

Department of Humanities and Social Sciences		
Course Title	Course Number	Contents
Doing Philosophy: Nature of Thinking, Knowledge and Reality	HSS 326	Philosophy has been foundational for every system of knowledge. The present course would highlight this by introducing how philosophy helps in understanding three core concepts of every intellectual activity: thinking (the very activity one engages in), knowledge (one of the outcomes of the activity) and reality (that which the activity attempts to grasp). Through the structured exploration of the major philosophical questions present in Indian and Western traditions, the course aims to enable doing of philosophy.
Ethics for Research	HSS 341/641	Ethics, in spite of its centrality to human society, is usually perceived and practised merely as a set of rules without any critical understanding of it. This superficial attitude does not provide the required motivation to be ethical as it is unable to answer even the basic questions like: why should a person be ethical in the first place? Can an action be absolutely good? Is it possible to arrive at a common set of rules that is good for everyone? This course enables to clarify these and other important questions by introducing the foundational ethical theories from Eastern and Western traditions of moral philosophy. Subsequently, the course will explore how this philosophical approach equips to address the moral dilemmas that arise specifically in the context of research.
Philosophy for Science	HSS 335/635	Science is one of the prominent contemporary disciplines that has not only shaped the growth of other disciplines, but also has profound social, political and economic implications on our current societies. Given this centrality of science, it is pertinent to critically understand the foundational aspects of the discipline, such as: how is science able to reveal the "secrets" of nature?, how different is science from other disciplines?, what are the kinds of questions that science cannot answer? Philosophy provides the necessary toolkit to explore the above questions. Drawing from one of the major subdisciplines of philosophy -- philosophy of science -- this course begins by analysing the basic concepts used in science (like "theory", "observation", "laws", "models", etc.). Subsequently, the central characteristics of scientific knowledge and reality are discussed. Exploration of these and other larger questions about science provides a holistic perspective of the discipline.

Logic	HSS309/609	<p>Logic, broadly speaking, is the science of reasoning, with the specific aim of differentiating good from bad arguments. This course will cover various deductive techniques which will help students develop the ability to think critically by recognising and evaluating different kinds of arguments and using logic to solve a variety of problems. It will develop their analytical, quantitative, linguistic, and critical skills. After completion of the course, students will gain an appreciation for the complexities and nuances of language, be able to use formal languages to express the logical structure of English sentences, and be able to reduce ordinary language to symbolic structures that can be mechanically manipulated. They will be able to analyse arguments by breaking them down into their simplest components and discerning whether and how these components relate to each other. They will understand the construction of arguments, how and why one thing follows from another, and thus gain the capability of clearly articulating various arguments as well as conveying the process by which certain conclusions are reached. They will be able to identify common fallacies in arguments. They will develop a set of skills that allow them to analyse and assess a variety of arguments and be able to discern whether the arguments are properly supported, fallacious, valid or invalid. They will learn how to employ various strategies for proving the deductive validity of arguments through methods from classical, propositional, and predicate logic (FOL).</p>
Philosophical Beginnings: Matter, Motion, and the Cosmos	HSS 316/616	<p>Around 6th Century BC a new kind of thinking appeared in Greece, dedicated to finding the origins of the world and its constituents, its structure, and its alterations, using observation and reason rather than tradition and myth. The philosophers that inaugurated this new brand of thought are considered the first philosophers of the Western tradition, as well as the forerunners of scientific thinking. This course will trace the coeval emergence of philosophy and science in the ancient world, from the early reflections on matter and motion by the Milesians to the development of a nascent atomic theory by Democritus. We will study multiple original sources in translation, with the help of modern commentaries, in order to arrive at a nuanced understanding of the varied hypotheses about the formation and the constitution of the universe.</p>
Critiques of Power: Frankfurt School & French Antihumanism	HSS 624	<p>This course offers an introduction to two major strands of 20th-century Critical Theory: the Frankfurt School and the French Antihumanist tradition, through a selection of readings from Theodor Adorno, Max Horkheimer, Herbert Marcuse, Ernst Bloch, Walter Benjamin, Louis Althusser, Michel Foucault, Jacques Lacan, Gilles Deleuze, and Jacques Derrida. The readings have been chosen to explore specifically competing conceptions of critique and power. Some of the other key issues discussed will be the concept of ideology, the critique of modernity and capitalist society, the decentering of the human subject, and the idea of emancipation and social empowerment. This course is foundational to social and political Critical</p>

