

<b>Course Title</b>	<b>European Intellectual History and the Humanities Project</b>
<b>CORE/ELECTIVE</b>	Core Course for MA English Cafeteria under Core Requirement 8: Literary Theory and Criticism; Core Course for MA Literatures in English
<b>Course Code</b>	LIT 803 (MA English Literature)/IWL C-005 (MA Literatures in English)
<b>Semester</b>	II (March-August 2023)
<b>Class Hours</b>	Thursday, 11 am – 1 pm Friday, 11 am – 1 pm
<b>No. of Credits</b>	5
<b>Name of Faculty Member(s)</b>	Prof. N. Ramadevi Prof. Jibu Mathew George (Email: jibugeorge@efluniversity.ac.in; Mobile: 98497 06932)
<b>Course Description</b>	<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><b>Suggested Reading</b></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>
<b>Evaluation Scheme</b>	<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	Tribal Laws and Literature
Course Code	IWL 809
Timings	Tuesday 11-1pm and Thursday 11-1pm
Semester	II
No. of Credits	5
Name of Faculty Member(s)	Dr.V.Rajunayak
Course Description: words (100 words)	<p>This course is an attempt to introduce to the students the history of the British (Indian) colonial legislation, particularly the Criminal Tribes Act (CTA), 1871, which changed the perception of crime and criminality for long, and affected the lives of tribals, who were and continue to be treated as hereditary criminals. Although the Indian state after independence abolished the CTA, it brought back the legislation in a modified form called, the Habitual Offenders Act, 1952. However, the stigma attached to the communities, particularly the de-notified and nomadic tribes, continues to persist till date. Not just that, the Indian state has legislated new acts such as Forest Rights Act, Land Alienation Act etc. which continue to affect the lives of tribal adversely.</p> <p>The course will not only critically study and analyze this long history of conflict between the Indian state and tribal, but will also try to take stock of the recent scholarship on various issues pertaining to tribal such as land, migration, education, identity, representation, and so on. This will be done by deploying a variety of resources such as literary texts, discursive and philosophical writings, media reports, films, documentaries, and so on.</p>

<b>Course Title:</b>	<b>READING THE HOLOCAUST</b>
<b>Core Course:</b>	Core Course for IWL
<b>Course Code:</b>	IWL-C 206
<b>Semester:</b>	II (April to July 2023)
<b>Class Hours</b>	Wednesday 11am-1pm Thursday 2pm-4pm
<b>No. of Credits:</b>	5
<b>Name of Faculty Members:</b>	Prof. N. Ramadevi Murru (Wednesday 11am-1pm) Dr. Chinnadevi Singadi (Thursday 2pm-4pm)
<b>Course Description:</b>	<p>How does one <i>write</i> the Holocaust? How does one <i>read</i> the Holocaust? How does one deal with the devil? This course will introduce students to the Holocaust and to works of fiction that have attempted to represent the horrors of the Holocaust in words. Is it really possible to write/read the Holocaust? Class work will include a critical perspective of the historical saga as well as discussion and analysis of some of the most acclaimed works of fiction and non-fiction based on the holocaust.</p> <p><u>Texts for Discussion:</u></p> <p><i>The Diary of a Young Girl</i> by Anne Frank  <i>If This is a Man</i> by Primo Levi  <i>Beatrice and Virgil</i> by Yann Martel  <i>The Book Thief</i> by Markus Zusak  <i>The Reader</i> by Bernhard Schlink</p>
<b>Evaluation Scheme</b>	Take-Home Assignment Internal Assessment 40% Final Assessment 60%