Great Place
7. Jonathan Swift: Gulliver's Travels
8. Charles Lamb: Dream Children
9. Charles Lamb: Poor Relations
10. John Ruskin: Essay on Work
11. John Ruskin: Essay on War
12. Thomas Carlyle: The Hero as Poet
13. Aldous Huxley: The Doors of Perception

Recommended Texts

1. Lamb, C. (1903). *Essays of Elia*. London: G. Bells & Sons, Ltd.
2. Pitcher, J. (1985). *The essays* (1st ed.). London: Penguin Books.
3. Rawson, C., & Higgins, I. (Eds.) (2005). *Gulliver's travels* (New ed.). New York: Oxford University Press.
4. Ruskin, J. (1907). *The crown of wild olives*. Edinburgh: Ballantyne Press.

Suggested Readings

1. Bloom, H. (Ed.). (2009). Jonathan Swift's *Gulliver's travels* (New ed.). New York: InfoBase Publishing.
2. Carlyle, T. (1841). On Heroes, Hero-Worship, and the Heroic in History. London, England: James Fraser
3. Donoghue, D. (2010). *Jonathan Swift: A critical introduction*: New York: CUP.
4. Huxley, A. (1954). The Doors of Perception. New York, NY: Harper & Brothers.

This course aims at introducing the students to the classical period of English poetry beginning from the medieval period to its growth and development into the eighteenth century. Hence selections of poetry composed by the most representative poets of the respective eras are included in it. The purpose of this course is to make students familiar with the poetry of Chaucer, John Milton, John Donne and Alexander Pope. Selections of poetry from these poets will help in bringing about informed learning. It begins from Chaucer in the 14th century and ends with the neo-classical period of the Pope in the 18th century. The history of English poetry is framed for bringing about knowledge based segments of students so that they are in a position to compete in the changing scenario of the society.   The selection is intended to make the readers aware of not only the development of genres but also the development of English Language.

Contents

1. Geoffrey Chaucer, The Prologue to the Canterbury Tales
2. Edmund Spencer, The Faerie Queene (Book1, Canto 1)
3. John Milton, Book-I (line 1-100 & 5 Speeches of Satan) Book-II (Speeches of Adam & Eve)
4. William Shakespeare (Sonnets), Shall I compare thee to a summer's day? (Sonnet 18), Let me not to the marriage of true minds (Sonnet 116), What Is Your Substance, Whereof Are You Made?
5. John Donne, The Good Morrow, Goe, and Catch a Falling Star, The Sunne Rising, A Valediction- Forbidding Mourning, Thou hast made me, and shall thy work decay? Death be not proud, though some have called thee
6. Alexander Pope, Rape of the Lock (Canto I, II, V)

Recommended Texts

1. Beer, P. (1972). *The metaphysical poets*. McMillan.
2. Bowden, M. (1967). *A commentary on the prologue*. Macmillan.
3. Kermode, F. (1971). *Shakespeare, Spenser, Donne: An introduction*. Routledge & Kegan Paul.

Suggested Readings

1. Fraser, G. (1978). *Alexander Pope*. London, UK: Routledge & Kegan Paul.
2. Quennell, P. (1968). *Alexander Pope*. London, UK: Weildfeld & Nicolson.
3. Rudrum, A. (1968). *Milton.* London, UK: McMillan.

The course traces the history of literary criticism from Greek critics to the time of romanticism in English literature. The study of Aristotle and Longinus who came to second life in 16th century England would help the learners see and realize that the roots of critical thought in English literature lie in ancient Greece. The views of English critics like Philip Sidney and Wordsworth would provide the landmarks in the development of critical ideas about art and literature. This course aims at equipping the students with the tools of literary criticism and providing them the skill to evaluate literary works critically. The implied aim is to develop critical thinking among the students. At the end of the course, the students will be able to explain the term literary criticism, it certain types and schools of thought explain the theories and canons expounded by Aristotle, Longinus, Philip Sidney and Wordsworth in the discourse of literary criticism and apply the critical tools/ theories/ canons to evaluate literary works.

