

SYLLABUS FOR MA IN ENGLISH PROGRAM



**English Discipline
Khulna University
Khulna-9208**

SYLLABUS FOR MA IN ENGLISH FIRST TERM

Eng 5101: Research Methodology in Humanities and Social Science	Contact Hour: 04	Credit: 04	Status: Core
<p>Course Description: This course explains approaches, strategies, and data collection methods relating to research in humanities and social sciences. Students will consider how to select the appropriate methodology for use in a study to be performed. Additionally, these students will learn how to collect data based on different data collection methods, construct these tools, and pilot them before they become ready for use. Finally, this course elucidates the requirements for an academic work, considering aspects related to language, writing style, and lay-out. To culminate this final stage, students will learn to write a comprehensive research proposal that may be conducted in the future.</p>			
<p>Course Objectives: This course aims to guide Master students at English towards achieving competence and proficiency in the theory of and practice to research. This fundamental objective can be realized through helping these students to develop the subject of their research, critical analysis, rigor, and independence of thought, foster individual judgment, and skill in the application of research theory and methods, and develop skills required in writing research proposals, reports, and dissertation.</p> <p>The course is designed to:</p> <ul style="list-style-type: none"> • enable students understand what research is • understand and practice the steps of research (e.g. defining problem, setting accurate objectives and hypothesis, formulating research questions, reviewing literature, developing theoretical framework etc.) • differentiate research in humanities and social science from research in other fields • raise awareness of crucial aspect of the nature of Knowledge and the value of scientific method • introduce the concept at the heart of every research project –the research problem- and to show what a researchable problem is • put forward a credible research proposal • evaluate literature, form a variety of sources, pertinent to the research objectives. • identify and justify the basic components of the research framework, relevant to the tackled research problem • collect different types of data and present and analyze them • explain how to cite sources, using MLA, APA, Chicago and Harvard • explain what research ethics are and understand the adverse impact of plagiarism 			
Intended Learning Outcomes (ILOs)		Course Content	
<p>At the end of the course students will be able to:</p> <ul style="list-style-type: none"> • explain research and its definitions • introduce the objectives of research • present some aspects of the debate 		<p>Section – A</p> <p>(1) A review of the Fundamentals: Meaning of Research; Definitions of Research; Objectives of Research; Motivation in Research; General Characteristics of Research; Criteria of Good</p>	

<p>about the nature of knowledge and the value of scientific method</p> <ul style="list-style-type: none"> • evaluate different types of research • describe how a research problem is selected, delimited and evaluated • review literature credibly • prepare a workable research proposal; and • understand ethics in research and implications of plagiarism in research 	<p>Research; Types of Research</p> <p>(2) The Research Problem: Scientific Thinking; What is a Research Problem; Selecting the Problem; Sources of the Problem; Defining a Problem; Statement of a Problem; Delimiting a Problem; Evaluation of a Problem</p> <p>(3) The Review of Literature: Meaning of Review of Literature; Need of Review of Literature; Objectives of Review of Literature; Sources of Literature; The Functions of Literature; How to Conduct the Review of Literature; Precautions in Library Use; Reporting the Review of Literature</p> <p>(4) The Research Hypothesis: Meaning and Definitions of Hypothesis; Nature of Hypothesis; Functions of Hypothesis; Importance of Hypothesis; Kinds of Hypothesis; Characteristics of a Good Hypothesis; Variables in a Hypothesis; Formulating a Hypothesis; Testing the Hypothesis</p> <p>(5) The Research Approach: The Philosophical Background; The Qualitative Approach; The Quantitative Approach; The Mixed-Methods Approach; Criteria for Selecting a Research Approach</p> <p>Section – B</p> <p>(1) The Research Approach: The Philosophical Background; The Qualitative Approach; The Quantitative Approach; The Mixed-Methods Approach; Criteria for Selecting a Research Approach</p> <p>(2) The Research Strategies: What are the Research Strategies?; Which Strategy to Choose?; Case Studies; Experiments; Phenomenology; Action Research; Mixed-methods</p> <p>(3) Data Collection: Questionnaires; Interviews; Focus Group; Observation</p> <p>(4) The Sampling: Meaning and Definition of Sampling; Functions of Population and Sampling; Methods of Sampling; Characteristics of a Good Sample; Size of</p>
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	<p>a Sample; The Sample Cycle</p> <p>(5) Research Paper Writing: Structure of a research paper; Preparing a research paper; Importance of Documentation; MLA, APA, Chicago and Harvard style sheets; Ethics in research; violation of research ethics; Implications of plagiarism</p>
<p>References:</p>	

