

Course Title	European Intellectual History and the Humanities Project
CORE/ELECTIVE	Core Course for MA English Cafeteria under Core Requirement 8: Literary Theory and Criticism; Core Course for MA Literatures in English
Course Code	LIT 803 (MA English Literature)/IWL C-005 (MA Literatures in English)
Semester	II (March-August 2023)
Class Hours	Thursday, 11 am – 1 pm Friday, 11 am – 1 pm
No. of Credits	5
Name of Faculty Member(s)	Prof. N. Ramadevi Prof. Jibu Mathew George (Email: jibugeorge@efluniversity.ac.in; Mobile: 98497 06932)
Course Description	<p>In what might on the surface appear to be a rhetorical question, Ernest Gellner asks: “If you do not feel a generalized intellectual anxiety, if you feel no need to find and make explicit and to evaluate the basic premises of your activities, why the devil philosophize in the first place?” Given certain singular characteristics of knowledge about human experience, as opposed to that of the physical universe, explication and evaluation of activities in the humanities, and literary studies in particular, hinge on understanding the disciplinary <i>raison d’être</i> and the modes of reasoning possible in the discipline(s), and, above all, a re-examination of the history of thought – lest we take our entrenched assumptions for granted and be content with the existing repertoire of concepts, leading to superficial readings of the word and the world. This course offers a lucid survey of intellectual history, with focus on Europe, and critically explores implications thereof for the evolution of the humanities and for pertinent contemporary debates. The scope of deliberations ranges from ancient supernaturalistic/religious conceptions of the world and the naturalistic Presocratic initiatives to the self-reflexive turn to the human subject as well as cultural, linguistic, and representational schemata as the ground of world theorization, with emphasis on inflections and transitions in world view. Key topics for discussion include the milestones in this history (e.g., the Renaissance and its contrast between <i>studia humanitatis</i> and <i>studia divinitatis</i>, the Enlightenment, secularization, modernity, and postmodernism), nature of knowledge in the humanities, nuances of literature ‘supplanting’ religion as a force in shaping a wholesome/holistic individual, emergence of secular hermeneutics, rethinking on humanism, terms of cross-cultural dialogue, subtleties of interdisciplinarity, and the relationship between the academic and the experiential.</p> <p>Suggested Reading</p>

	<p>Kant, Immanuel. "Thoughts on Education." <i>Classic and Contemporary Readings in the Philosophy of Education</i>, ed. Steven M. Cahn, 153-173. New York, NY: McGraw Hill, 1997.</p> <p>Miller, Richard E., and Kurt Spellmeyer, ed. <i>The New Humanities Reader</i>. 5th ed. Stamford, CT: Cengage Learning, 2015. (Selections)</p> <p>Nussbaum, Martha. <i>Not for Profit: Why Democracy Needs the Humanities</i>. Princeton, NJ: Princeton University Press, 2010.</p> <p>Tarnas, Richard. <i>The Passion of the Western Mind: Understanding the Ideas That Have Shaped Our World View</i>. London: Pimlico, 2010.</p> <p>Taylor, Charles. 2007. <i>A Secular Age</i>. Cambridge, MA: Belknap Press of Harvard University Press, 2007. (Selections)</p> <p>Weber, Max. <i>Readings and Commentary on Modernity</i>. Ed. Stephen Kalberg. Malden, MA: Blackwell, 2005. (Selections)</p>
<p>Evaluation Scheme</p>	<p>The evaluation consists of two midterm assignments (40%) and a research paper to be submitted at the end of the semester (60%).</p>