Contents

1. Aristotle, *Poetics*
2. Longinus, *On the Sublime*
3. Philip Sidney, *An Apology for Poetry*
4. William Wordsworth, *Preface to Lyrical Ballads*
5. S.T. Coleridge, *Biographia Literaria*

Recommended Texts

1. Butcher, S. H. (Ed.). (1907). *Poetics of Aristotle*. New York: MacMillan.
2. Maslen, R. W. (Ed.). (2002). *An apology for poetry* (*revised 2nd ed.*)*. Manchester: Manchester University Press.
3. Roberts, W. R. (Ed.). (2011). *Longinus on the Sublime: The Greek text edited after the Paris manuscript*. Cambridge: Cambridge University Press.
4. Stafford, F. (Ed.). (2013). *Lyrical ballads*. Oxford: Oxford University Press.

Suggested Readings

1. Golban, P., & Ciobanu, E. A. (2008). *A short history of literary criticism*. New York: New York University Press.
2. Laird, A. (Ed.). (2006). *Ancient literary criticism*. Oxford: Oxford University Press.

Semester-III

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Contents

1. Self-Reflection
   - Introduction to the basics of the writing process
   - Introduction to the steps of essay writing
   - Prewriting activities: Brainstorming, listing, clustering and freewriting
   - Practicing Outlining of the essay
2. Personalized Learning
   - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
   - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
   - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
   - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
   - Student-led brainstorming on local versus global issues, Identifying research problems
   - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
   - Engaging students in Critical reading, Presenting interview/ survey information, Field work
   - Writing Community Engagement Project
6. Letter to the Editor
   - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts

1. Bailey, S. (2011). Academic writing: A handbook for international students (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings

1. Creswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Contents

1.   Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Historigam, Bar chart, etc)
2.   Solving practical problems using linear and exponential models
3.   Population growth models
4.   Analytical approach to solve simultaneous equations
5.   Inequalities and their application
6.   Comparing quantities using analytical tools
7.   Logical reasoning and their application in modern age
8.   Logical reasoning and decision making
9.   Data tendencies via measure of location
10.   Variability and Measure of dispersion
11.   Measuring relationships via Regression analysis and correlation
12.   Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts

1.   Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2.   Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House. 3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings

1.   Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons.
2.   Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3.   Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Outline:

▢ Ideology of Pakistan
Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
Two Nation Theory and Factors leading to Muslim separatism.

▢ Constitutional Developments
Salient Feature of the Government of India Act 1935
Salient Feature of Indian Independence Act 1947
Objectives Resolution
Salient Feature of the 1956 Constitution
Developments leading to the abrogation of Constitution of 1956
Salient features of the 1962 Constitution
Causes of failure of the Constitution of 1962
Comparative study of significant features of the Constitution of 1956, 1962 and 1973

▢ Fundamental rights ▢ Principles of policy ▢ Federation of Pakistan
President
Parliament
The Federal Government

▢   Provinces
Governors
Provincial Assemblies
The Provincial Government

▢ The Judicature
Supreme Court,
High Courts
Federal Shariat Courts
Supreme Judicial Council
Administrative Courts and tribunals

▢ Islamic Provisions in Constitution " Significant Amendments of Constitution of Pakistan 1973

Recommended Books:
1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
6. Fundamental Laws of Pakistan by A.K. Brohi

The course aims at introducing the Greek and Elizabethan drama to the students focusing upon the style and techniques used by the masters of the contemporary periods. This course intends to make the students familiarize with the major trends in dramatic art and popular themes dealt by the classical dramatists. The study will essentially focus upon the techniques of analyzing a play so as to enable the students to carry out independent study of other works of the respective ages. After reading the prescribed plays and completing the discussions and tasks assigned, the students will be able to understand and analyze the inclusions of religious, social, political, economic and all other such trends and values of which life comprises and which literature ultimately aims to reflect, interpret and explore. The course also aims to augment the comparative and analytic competence of the students by providing them an opportunity to study a world existing in a span of more than three thousand years.

Contents

1. Sophocles: *Oedipus Rex*
2. Euripides: *Medea*
3. Christopher Marlowe: *Dr. Faustus*
4. Ben Johnson: *Every Man in his Humour*

Recommended Texts
1. Bevington, D. M., Butler, M., & Donaldson, I., (Eds.). (2012). *The Cambridge edition of the works of Ben Jonson*. Cambridge: Cambridge University Press.
2. Cheney, P. (Eds.). (2006). *The Cambridge companion to Christopher Marlowe.* Cambridge: Cambridge University Press.
3. Romany, F., & Lindsey, R. (Eds.). (2004). *The complete plays*. New York: Penguin.
4. Watling, E. F. (Ed.). (2003). *The Theban plays: King Oedipus, Oedipus at Colonus, Antigone*. London: Penguin.