<p>Eng 5103: British and American Literature</p>	<p>Contact Hour: 04</p>	<p>Credit:04</p>	<p>Status: Core</p>
<p>Course Description: The course offers the students an opportunity to make a comparative study between British and American literature.</p>			
<p>Course Objectives: The course is designed to</p> <ul style="list-style-type: none"> • help students learn about the socio-political as well as historical background of England and America • assist students know about the influence of different literary movements introduce major British and American writers. 			
<p>Intended Learning Outcomes (ILOs)</p>	<p>Course Content</p>		
<p>At the end of the course the students will be able to</p> <ul style="list-style-type: none"> • conceptualize the literary movements • analyze the impact of the World wars, science and psychology on British and American literature • explain the techniques of writing • critically appreciate the literary works differentiate between the 	<p>Section – A</p> <p>(1) J. H. C. Newman: “The Idea of a University”</p> <p>(2) Seamus Heaney: Selections as in <i>Norton Anthology</i></p> <p>(3) Tom Stoppard : <i>Rosencrantz and Guildenstern are Dead</i></p> <p>(4) Doris Lessing: “A Woman on a Roof”</p> <p>(5) A.S. Byatt: <i>The Game</i></p>		

literary trends of British and American Literature	<p>Section – B</p> <p>(1) Ralph Waldo Emerson: “The American Scholar “</p> <p>(2) William Carlos Williams: <i>Selections</i></p> <p>(3) F. Scott Fitzgerald: <i>The Great Gatsby</i></p> <p>(4) S.N. Behrman: <i>No Time for Comedy</i></p> <p>(5) Alice Munro: “Runaway”</p>
References:	

Eng 5105: Literary Theory	Contact Hour: 04	Credit: 04	Status: Optional
Course Description: This course emphasizes on advancing students’ knowledge in literary theory and enhancing their skill in critiquing literature by applying such knowledge to reading texts by the theorists.			
<p>Course Objectives: The course is designed to</p> <ul style="list-style-type: none"> • introduce the students to the applied texts on literary theory • classify and critique various issues raised by different critics • observe the growth of literary theory • enhance students’ capacity to engage in critical debate. 			
Intended Learning Outcomes (ILOs)	Course Content		
<p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> • define how art functions and creates defamiliarizing effect • elucidate how performative utterances can act differently in various situations • identify the immanent politics as to sex and gender identity • explain the treatment of the Orient 	<p>Section – A</p> <p>(1) Pierre Bourdieu: “Distinction”</p> <p>(2) Michel Foucault: “Discipline and Punish”</p> <p>(3) Jean Baudrillard: “Simulacra and Simulations”</p> <p>(4) Frantz Fanon: “The Negro and Psychopathology”</p> <p>(5) Coppelia Kahn: “The Hand that Rocks the Cradle”</p> <p>Section – B</p>		

<p>by the European imperialists</p> <ul style="list-style-type: none"> analyze how ideology functions in society and on individuals analyze cultural diversity 	<ol style="list-style-type: none"> Slavoj Zizek: “The Sublime Object of Ideology” Judith Halberstram: “Female Masculinity” Shelley Fisher Fishkin: “Interrogating the Whiteness” Gayatri Chakravorty Spivak: “Three Women’s Texts and a Critique of Imperialism” William Rueckert: “Literature and Ecology: An Experiment in Ecocriticism”
References:	

Eng 5107: Cultural Studies and Cultural Theory	Contact Hour: 04	Credit: 04	Status: Optional
<p>Course Description: This course introduces the complex field of cultural studies to the students with emphasis on their own socio-political background(s). Students will have a brief overview of the history and origin of cultural studies, its scopes and objectives, its challenges and politics, its importance in the multicultural context of globalized world.</p>			
<p>Course Objectives: The course is designed to</p> <ul style="list-style-type: none"> familiarize the students with culture, important concepts in the field of cultural studies to make them aware of cultural practices and their specific stakes and intents to help them know about cultural dominance and resistance to acquaint them with the concepts of cultural changes, numerous dimensions of culture to make them understand global cultural politics and the identity of the third world so that they can respond to multiculturalism and challenge hegemony and exploitation. 			
Intended Learning Outcomes (ILOs)	Course Content		
<p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> describe the elements of culture, cultural change and the acculturation processes differentiate between cultural 	<p>Section – A</p> <ol style="list-style-type: none"> Culture and Cultural studies: Concepts, origin of human culture, nature vs. culture, history of cultural studies, scope and significance. Texts, contexts, and discourses: culture in social theories and important theorists 		

<p>exchange and cultural dominance</p> <ul style="list-style-type: none"> • conceptualize culture and cultural studies • explain migrancy, identity and hybridity • analyze identity and politics of representation • critically appreciate the important theorists and their works 	<p>(3) Stuart Hall: “Cultural Studies and its Theoretical Legacy”</p> <p>(4) Raymond Williams: “The Analysis of Culture”</p> <p>(5) Walter Benjamin: “The Work of Art in the Age of Mechanical Reproduction”</p> <p>(6) Martin Heidegger: “The Question Concerning Technology”</p> <p>Section – B</p> <p>(1) Cultural interfaces, Purity/Authenticity</p> <p>(2) Identity and Representation, Migrancy, Hybridity, Acculturation</p> <p>(3) Antonio Gramsci: “Hegemony, Intellectuals and the State”</p> <p>(4) Theodor Adorno and Max Horkheimer: “The Culture Industry: Enlightenment as Mass Deception”</p> <p>(5) Laura Mulvey: “Visual Pleasure and Narrative Cinema”</p> <p>(6) Partha Chatterjee: “Whose Imagined Community?”</p>
<p>References:</p>	