		Theory, and thus serves as a point of departure into more recent critical discourses including feminist and queer theories, critical race analysis, postcolonial theories, critiques of ideology, and cultural studies. The texts included have been selected for their impact beyond traditional disciplinary boundaries on thinkers from a wide range of disciplines and interdisciplinary fields.
Structure/Subject: Structuralism, Post-Structuralism, and Psychoanalysis	HSS 626	This course offers an introduction to a major strand of contemporary Critical Theory tradition that developed through the intersection of Freudian psychoanalysis and French structuralism and poststructuralism. The focus of this course is on the exploration, transformation, and decentering of the controversial notion of the subject, particularly as it relates to the problems of structure, sign, narrative, and sexuality. This decentering of the subject led to a paradigmatic shift in contemporary theoretical discourse, with impact beyond the narrow domain of poststructuralist theory into a wide range of fields including literary and cultural criticism, feminist and queer politics, film studies, and Marxist theory. This course will cover a variety of readings from Saussure, Lévi-Strauss, Freud, Lacan, Barthes, Derrida, Copjec, Žižek, and Zupančič. The readings will be accompanied by a selection of films from Hitchcock, Lynch, Pasolini, Antonioni, Fiennes, and Nolan, amongst others, which will be discussed and analysed along with the readings.
The Tradition of Critique: The Intellectual Background of Contemporary Critical Theory	HSS628	This course offers an overview of a representative sample of eight key thinkers—Rousseau, Wollstonecraft, Kant, Hegel, Marx, Nietzsche, Kierkegaard, and Freud—in the critical tradition by working through a set of dense but rewarding texts. This course is designed primarily to provide a necessary training to students who plan to work on one or several contemporary critical theorists, but do not have enough knowledge—usually assumed by contemporary thinkers—of their precursors. The texts selected are both critical in themselves, and act as a groundwork for further research in the theoretical humanities. Critical Theory takes as its aim a critique of society as a whole with the express purpose of not merely “interpreting” the world but changing it, and thus, broadly speaking, includes the trends of political theory, psychoanalysis, semiotics, structuralism and post-structuralism, critiques of ideology, deconstruction, feminism, queer theory, and post-colonialism. The thinkers included have therefore been selected for their impact beyond traditional disciplinary boundaries on thinkers from a wide range of disciplines and interdisciplinary fields.

Greek Tragedy	HSS 336/636	This course offers an introduction to Classical Greek Tragedy and aims to explore the conception of tragedy as it developed in 5th Century BCE in Athens. Students who take this course will study a selection of plays from the three major playwrights, Aeschylus, Sophocles, and Euripides. In addition, they will consider Aristotle's analysis in his Poetics to inform their exploration and understanding of ancient tragedy. This course aims to develop students' literary analysis and appreciation skills, requiring them to offer critical analysis and personal response to the plays. The course aims to explore the understanding of tragedy as it developed in Athens in 5th Century BCE, the socio-political and historical context in which the plays were written and performed, and the moral religious, cultural, and social values portrayed in the plays. The course will delve into various themes and concepts represented in these plays, encouraging students to consider the relevance and continued interest of these plays to the modern audience.
Classical Greek I	HSS 343/643	This course offers an introduction to the language and culture of Ancient Greece, through a grounding in the classical Greek language, providing at the same time an overview of the culture of 5th-4th Century Athens by the close study of a text in adapted Greek based on readings from Herodotus, Aeschylus, Demosthenes, Thucydides, and Aristophanes. This course aims to give a wide-ranging view of the ancient Greek world through the language of those who thought and communicated in it. By introducing students to a reading of texts in the original language, the goal is to offer an experience and understanding of the ancient world while providing a solid foundation that would lead to greater fluency and confidence in reading and understanding Greek texts in their context.
Classical Greek II	HSS 340/640	This course is a continuation of Classical Greek I and offers further training in the language and culture of Ancient Greece, through a grounding in the classical Greek language, providing at the same time an overview of the ethos of 5th -4th Century Athens via a selection of readings (both in adapted Greek and in English) from Aristophanes, Plato, and Herodotus. In Classical Greek II, the students will read continuous extracts from Aristophanes' Clouds, Plato's Apology and Euthydemus, and from Herodotus' Histories in adapted Greek. This will be supplemented by an introduction to the history, culture, and society of classical Athens via a selection of reading (in English) from Aristophanes, Plato, and Herodotus.