Course Title	CRITICAL HUMANITIES: LITERATURE IN THE AGE OF DIGITAL HUMANITIES
Course Code	LIT146
Semester	Mar.-Aug. 2023 Second Semester
No. of Credits	5
Name of Faculty Member(s)	Dr. Jai Singh
Core Course	Core Course for MA English Literature and MA English Cafeteria (Core Requirement Number 10) as mentioned in the Handbook for MA English Literature and MA English Cafeteria)
Class Hours	9 am- 11 am, Wednesday and Friday
Course Description: 150/200 words	<p>People who say that the last battles of the computer revolution in English departments have been fought and won don't know what they're talking about. If our current use of computers in English studies is marked by any common theme at all, it is experimentation at the most basic level. As a profession, we are just learning how to live with computers, just beginning to integrate these machines effectively into writing- and reading- intensive courses, just starting to consider the implications of the multilayered literacy associated with computers. — Cynthia Selfe, "Computers in English Departments: The Rhetoric of Techno power"</p> <p>In a recent Internet Broadcast Panel discussion, Josh Harris, a New York Silicon Alley entrepreneur/artist, suggested that the human species will very soon evolve beyond its current form and exhorted artists to make art for that new type human. But what form will this post-human take?</p> <p>At a time when many academic institutions are facing austerity budgets, department closings, and staffing shortages, the digital humanities experienced a banner year that saw cluster hires at multiple universities, the establishment of new digital humanities centers and initiatives across the globe, and multimillion-dollar grants distributed by federal agencies and charitable foundations. Even Google entered the fray, making a series of highly publicized grants to DH scholars (Orwant). Clearly, this is a significant moment of growth and opportunity for the field. This course is designed to acquaint students with the major thinkers, works and concepts in the field of Digital Humanities. The suggested texts and articles for this course are as follows:</p> <ol style="list-style-type: none"> 1. <i>What Is Digital Humanities and What's It Doing in English Departments?</i> By Matthew Kirschenbaum. 2. <i>Debates in The Digital Humanities</i> By Matthew K. Gold. 3. <i>A Companion To Digital Humanities</i> Edited by Susan Schreibman, Ray Siemens, and John Unsworth 4. <i>The Digital Humanities A Primer For Students And Scholars</i> By Eileen Gardiner and Ronald G. Musto 5. <i>The Blind Giant: Being Human in a Digital World</i> By Nick Harkaway 6. <i>Human Engineering: The Study of the Human Factor in Machine Design</i> by Leonard C. Mead and Joseph W. Wulfeck 7. <i>The Technical Substrates of Unconscious Memory: Rereading Derrida's Freud in the Age of Teletechnology</i> by Patricia Ticineto Clough

8. *Digital Networks and Citizenship* by Mark Poster
9. *Data Made Flesh: Biotechnology and the Discourse of the Posthuman* by Eugene Thacker.

10. *Anti-Oedipus* and *A Thousand Plateaus* by Gilles Deleuze and Felix Guattari.

CREATIVE WRITINGS

11. Amitav Ghosh' *The Calcutta Chromosome*

12. Samuel Butler's *Erewhon*

13. William Gibson's *Neuromancer*

Evaluation Scheme

40% Internal Assessment 60% End-Semester Examination.

Course Title	Modern American Fiction
CORE COURSE	6
Course Code	LIT C105
Semester	II
Class Hours	Tuesdays, 2-4 p.m, Thursdays, 2-4 p.m
No. of Credits	5
Name of Faculty Member(s)	Dr. A. Sreedevi
Course Description: 150/200 words	<p>This course, “Modern American Fiction”, traces the development of American fiction from the 1920s till the contemporary times. It examines the formal and thematic elements of the failure of American Dream that led to the displacement of ‘Lost Generation’ writers, cultural movement ‘Jazz Age’ that influenced Art and Literature of that period and the emergence of ‘Black Arts Movement’ (1960s-70s) where African American writers re appropriated and revised the definition of race.</p> <p>Besides providing the information on concepts like ‘Lost Generation’, ‘Jazz Age’ and ‘Black Arts Movement’ (1960s-70s), this course facilitates students with critical thinking, reading and writing through the interpretation of texts written by the following writers.</p> <ol style="list-style-type: none"> 1. Earnest Hemmingway – For Whom the Bell Tolls 2. Scott Fitzgerald – Tales of the Jazz Age (2 selected stories) 3. William Faulkner – Go Down Moses, Dry September 4. Tony Morrison—Beloved 5. Flannery O’Connor—Good Country People, Revelation <p><i>Suggested Reading</i></p> <ol style="list-style-type: none"> 1. Bercovitch, Sacvan (1994–2005). <i>The Cambridge History of American Literature</i>. Cambridge: Cambridge University Press. 2. Delbanco, Andrew (Spring 2006). "American Literature: A Vanishing subject?". <i>Daedalus</i>. 135 (2) 3. Gray, Richard (2011). <i>A History of American Literature</i>. Malden: Wiley-Blackwell.

