

# **SYLLABUS FOR UNDERGRADUATE PROGRAM**



## **English Discipline Khulna University Khulna-9208**

April, 2016

## DETAILED SYLLABUS FOR SECOND YEAR FIRST TERM

<b>Eng 2101: History of English Language</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<p><b>Rationale:</b> This course contributes to a student's knowledge of the history of the English language and how the language originated and evolved.</p>			
<p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• introduce students to the development of English language from its Anglo-Saxon roots to its present status as the world's dominant language,</li> <li>• understand the causes and consequences of the rise of English,</li> <li>• examine the various forces like political, economic, technological, cultural, demographic that have transformed the international role of English.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• explain the evolution of the English language,</li> <li>• evaluate the causes of the spread of English and other major languages since 1500 AD,</li> <li>• analyse the rise of English as a global language.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>(1) Genetic and Typological properties of English</li> <li>(2) Origins of English</li> <li>(3) Old English</li> <li>(4) Foreign influences on Old English</li> <li>(5) The Norman Conquest and its influence on English</li> <li>(6) Middle English</li> <li>(7) Reestablishment of English</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>(1) Early Modern English</li> <li>(2) English in the Age of Science</li> <li>(3) English in the Age of Imperial Expansion</li> <li>(4) English in America</li> <li>(5) English in India</li> <li>(6) English as a World Language</li> <li>(7) World Englishes</li> </ol>		
<p><b>References:</b></p>			

<b>Eng 2103: Poetry from Chaucer to Milton</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<p><b>Rationale:</b> This course offers knowledge of some representative pieces of certain great English poets from the fourteenth- to the eighteenth century.</p>			
<p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• become familiar with various classical types of poetry like epic, mock-epic, sonnet, and metaphysical poetry,</li> <li>• acquire knowledge about the social and cultural backgrounds of English poetry of this period,</li> <li>• understand different types of stanza forms and prosodic styles used by the great poets of this time.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• identify the salient features of Chaucer’s poetic style,</li> <li>• demonstrate the use of archaic English in poetry,</li> <li>• explain the structure of Spenserian sonnets,</li> <li>• illustrate Donne’s wit and conceit,</li> <li>• differentiate between metaphysical poems by Donne and Marvell,</li> <li>• analyze epic and mock-epic,</li> <li>• locate the figures of speech used in English poetry of this period.</li> </ul>		<p><b>Section – A</b></p> <p>(1) Geoffrey Chaucer: “The General Prologue to <i>The Canterbury Tales</i>”</p> <p>(2) Edmund Spenser: <i>Amoretti</i> (Sonnet 1, 54, 75, 89)</p> <p>(3) John Donne: “Go and Catch a Falling Star”, “A Valediction: Forbidding Mourning”, “The Good-Morrow”, “Holy Sonnet X”</p> <p><b>Section – B</b></p> <p>(1) John Milton: <i>Paradise Lost</i> (Book I)</p> <p>(2) Andrew Marvell: “To His Coy Mistress”, “The Definition of Love”</p> <p>(3) Alexander Pope: <i>The Rape of the Lock</i></p>	
<p><b>References:</b></p>			

<b>Eng 2105: Literary Criticism</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course is introduced to teach the students the concepts of literary criticism, what it means and how it was done throughout some specific periods of history.			
<b>Course Objectives:</b> This course is designed to help students			
<ul style="list-style-type: none"> <li>• become familiar with the idea of literary criticism,</li> <li>• learn the ways how literary criticism was conducted by acknowledged masters in this field,</li> <li>• have an understanding of the trajectory of changes having taken place in literary criticism,</li> <li>• assimilate the general techniques of how to criticize literary texts.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• analyse Wordsworth and Coleridge as poet-critics and distinguish their ideas of poetry,</li> <li>• evaluate Arnold as a literary critic,</li> <li>• explain T. S. Eliot’s thoughts on the metaphysical poets,</li> <li>• illustrate Eagleton’s views on the English literature,</li> <li>• demonstrate Fanon’s ideas about the drawbacks of national consciousness.</li> </ul>		<p><b>Section – A</b></p> <ul style="list-style-type: none"> <li>(1) William Wordsworth: “Preface to <i>Lyrical Ballads</i>”</li> <li>(2) S. T. Coleridge: <i>Biographia Literaria</i> (Chapter 13, 14)</li> <li>(3) Matthew Arnold: “The Function of Criticism at the Present Time”</li> </ul> <p><b>Section – B</b></p> <ul style="list-style-type: none"> <li>(1) T. S. Eliot: “The Metaphysical Poets”</li> <li>(2) Terry Eagleton: “The Rise of English”</li> <li>(3) Frantz Fanon: “The Pitfalls of National Consciousness” (as in <i>Norton Anthology of Theory and Criticism</i>)</li> </ul>	
<b>References:</b>			