Suggested Readings

1. Bloom, H. (2003). *Sophocles*. Philadelphia: Chelsea House Publishers.
2. Deats, S. M. & Logan, R. A. (2016). *Placing the plays of Christopher Marlowe: Fresh Cultural Contexts*. London: Taylor and Francis.
3. Levin, H. (2014). *Overreacher: A study of Christopher Marlowe*. Massachusetts: Harvard University Press.
4. Sheppard, J. T. (2016). *Greek tragedy*. Sydney: Wentworth Press.

This course is a study of poetic forms from English Romantic verse. Students will be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets. A vast collection of Poets from the relevant era is selected for this course. Important biographical details in the lives of selected poets, the influence of historical, cultural, and artistic context upon selected major works, and the use of literary/ stylistic devices will be analyzed. The ideas of the French Revolution as reflected in the works of the Romantic Poets will broaden the vision of the readers and inspire them with the love for humanity which is a desired ideal in this shrinking island of love. In the end the students will be able to identify and discuss major trends in Romantic Poetry with relevance to different poetic devices and figurative language used by various poets.

Contents

1. William Blake: Songs of Innocence and Experience – "The Divine Image", "Holy Thursday", "The Little Black Boy", "The Chimney Sweepers", "A Poison Tree"
2. William Wordsworth: "Ode on Intimations", "The Prelude" *book 1* (Lines 1-100)
3. Percy Bysshe Shelley: "Ode to the West Wind", "To a Skylark", "The Cloud"
4. John Keats: "Endymion" (Line 1-50), "Ode to Melancholy", "Ode to a Nightingale", "Ode on a Grecian Urn"

Recommended Texts

1. Appelbaum, S., & Smith, P. (Eds.). (2012). *Songs of innocence and songs of experience*. Chicago: Dover Publications.
2. Engell, J., & Raymond, M. D. (Eds.). (2019). *The prelude: 1805*. Boston: Godine Publisher.
3. Schmidt, M. (Ed.). (2007). *Lyrical ballads*. London: Penguin Classics.
4. Woodcock, B. (Ed.). (1998). *The selected poetry and prose of Shelley*. Hertfordshire: Wordsworth Editions Ltd.

Suggested Readings

1. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan.
2. Lindsey, D. W. (1989). *Blake: Songs of innocence and of experience*. London: Macmillan Education Ltd.
3. West, D., & Croft, S. (Eds.). (2006). *John Keats: selected poems* (Oxford Student Texts).New York: Oxford University Press.
4. Zucchi, J. E. (2007). Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830. Oxford, England: Oxford University Press.

This course is designed to expose students to literary theory and criticism. This course aims at introducing the modern critical theories. It includes the works of literary scholars like Arnold, Eliot, Brooks and Catherine Belsey. Students will read material that cover key components of literary theory and will apply the theoretical premises and techniques to selected literary selections so as to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts in particular. They will explore theorists and the interconnections of the theories. The course enables the learners to analyze literary texts in the light of modern critical thought. It intends to develop a critical insight about literary standards and theories among the students. This course will enable the students to analyze the arguments in the historical, cultural and political dimension of life. Students will be able to develop their understanding about theories, history of theories and their relevance to the present times.

Contents

1. **Mathew Arnold**
   - The Study of Poetry
   - The Function of Criticism at the Present Time

2. **T.S. Eliot**
   - Tradition and Individual Talent
   - Metaphysical Poets, Milton I & II

3. **Cleanth Brooks**
   - "The Language of Paradox", What does poetry communicate?",
   - The Heresy of Paraphrase" from *The Well-Wrought Urn*,
   - "Narrative poems", "Metrics", "Tone and attitude",
   - "imagery", "theme" from *Understanding Poetry*

2. **Catherine Belsey**
   - Critical Practice (Chapters#1, 3, 6, 7, 8)

Recommended Texts

1. Bressler, C. (2011). *Literary criticism: An introduction to theory and practice* (A Second Printing). Pearson,
2. Waugh, P. (2006). *Literary theory and criticism*: An Oxford guide. Oxford University Press.

Suggested Readings

1. Abercrombie, L. (1961). *Principles of literary criticism.* New York: Barnes & Noble.
2. Daiches, D. (1956). *Critical approaches to literature.* New Jersey: Prentice-Hall.
3. Richards, I. A. (2003). *Principles of literary criticism.* Routledge.