	<ol style="list-style-type: none"> 4. Moore, Michelle E. (2019). <i>Chicago and the Making of American Modernism: Cather, Hemingway, Faulkner, and Fitzgerald in Conflict</i>. New York and London: Bloomsbury Academic. 5. Müller, Timo (2017). <i>Handbook of the American Novel of the Twentieth and Twenty-First Centuries</i>. Boston: de Gruyter. 6. Shell, Marc; Sollors, Werner, eds. (2000). <i>The Multilingual Anthology of American Literature: A Reader of Original Texts with English Translations</i>. New York: NYU Press. ISBN 978-0814797525. 7. Woodberry, George Edward (1911). "American Literature." In Chisholm, Hugh (ed.). <i>Encyclopedia Britannica</i>. Vol. 1 (11th ed.). Cambridge University Press.
Evaluation Scheme	<p>40% Internal</p> <p>60% External</p>

Course Title	African and Caribbean Literatures
Course Code	LIT 904
Semester	II Semester(April 2023 to July 2023)
No. of Credits	05
Timings	Tuesday (03.00 - 05.00 pm) Thursday(03.00 - 05.00 pm)
Name of Faculty Member(s)	Dr. EligediRajkumar
Course Description: 150/200 words	<p>This course offers a survey of the literature produced by African and Caribbean writers. The main objective of this course is to study African, Caribbean literatures, and explore the historical, social, political and cultural contexts of these literatures. It would render a historical perspective on colonization and its aftermath; its impact on the psyche; narratives of cultural nationalism; problems of cultural hegemony; postcolonial ambivalences; migration, diasporic and gendered subjectivities. The course enable students to write research papers in the field of African and Caribbean literatures.</p> <p>Course Learning Outcomes</p> <p>Upon successful completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of colonial and postcolonial discourses. • Apply this knowledge to understand and appreciate the literatures in one's own culture. • Develop a critical perspective on African, Caribbean literary texts and writers. • Interpret and Analyze readings across different historical, cultural contexts and genres. • Demonstrate critical reading, and research writing skills in the field of African and Caribbean literatures.
Evaluation	Mid-semester Assignment – 15% Classroom Presentation (PPT) – 15%

	Regular participation in classroom discussions – 10%
	End-semester Term Paper – 60%

Course Title	Introduction to Disability Studies
Course Code	LIT 200
Semester	March-August 2023 (II Semester) Timings: Tuesday & Thursday (9.00 am -11.00 am)
No. of Credits	5
Name of Faculty Member(s)	Rajasekhar. V & C. Ramamuni Reddy
Course Description: 150/200 words	<p>The tradition of representing the disabled in literature, language and culture is certainly not a new one. While some of it slips under the radar, most of them, in hindsight, is rather blatant and non-secretive. In spite of the conversation in and around Disability Studies being not a new one, the field is yet to gain prominence in Indian academia. This course, thus, via a critical unpacking of various texts and discourses, aims to foster a conversation and problematise aspects surrounding Disability Studies in India taking it forward from the Western discourse. Adapting the Global/Western, in the Indian context, requires both literary/cultural and an educational unlearning in the context of India.</p> <p>The objectives of this course are: To introduce participants to the contemporary debates around disabilities. To help participants understand the gaps between theoretical rhetoric and multilayered praxis. To instill research aptitude on Disability Studies and the allied fields of enquiry.</p>
Evaluation Scheme	Mid Term: 40% End Term: 60%