<p>Eng 5109: South Asian English Writings</p>	<p>Contact Hour: 04</p>	<p>Credit: 04</p>	<p>Status: Optional</p>
<p>Course Description: This course introduces the students with authors who were either born in South Asia or who identify themselves with that region and wrote (or are still writing) in English. Students will have an understanding of the socio-political dynamics of South Asia that worked behind the reception and production of work in English. The selection mostly emphasizes the engagement and achievements of Bengali speaking people within South Asia.</p>			
<p>Course Objectives: The course is designed to</p> <ul style="list-style-type: none"> • familiarize the students with the evolution of the English writings in South Asia with a special focus on Bengal 			

<ul style="list-style-type: none"> • make them aware of the reception of English language and culture and its development and modification in South Asian writings in English 	
Intended Learning Outcomes (ILOs)	Course Content
<p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> • develop a critical understanding of South Asian literary texts in relation to their historical and cultural contexts • explore the tensions around the concept of nationalism in pre- and post-partition South Asia • explain the key critical and theoretical approaches for reading these writings. 	<p>Section – A</p> <p>(1) Rabindranath Tagore: “The Centre of Indian Culture”</p> <p>(2) Rokeya Sakhawat Hossain: “Educational Ideals for the Modern Indian Girl”</p> <p>(3) Nirad C. Chaudhuri: <i>The Autobiography of an Unknown Indian</i></p> <p>Section – B</p> <p>(1) Salman Rushdie: <i>Midnight’s Children</i></p> <p>(2) Kaiser Haq: <i>The Logopathic Reviewer’s Song</i></p> <p>(3) Syed Manzoorul Islam: “The Merman’s Prayer”</p>
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Eng 5111: African American Literature	Contact Hour: 04	Credit: 04	Status: Optional
Course Description: The course offers students an opportunity to know the rich variety of African American literature along with its background.			
Course Objectives: This course is designed to help students			
<ul style="list-style-type: none"> • get an overview of important social, literary, and cultural issues as reflected in African American literary pieces • acquire knowledge of the gradual growth and development of African American literature • learn about different literary movements in Africa and America and relate them to the literary texts • identify and analyze various literary genres and major literary icons and the role of their groundbreaking works • assess the contribution of African American writers to American literature and culture 			
Intended Learning Outcomes (ILOs)	Course Content		

<p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> • identify major themes, style, narrative techniques of the African American writers • illustrate socio-political, ethical and cultural issues including resistance that affected the African American communities • explain the impact of Harlem Renaissance, Women’s Rights, the Abolition Movement, Black Nationalism as reflected in the literary works 	<p>Section – A</p> <ol style="list-style-type: none"> (1) Harriet Jacobs: <i>Incidents in the Life of a Slave Girl</i>: Chapter V: “The Trials of Girlhood” (2) Charles W. Chesnutt: “The Passing of Grandison” (3) W. E. B. Du Bois: <i>The Souls of Black Folk</i>: Chapter I”, “Of Our Spiritual Strivings” (4) Zora Neale Hurston: “How It Feels To Be Colored Me” (5) Sterling Allen Brown: “Memphis Blues”, “Odyssey of Big Boy” <p>Section – B</p> <ol style="list-style-type: none"> (1) Langston Hughes: “Po’ Boy Blues”, “Mother to Son”, “Harlem” (2) Richard Wright: <i>The Man Who Lived Underground</i> (3) Amiri Baraka: <i>Dutchman</i> (4) Maya Angelou: “Still I Rise”, “My Arkansas”
<p>References:</p>	

<p>Eng 5112: Sessional on Adaptation</p>	<p>Contact Hour: 03</p>	<p>Credit: 1.5</p>	<p>Status: Optional</p>
<p>Course Description: This course aims to train the students in adaptation. A text will be chosen by the teacher for intra/ inter-lingual translation or intersemiotic translation or adaptation/transcreation with a specific critical intent. The students will write the script in groups, perform and observe each other’s work. The course teacher may arrange study tours and on and off campus activities to familiarize them with adaptation.</p>			
<p>Course Objectives: The course is designed to</p> <ul style="list-style-type: none"> • introduce the students with practicalities of translation and adaptation • make them aware of the mechanics of adaptation and its socio-political context • dig out the motivation and creativity of students to be demonstrated through adaptation. 			
<p>Intended Learning Outcomes (ILOs)</p>		<p>Course Content</p>	
<p>At the end of the course each student will</p>		<p>The students will choose text(s) (i.e., drama, novel, poem,</p>	

<p>be able to</p> <ul style="list-style-type: none"> • demonstrate and analyze different mechanics of performance • prepare a quality script for performance • arrange a performance(s) 	<p>film), and adapt it/them into a different form/genre in consultation with the course teacher(s). Individual participation of every student must be ensured by the teacher(s). Students' adaptations and/or performances will be evaluated by the course teacher(s). The students will have to appear before a viva-voce board.</p>
<p>References:</p>	