

SYLLABUS FOR UNDERGRADUATE PROGRAM



**English Discipline
Khulna University
Khulna-9208**

April, 2016

DETAILED SYLLABUS FOR THIRD YEAR FIRST TERM

Eng 3101: Romantic Poetry	Credit: 03	Year: Third	Term: First
<p>Rationale: This course introduces English romantic poetry as it is one of the major forms in English literature.</p>			
<p>Course Objectives: The course is designed to help students</p> <ul style="list-style-type: none"> • understand different features of English romantic poetry, • critically analyse the romantic poetry. 			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> • explain romantic poetry, • illustrate various sociopolitical aspects evident in the pieces, • compare romantic poetry with other poetic trends, • judge the stylistic and thematic characteristics of romantic poetry, • create constructive criticism. 	<p>Section – A</p> <p>(1) William Blake: <i>Songs of Innocence and of Experience</i> (Selections as in <i>Norton</i>)</p> <p>(2) William Wordsworth: “Tintern Abbey”, “Ode on Intimations of Immortality”</p> <p>(3) S.T. Coleridge: “The Rime of the Ancient Mariner”, “Kubla Khan”</p> <p>Section – B</p> <p>(1) Lord Byron: <i>Don Juan</i> (Canto 1)</p> <p>(2) P.B. Shelley: “Ode to the West Wind”, “To a Skylark”</p> <p>(3) John Keats: “Ode on a Grecian Urn”, “To Autumn”, “Hyperion” (Book 1)</p>		
<p>References:</p>			

Eng 3103: Literary Theory I	Credit: 03	Year: Third	Term: First
Rationale: This course introduces students to literary theory in order for them to study literature in relation to other non-literary discourses.			
<p>Course Objectives: The course is designed to help students</p> <ul style="list-style-type: none"> • get oriented with sociocultural and politico-ideological aspects of literature, • discern the nuanced difference between literary criticism and literary theory, • note the historical change in the study of literary theory, • get acquainted with various theories and their interrelations. 			
Intended Learning Outcomes (ILOs)	Course Content		
<p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • locate the origin, development, nature and scope of literary theory, • illustrate the formalist methods adopted to analyse literature, • explain the structure operating in literary production, • analyse the intricate formation of human psyche and its operations, • trace class, ideology and culture, and perceive the difference between sex and gender, • identify discourse. 	<p>Section – A</p> <ol style="list-style-type: none"> (1) What is Literary Theory: Definition, Nature and Scope; Literature, Literary Criticism and Literary Theory; Recurrent Ideas in Critical Theory (2) Formalisms: Arnold’s Academic Heritage; Anglo-American New Criticism; Russian Formalism (3) Structuralism and Poststructuralism: Language and Structure; The Theory of the Sign; Narratology; Intertextuality; ‘Depth’ and ‘Surface’ Readings; Ferdinand de Saussure; Roman Jakobson; Jacques Derrida; Michel Foucault (4) Psychoanalytic Criticism: The Concept of the Unconscious; The Instinctual Drives; The Structure of Psychic Personality; Freudian Psychoanalysis; Neo- Freudianism; Object Relations; Sigmund Freud; Jacques Lacan <p>Section – B</p> <ol style="list-style-type: none"> (1) Marxism: Class; Ideology; Hegemony; General Marxist Literary Criticism; Frankfurt School; George Lukacs; Louis Althusser; Terry Eagleton (2) Feminism: Gender; Women and Literature; Sexual Identity; Anglo-American Feminist Criticism; French Feminist Theory; Virginia Woolf; Kate Millett; Elaine Showalter; Julia Kristeva 		

(3) Postcolonialism: Background; Orientalism; Colonized and Colonizer; The Subaltern; Postcolonial Literature; Frantz Fanon; Edward Said; Homi K Bhabha; Gayatri Chakravorty Spivak