An Introduction to Literary Appreciation	HSS 326	This course aims to inculcate in students a critical bent of mind to appreciate literary works beyond the preferred readings of the institutionalized canon. Collating texts from a wide variety of cultural and linguistic realms, the course helps students understand various genres of literature, situate them within and outside their social as well as historical contexts and eventually broaden their social perspectives in a positive direction. In this course, the students will also familiarize themselves with the ideology of form and content and encounter specimens of narratives that both conform to and deviate from the received assumptions about discourses.
An Introduction to Detective Fiction	HSS 312	This course aims to understand the generic ontology and ideological underpinnings of detective fiction through select stories. The major ideas that this course intends to discuss in the class include the concepts of justices, human right and ethics of retribution; the strong interconnection between the form of detective stories and the veracity of truth portrayed in these stories, and the problematics concerning the depiction of the society where the crime occurs.
Self and Subjectivity in Literary Productions	HSS 631	This course aims to provide the students with a comprehensive understanding of various notions governing the idea of subjectivity. The major questions that this course will be dealing with include 'What is subjectivity?' 'How is subjectivity employed as a tool of resistance and subjugation?' 'What are the various ways an individual's subjectivity is fashioned?' and 'How self-narratives give agency to individuals in the formation of their subjectivity?'
Nation and Narration	HSS334/634	This course aims to introduce students to these various streams of nationalist thoughts in India and the role they played in refashioning the ethos of Indian society. These ideas will be discussed in the class with the help of the literary texts and critical materials.

<p>Women in India: Concepts and Postulations</p>	<p>HSS301</p>	<p>This is an advanced level specialized course which aims to engage with the multiple constructions of ‘women’ through history especially with the intention to enhance the concepts pertaining to gender and sexualities in the Indian context. The questions that this course deals with are: How is ‘woman’ conceptualized in India? What are the specific impacts/consequences of gender and sexuality in India? How has gender and sexuality evolved in India? What issues/frameworks become important in the articulations by Indian feminisms? This is an intensive reading-writing course that involves reading and analysis of theoretical texts along with written fiction, non-fiction and visual representations.</p>
<p>Indian Science Fiction</p>	<p>HSS329</p>	<p>Science fiction in India is an evolving genre. Despite its inception in the early twentieth century, Indian SF has remained largely ignored or absorbed within fantasy. One of the major tenets of Indian SF is its ability to combine traditional Indian imaginative literature with Western scientific ideas. Hence, this genre often sees an overflow of cognitive modes of Euro- American science fiction coupled with ancient traditions of myths and legends of the country such as fantasy, ghost stories, folk tales, fairy tales ,and mythological narratives. Science fiction in India, especially in the postcolonial era, is a creation of a society at once driven by a fast-growing materialistic industrial economy as well as the metaphysical and pastoral traditions that has existed for millennia. At the interstices, Indian SF, at its initial phase emerged as a ‘hybrid’—neither of this world nor another. This course will explore how science fiction provides the platform to explore the other, the non-conformity, the realistic non-reality, the humanised non-humans, with some specific situations provided uniquely through the Indian experience.</p>
<p>Literature and Gender</p>	<p>HSS324</p>	<p>This course aims to provide an introductory understanding of gender through literary texts in the way it is constructed by discourse and ideology. The primary goal of this course is to familiarize students with key issues, questions and debates pertaining gender, both historical and contemporary.</p>
<p>Conceptualising Marginality in/of Literature</p>	<p>HSS 323/623</p>	<p>This course is aimed to provide a wide and introductory understanding of marginality in and of literature and literatures termed ‘marginalised’ with a view to highlight the conditions behind marginality and to view margin as an enabling scope. The term ‘Marginality’ is generally applied to interpret and analyse social, cultural, economic, ethnic and spatial discrepancies wherein underprivileged people struggle to gain access to resources, and equal participation in social life. The purpose of this course is to familiarise the students with marginalised literatures, marginalised literary genres, and the politics of literary production and dissemination of knowledge.</p>