Topic	Details
Semester/Level	In some discipline 3rd semester and in some discipline 4th Semester/ ADP Program 2nd Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – II
Credit Hours	Non-Credit
Objectives	▪ Students will come to know about the real nature, significance and relevance of the Islamic beliefs in light of the text of the Holy Quran. ▪ Students will seek knowledge of translation and transliteration of the Holy Book Quran. ▪ To familiarize the students with the concept of Ibādah (Its significance, scope and relevance) and its types in Islam. ▪ Students will learn literal and idiomatic way of translation of the Holy Book. ▪ Students will learn about the polytheism and its incompatibility in Islam highlighted by the Holy Quran. ▪ To highlight the significance of learning through using all human faculties provided by the almighty Allah and familiarize the students about condemnation of ignorance mentioned in the Quranic text. ▪ To develop Awareness among the students about rights and duties of different circles of society in the light of Holy Quran. ▪ To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	○ ایمانیات اور عبادات اللہ پر ایمان ،فرشتوں پر ایمان ،رسولوں پر ایمان ،آسمانی کتابوں پر ایمان یوم آخرت پر ایمان ، تقدیر پر ایمان نماز ،روزہ ،زکوۃ،حج ،جہاد ○ معاشرے کے حقوق • خاندان کی تکوین • حق مہر • رضاعت و حمل • اولاد کو قتل کرنے کے ممانعت • شوہر کی نافرمانی • طلاق • بیوہ کی عدت کے احکام • نکاح کا پیغام بھیجنا • عورت کی وراثت (اس کے شوہر کی طرف سے) • والدین کے حقوق • بیویوں اور اولاد کے بیچ عداوت ○ خاندان کے حقوق • مہمان کی عزت • اجازت طلب کرنے کے اصول • مجلس کے اداب • تعاون اور بھائی چارہ • گروہ بندی • محبت • لوگوں کے درمیان صلح • عفو ودرگزر، غصہ پر قابو اور معاف کرنا • شعوب و قبائل • لوگوں کے بیچ اختلافات • حمایت و نگہبانی
Grammar:	☐ قرآنی عربی گرامر کے اصول اور انکے اطلاقات)متن قرآنی پر اطلاق سے

Details of Chapters and verse Numbers:	توضيحات (
	▪ منتخب آیات مع ترجمہ وتجوید
	▪ البقره ((٧١١، ٨٣٢، ٥٤، ٨١١، ٨٧٢، ٧٧١، ٥٤، ٧٤٣، ٨٥١، ٨١٧، ٨٢٤، ٣٥، ٨٢٤،
	٧٢٣، ٧٢٥، ٨١١، ٧٢٢، ٧٣٢، ٧١١، ٨٤٢، ٨٢٤، ٧٨٢، ٢٨، ٢٢، ٨٤٣، ٧٨٢، ٧٤،
	٨٣١ ، ٨٣٤، ٨٣١، ٨٣٧، ٨٨٢، ٨٨٢، ٨٣١، ٨٨٢، ٨٨١،٨٥٧،٧٢٢، ٧٤٢، ٨٧٢،
	٢٣ ، ٧٢١، ٧٢٨، ٨٣٣، ٧٢٥ ، ٢٨)
	▪ النساء)٢٤، ٢٨، ٤٢، ٧٣٢، ٢٢، ٢١، ٧٣، ٢٢، ٢١،٢٢، ٣٢، ٧١٢، ٧٨، ٣٤، ٧٨٢،
	٧، ٨١، ٧، ٢، ٧٢٧، ٣٤، ٨١، ٣٤، ٧٢٧، ٧٨٢، ٧٧، ٧٧، ٨٤، ٨٥، ٧١٢، ٥، ٧٧، ٣٥،
	٢٧ ، ٧٨٢، ٤٥، ٧٥٢، ٧٢)
	▪ الانعام)٨٨، ٧٣١،٧٥،٢٨، ٧٤٧، ٥٢، ٤٥)
	▪ آل عمران)٢١، ٣٢، ٢٤، ٧٨٤، ٢٥، ٧٥٥، ٧،٧٢ (
	▪ المائده)٤٥، ٨، ٢٨، ٧٢،٣٢، ٢٨، ٨، ٤(
	▪ الاعراف)٣٤، ٧٢٢، ٧٢٢ (
	▪ التوبہ)٨١، ١٧،٧٢(
	▪ ہود)٧٨(
	▪ الزمر)٢(
	▪ النور)٤٥، ٤٨،٨٢، ٨١، ٢١، ٨٢(
	▪ محمد)٣٣(
	▪ انفال)٢٨، ٨١(
	▪ الرعد)٣(
	▪ الطلاق)٥(
	▪ الحج)٤(
	▪ ابراہیم))٨٣،٥٥(
	▪ الاسراء)٨٣، ٨٥(
	▪ الاحقاف)٧٤(
	▪ المومنون)٨١(
	▪ العنکبوت)٨٤،٥٢، ٢ (
	▪ النحل)٨٨(
	▪ لقمان)٥،٧٤، ٧٥(
	▪ الاحزاب))٣٤، ٣٢،٤١، ٥٢(
	▪ الشعراء)١(
	▪ الروم)٨٧(
	▪ مریم)٨٢،٧٥ (
	▪ المجادلہ)٧٨، ٧٧(