(4) Postmodernism: Discourse; Metanarrative; Simulacra; Virtuality; From Modernism to Postmodernism; Jean Baudrillard; Jean-Francois Lyotard; Manuel Castelle

References:

Eng 3105: Linguistics I	Credit: 04	Year: Third	Term: First
Rationale: A course in linguistics for students is necessary in order to equip them with the updated and advanced knowledge in languages.			
Course Objectives:			
The course is designed to help students			
<ul style="list-style-type: none"> • become familiar with different notions of language, its functions, origin, genealogy and uses, • learn about different branches of linguistics and linguistic theories. 			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to		Section – A	
<ul style="list-style-type: none"> • explain the notion of language and its misconceptions along with its different functions, • trace the origin of languages, and demonstrate the relationship between language, society and culture, • critique different linguistic theories. 		<p>(1) Language: Definition and Characteristics; Properties of Language; Misconception about languages; Function of Language: Phatic, Directive, Informative, Emotive, Verdictive, Metalingual, Metalingual, etc.</p> <p>(2) Origin of Language: divine source, natural-sound source, oral-gesture source, physiological adaptation, glossogenetics; Development of human language</p> <p>(3) Society, Culture and Language: Varieties of Language: Social variation, Regional variation, Personal Variation; Register, Diglossia, Pidgin, Creoles, Code switching, shifting and maintaining, Acculturation and accommodation theories.</p>	
		Section – B	
		<p>(1) Linguistics: Its definition and scope; Branches of linguistics: Historical linguistics, Descriptive linguistics, Psycholinguistics, Comparative linguistics, Applied linguistics, etc.</p> <p>(2) Language Families of the world: Indo-European, Afro-Asian, Ural-Altai, Sino-Tibetan, Malayo-Polynesian, etc.</p> <p>(3) Linguistic theories: structuralism, universal grammar, behaviourism, cognitivism</p>	

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Eng 3107: Victorian Poetry	Credit: 03	Year: Third	Term: First
<p>Rationale: Victorian period is important for the ideological conflicts concerning some major scientific, philosophical and political developments. The course introduces students to poetry of different kinds of verse written during the period.</p>			
<p>Course Objectives:</p> <p>The course is designed to help students</p> <ul style="list-style-type: none"> • become familiar with the representative Victorian poems, • get an overview of important social, literary and cultural issues as reflected in the poems, • learn about poetic styles developed in the period. 			
Intended Learning Outcomes (ILOs)		Course Content	
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> • illustrate the Victorian social and cultural scene as reflected in the selected poems, • evaluate prevalent themes and styles. 		<p>Section – A</p> <p>(1) Alfred L Tennyson: “Ulysses”, “Break, Break, Break”, <i>In Memoriam</i> (1, 2, 55, 121, 130)</p> <p>(2) Robert Browning: “Rabbi Ben Ezra”, “My Last Duchess”, “One Word More”</p> <p>(3) E. B. Browning: “Sonnets from the Portuguese” (1, 43)</p> <p>Section – B</p> <p>(1) Mathew Arnold: “Dover Beach”, “The Scholar Gipsy”</p> <p>(2) D. G. Rossetti: “The Blessed Damozel”</p> <p>(3) G. M. Hopkins: “Pied Beauty”, “Spring and Fall”, “God’s Grandeur”</p>	
<p>References:</p>			

Eng 3151: Bangla Literature	Credit: 03	Year: Third	Term: First
Rationale: This course contributes to a student's learning of Bangla literature that has a long and glorious history and that still continues to expand in the hands of living authors.			
Course Objectives:			
The course is designed to help students			
<ul style="list-style-type: none"> • get an overview of Bangla literature starting with <i>The Charyapada</i>, • acquire knowledge of the gradual development of Bangla literature, • analyse literary pieces created by important Bangla literary practitioners. 			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to		Section – A	
<ul style="list-style-type: none"> • explain the evolution of Bangla literature, • evaluate major litterateurs in the language, • analyse the literary devices in Bangla literature. 		Section – B	
References:			