<b>Eng 2107: Performance Studies</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<p><b>Rationale:</b> This course is introduced to teach the students the embodiment of written and spoken human communication in a variety of social and cultural contexts and practices, including ritual, play, narrative, storytelling, folklore, and popular media where humans embody and enact their identities and relationships in everyday life.</p>			
<p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• become familiar with a broad range of conceptual perspectives and scholarly applications of performance studies,</li> <li>• recognize the ways we are all performers in our everyday life,</li> <li>• understand the ways performance scholarship pedagogically allows us insight into human communication.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• identify intersections among performance studies,</li> <li>• distinguish major theoretical threads in performance studies,</li> <li>• enact research that employs theories and practices germane to performance studies.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>(1) Performance and Performance Studies: definition, range and features</li> <li>(2) Types of performance: performativity and performance in everyday life, ritual, play, narrative, storytelling, folklore, sports, etc.</li> <li>(3) Performing identities (private and public), performing gender</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>(1) Bodies, objects, place; text vs. play, Ritual and play</li> <li>(2) Performance interventions</li> <li>(3) Introducing key performance theories: Aristotle, Bharata, Marvin Carlson, Victor Turner, Jerzy Grotowski, Patrice Pavis, Richard Schechner, Augusto Boal, Judith Butler, Rustom Bharucha</li> </ol>		
<p><b>References:</b></p>			

<b>Eng 2151: Emergence of Bangladesh</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course is designed to help students provide an introduction to Bangladesh's emergence as an independent nation.			
<b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• provide an overview of Bangladesh's history since 1905 when Bengal was partitioned by the colonial British Raj,</li> <li>• develop students' understanding of Bangladesh's formation at different critical intersections of history,</li> <li>• make them aware of different movements during the Raj and Pakistani regime leading to Bangladesh's independence,</li> <li>• foster the ability to write thoughtful responses to history and interrogate it effectively.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• identify the major historical events that led to the emergence of Bangladesh in 1971,</li> <li>• recognize the areas of exploitation and oppression during the Pakistan regime which made the struggle for freedom inevitable,</li> <li>• analyse the March 7 Speech by Bangabandhu from different critical perspectives,</li> <li>• scrutinize the 1972 Constitution of Bangladesh in the context of the aspirations of people,</li> <li>• evaluate historical sources and use the evidence provided in the sources to make informed decisions about an inquiry question,</li> <li>• compose insightful, appropriately developed, mechanically correct answers to questions concerning the historical events studied.</li> </ul>	<p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>(1) Partition of Bengal in 1905</li> <li>(2) Non-cooperation Movement</li> <li>(3) The Lahore Resolution of 1940</li> <li>(4) The 1943 Bengal Famine</li> <li>(5) Partition in 1947, and founding of Pakistan</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>(1) Language Movement in 1952</li> <li>(2) National Elections in 1954</li> <li>(3) Imposition of Martial Law in 1958</li> <li>(4) Rise of Bengali Nationalism</li> <li>(5) Six-Point Movement in 1966, Mass Uprising in 1969, and General Elections in 1970</li> <li>(6) March 7 Speech by Bangabandhu Sheikh Mujibur Rahman, Declaration of Independence, Operation Searchlight, War of Liberation, and Founding of Bangladesh</li> <li>(7) Formation of the Constitution of Bangladesh</li> </ol>		
<b>References:</b>			

<b>Eng 2153: Political Science</b>	<b>Credit: 03</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course introduces issues of political science to familiarize students with various concepts related to the state and government.			
<b>Course Objectives:</b> The course is designed to help students <ul style="list-style-type: none"> <li>• learn the basic principles of political organization,</li> <li>• understand and compare forms of government and their impact on state of affairs,</li> <li>• know about the key political thinkers.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>	<b>Course Content</b>		
<p>After attending the course students will be able to</p> <ul style="list-style-type: none"> <li>• illustrate basic forms of government,</li> <li>• trace the development in world politics,</li> <li>• analyse major political theories,</li> <li>• evaluate and compare constitutions of various nation states.</li> </ul>	<p><b>Section – A</b></p> <p>(1) Political Science: Nature, Scope and Method and its relation to other social sciences</p> <p>(2) Selected Thinkers: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, JS Mill and Karl Marx</p> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>1. Principles of Political Organization: Forms of Government, Executive, Legislature, Judiciary, Constitution, Representation, Political parties, Pressure Groups, Civil Service</li> <li>2. Military intervention in state affairs of the developing countries: Its causes and consequences, problems of military withdrawal from politics</li> <li>3. Comparative Political Systems: UK, USA, Bangladesh</li> </ol>		
<b>References:</b>			

<b>Eng 2110: Sessional on Stylistics</b>	<b>Credit: 1.5</b>	<b>Year: Second</b>	<b>Term: First</b>
<b>Rationale:</b> This course necessitates students to learn about stylistic and syntactic features of literary texts so that they can better appreciate and criticize literary pieces.			
<p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• introduce the most central concepts and analytical frameworks in stylistics,</li> <li>• sharpen students’ awareness of how language works in literary text and author’s style in writing,</li> <li>• show how stylistic analysis can be used to explain the relationship between linguistic choices on the one hand and meanings/effects in readers’ minds on the other.</li> </ul>			
<b>Intended Learning Outcomes (ILOs)</b>		<b>Course Content</b>	
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• analyse different aspects of the language of texts,</li> <li>• explain the interconnections and interfaces between the English language and literature,</li> <li>• define concepts relating to literary genres,</li> <li>• analyse the linguistic and stylistic choices,</li> <li>• apply precise linguistic, stylistic, and narratological terminology to the study of poetry, prose, novel and drama.</li> </ul>		<p>Literary terms including figures of speech, imagery, rhythm, rhyme, major verse forms and rhyme</p>	
<b>References:</b>			