Semester-IV

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

1: Field Survey of Flora & Fauna and their identification
2: Study of herbarium 3:
Study of Museum

Recommended Texts.
1. Keddy, P.A. *(2017). Plant ecology origins, processes, consequences.* Cambridge, University Press.

2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (20 19). *Ecological studies.* Springer.

3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). Chemistry of Natural Products. Springer Science

4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books
1. Fath, B. (2018). *Encyclopedia of' ecology.* Elsevier.

2. Ajith, H .. Urmas. P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscpes:* broadsclaes consideration. 1st Edition. Springer International Publishing AG.

3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press

4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science* 1&2. Cambridge University Press

5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

Course Learning Objectives

1.   To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.

2.   To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.

3.   To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Contents

1.   **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.

2.   **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company

3.   **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.

4.   **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.

5.   **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.

  6. **Products and technology, identification opportunities**

7.   **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.

8.   **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.

9.   **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a

  Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing

10.   **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into ECommerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web

Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.

11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing

12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back &Suggestions on Student Project,

13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstiner, I. (1989). S*mall business handbook*. Prentice Hall Press.

Course Description:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

Learning outcomes

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:

Introduction to Civics & Community Engagement

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law ▢ Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue

- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected
- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities
- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy
- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies
- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan
- Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy. J. K., & Brunold, A. (2016). Regional context and Citizenship education in Asia and Europe. New Yourk: Routledge, Falmer.
2. Henslin, James M. (2018). Essentials of Sociology: A Down to Earth Approach (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). Sociology. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). Civics Today: Citizenship, Economics, and Youth.
2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). Government by the People (16th ed.). Pearson.
3. Sirianni, C., & Friedland, L. (2005). The Civic Renewal Movement: Community-Building and Democracy in the United States. Kettering Foundation Press.
4. Bloemraad, I. (2006). Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada. University of California Press.
5. Kuyek, J. (2007). Community Organizing: Theory and Practice. Fernwood Publishing.
6. DeKieffer, D. E. (2010). The Citizen's Guide to Lobbying Congress. TheCapitol.Net.
7. Rybacki, K. C., & Rybacki, D. J. (2021). Advocacy and Opposition: An Introduction to Argumentation (8th ed.). Routledge.
8. Kretzmann, J. P., & McKnight, J. L. (1993). Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets. ACTA Publications.
9. Patterson, T. E. (2005). Engaging the Public: How Government and the Media Can Reinvigorate American Democracy. Oxford University Press.
10. Love, N. S., & Mattern, M. (2005). Doing Democracy: Activist Art and Cultural Politics. SUNY Press.

This course aims at introducing Shakespearean drama. Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare's works. Topics covered will include character, form, spectacle, theme, sources, the original conditions of production, and the reproduction of Shakespeare's plays in a contemporary context. A few more important ideas relating to the course will include: a brief sketch of Shakespeare's life, the England of Shakespeare's time, the rise of the English theater, the staging of Shakespeare's plays, Shakespeare's legacy on stage and in film, and adaptation of Shakespeare's plays in contemporary context. The course stresses Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision. Students will be encouraged to watch films and performances based on Shakespeare's plays. Film and adaptations of the plays may be used to enhance discussion and reflection.