HSS 3153: Education and Development	Credit: 03	Year: Third	Term: First
Rationale: This course acquaints students with the national education system and policy of Bangladesh to make them aware of the issues pertinent to the country's development.			
Course Objectives: The course is designed to help students <ul style="list-style-type: none"> • conceptualize the relationship between education and development, • give an understanding of the relationship between education and economy in both local and global contexts, • investigate the national education system, policies and planning in Bangladesh, • judge the governance issues in education. 			
Intended Learning Outcomes (ILOs)		Course Content	
<p>After studying the course students will be able to</p> <ul style="list-style-type: none"> • classify formal and non-formal education, • illustrate the historical developments of national education system in Bangladesh, • analyse the trends of education and development in national and international contexts, • identify the social, cultural, legal and national issues in education, • mark the relationship between state policies and education in different organizational procedures, • conduct research in education. 		<p>Section – A</p> <p>(1) National education system in Bangladesh and developing countries: patterns and priorities; historical development of national education system in Bangladesh; Rammohan, Vidyasagar, Rabindranath, Rokeya Shakhawat;</p> <p>(2) National education system in national and global economy: Education and employment; trends in international priorities for education and development</p> <p>(3) Education in divisive society and culture: equity and empowerment issues; human rights and education; disability and education; gender and education; child labour and education</p> <p>Section – B</p> <p>(1) Education policy and planning; the role of international organization in education policy and planning; language in education policy and planning; privatization and marketization of education</p> <p>(2) Governance issues in education: decentralization; community participation and school management; life-long learning; curriculum reform; alternative modes of educational delivery</p>	

	(non-formal, distance and adult education); multimedia and education (3) Research methods in education
References:	

HSS 3155: Psychology	Credit: 03	Year: Third	Term: First
Rationale: This course enables students to learn psychological concepts and their application in understanding human behaviour, which partly empowers them to interpret literature.			
Course Objectives: This course is designed to help students <ul style="list-style-type: none"> • understand concepts in psychology, • analyse personality and behaviour, • analyse methods of social psychology. 			
Intended Learning Outcomes (ILOs)		Course Content	
<p>After attending the course students will be able to</p> <ul style="list-style-type: none"> • trace normality, abnormality, emotion, attitude, etc., • analyse behaviour, • explain formation of human perception and personality, • evaluate stages of psychological development, • assess attitudes and group/ social behaviour. 		<p>Section – A</p> <ol style="list-style-type: none"> (1) Psychology as a Science: Definition, Fields and Methods of Psychology (2) Sensation and Perception (3) Motivation and Emotion (4) Learning and Cognition (5) Personality (6) Behaviour Disorder and Psycho-therapy <p>Section – B</p> <ol style="list-style-type: none"> (1) Nature and Methods of Social Psychology (2) Socialization (3) Attitudes (4) Leadership (5) Public Opinion and Propaganda (6) Groups and their behaviour 	
References:			

Eng 3110: Sessional on Romantic and Victorian Poetry	Credit: 1.5	Year: Third	Term: First
Rationale: This course provides students with practical knowledge of exercising with selected romantic and Victorian poems to enhance their creative, aesthetic and analytical abilities.			
Course Objectives: The course is designed to help students <ul style="list-style-type: none"> • get acquainted with the techniques of reciting poetry, • acquire knowledge on translating and adapting poetry, • develop students' critical awareness of reading poetry. 			
Intended Learning Outcomes (ILOs)		Course Content	
After studying the course students will be able to <ul style="list-style-type: none"> • demonstrate genre shifting by adapting the extracts from selected poems into short scenes and/or short stories, • present the extracts from poetry in posters, • develop critical thinking and recitation skills. 		(1) "Hyperion" (Book 1) (2) " <i>Don Juan</i> " (Canto 1) (3) "Ulysses" (4) "My Last Duchess"	
References:			