Contents

- Historical and Cultural Context
- Themes and Issues in Shakespeare's Works

Drama
- *Hamlet*
- *King Lear*
- *Henry-IV*
- *The Tempest*

Recommended Texts

1. Craig, W. J. (Ed.). (1966). *The complete works of Shakespeare*. London: Longman.
2. Moston, D. (1998). *Mr. William Shakespeare' Comedies, Histories, & Tragedies: A Facsimile of the First Folio, 1623*. Routledge.

Suggested Readings

3. Charney, M. (1971). *How to study Shakespeare*. New York: McGraw-Hill.
4. Greenblatt, S. (2004)*. Will in the world: How Shakespeare became Shakespeare.* London: Bodley Head.
5. Hussey, S. S. (1982). *The literary language of Shakespeare*. London: Longman.
6. Wells, S. (2015). *William Shakespeare: A very short introduction*. Oxford: Oxford University Press.

This course is designed to familiarize the students with some of the major works of Victorian fiction. Texts will be analyzed from the narrative aspects with constant references to their historical, cultural and literary contexts. The students will be able to recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. They will be able to analyze the historical, cultural and traditional development through the narrative of the selected texts. Students will learn a method of analyzing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels. Students will be able to develop the intellectual ability to grasp and interpret the novels with critical understanding.

Contents

1. Thomas Hardy: *Tess of the D'Urbervilles*
2. George Eliot: *Mill on the Floss*
3. E.M. Forster: *A Passage to India*
4. George Orwell: *1984*

Recommended Texts

1. Hitchens, C. (Ed.). (2003). *Animal farm and 1984* (1st ed.). Boston: Houghton Mifflin Harcourt.
2. Palmer, B., & Sayer, K. (Eds.). (2017). *Tess of the D'Urbervilles*. Harlow: Pearson Education.
3. Stallybrass, O., & Mishra, P. (Eds.). (2005). *A passage to India*. London: Penguin Classics.
4. Wheeler, H. (Ed.). (2016). *The mill on the floss by George Eliot*. London: Macmillan Education Ltd.

Suggested Readings

1. Allen, W. E. (1982). *The English Novel, a short critical history*. London: Penguin Books Limited.
2. Allott, M. F. (Ed.). (1959). *Novelists on the novel*. Columbia: Columbia University Press.
3. Forster, E. M. (2002). *Aspects of the novel.* New York: Rosetta Books LLC.
4. Verdonk, P., & Weber, J. J. (Eds.). (1995). *Twentieth-century fiction: From text to context*. London: Psychology Press.

The objective of this course is to provide students with a comprehensive understanding of the characteristics, themes, and literary devices in Victorian poetry. Students will analyze the works of prominent poets of the era, such as Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, and Matthew Arnold, and gain an understanding of the historical and cultural context in which they were written. Through close reading and analysis, students will develop critical thinking and analytical skills, and become familiar with various critical approaches to Victorian poetry. By the end of the course, students will have a deeper appreciation for the poetry of this era and the themes and literary techniques that define it.

Contents

1. Introduction to Victorian Poetry
    *   Historical Context
    *   Characteristics of Victorian Poetry
    *   Representative Poets of the Era
2. The Poets and their Works
    *   Alfred Lord Tennyson – The Charge of the Light Brigade, Ulysses
    *   Robert Browning – My Last Duchess, The Pied Piper of Hamelin
    *   Christina Rossetti – Goblin Market, Remember
    *   Thomas Hardy– The Darkling Thrush, The Voice
    *   Matthew Arnold – Dover Beach, The Scholar Gypsy

Recommended Texts

1. Browning, R. (1907). *Poems (Vols. 1-2)*. New York, NY: Oxford University Press.
2. Hardy, T. (1896). *Poems of the past and the presen*t. London, England: Macmillan and Co.
3. Rossetti, C. (1862). *Goblin market and other poems*. London, England: Alexander Strahan.
4. Tennyson, A. (1859). *Idylls of the King*. London, England: Edward Moxon & Co.

Suggested Reading

1. Halio, J. L. (2006). *The Oxford handbook of Victorian poetry*. Oxford, England: Oxford University Press.
2. Marcus, L. (1995). *The Oxford book of Victorian verse.* Oxford, England: Oxford University Press.
3. Minnis, A. J. (2004). *Victorian poetry: Poetry, poetics, and politics.* Routledge: New York, NY.
4. Mitchell, R. J. (1996). Victorian poetry and poetics. Blackwell: Oxford, England