An Invitation to Science and Technology Studies	HSS 332/642	This course is an introduction to the thriving interdisciplinary field of Science and Technology Studies (STS), or Science, Technology, and Society Studies. It aims to familiarize with students the key debates, questions, thinkers, and texts in STS. A training in STS will make students aware of the historical and sociological context of scientific knowledge production. In order to understand how science works, it is imperative to know the socio-historical context of scientific knowledge production.
Anthropology of Magic, Science and Religion	HSS 338/638	This course aims to discuss the history and anthropology of the relationship and contradiction between magic, science and religion, and the various ways through which these categories established independent identities in different times. It will discuss in detail the emergence of science as a new worldview and how the emergence of science posed challenges to religion and magic.
Conflict and the Nation: Post-Independence India in Literature and Cinema	HSS 314/614	Trajectories and experiences of nationhood in post-1947 India have often been shaped by experiences and episodes of conflict, in different parts of the country, and the subcontinent at large. These experiences of conflict, and consequent collective trauma, are intimately connected with constructions and articulations of collective identity and belonging in different communities across the country, revealing the extremely fraught and contested nature of the experience of nationhood in modern South Asia. These conflicts and contestations, political, territorial and cultural, sometimes crystallised in particular epochal moments signalling foundational shifts in national and cultural identity construction in South Asia like the 1947 Partition of the subcontinent, have shaped the history and national trajectory of India since independence. This course aims to look at a range of cultural texts spanning fiction, poetry, cinema, graphic novel, and memoir, which have emerged from different parts of the country that have experienced conflict and collective trauma, from post-Partition Punjab and Bengal, to various histories of conflict in the late twentieth and the current century, to examine how cultural products like literature and cinema negotiate conflict, violence, trauma and collective memory.

Blue Humanities	HSS 317/617	<p>This course aims to introduce students to a contemporary and topical area of interdisciplinary reflection and inquiry: the blue humanities. The domain of the blue humanities applies critical tools, such as those of literature, cultural studies and history to oceanic contexts. While these fields conventionally take the terrestrial as their point of departure, the blue humanities takes the ocean as its lens to undertake what may be called a marine (re)thinking of (human) life. It attempts to rethink the significance of the sea in human histories, and deliberate on and reevaluate the complex and multifarious relationship between the human and the ocean, past, present and future, in the multiple contexts of capital, commerce, war, empire, discovery, science, and literary and cultural imagination. The oceans cover more than two-third of the earth's surface; they provide the largest habitat and source of oxygen, and begin and end the hydrologic cycle that regulates the earth's climate. For centuries they have been the site of global traffic and exchange of people, goods, cultures, languages.; and they have inspired adventure and awe, fear and promise down the ages. While traditionally research into the oceans has been limited to the domains of the natural sciences, the blue humanities uses approaches from the humanities and social sciences like those of history, anthropology, visual arts, media and literary studies to posit an ocean-centric understanding of the earth and its inhabitants, both human and non-human, displacing a terracentric view of the world</p>
Environmental Humanities	HSS 327/627	<p>This course will introduce students to a dynamic, emerging. area of interdisciplinary research called the Environmental Humanities, situated at the intersections of the humanities and social sciences, and the environmental and climate sciences. The Environmental Humanities engages with and rethinks contemporary environmental questions and challenges by using approaches and perspectives from the humanities like literature, history, film and media, cultural studies, politics, philosophy and the arts. It attempts to draw humanities disciplines into conversation with each other, and with the natural and social sciences, in order to develop well-rounded, holistic insights into significant environmental issues. The course aims to enable students to think critically about environmental challenges of contemporary significance such as climate change, global warming and biodiversity loss, using perspectives from the humanities, encouraging students to see why such humanistic approaches may be vital in understanding and confronting environmental concerns. Students will be encouraged to view issues of the environment in dialogue with social, political, economic and cultural contexts, and see how perspectives from literature, cultural studies, history and film among others, can open up new and productive ways of looking at environmental questions.</p>

<p>Indian Writing in English</p>	<p>HSS 307/607</p>	<p>This course will introduce students to the wide and rich array of literature written in English in India, and to the major movements and figures of Indian writing in the English language. Through studying representative literary texts spanning from the last century to the present one, spread across diverse literary genres like novel, short story, graphic novel and poetry, the course will offer students a flavour of the varied, vibrant and multi-faceted domain of Indian literature in English. The course will aim to read the literary texts within the cultural and historical contexts of India in its colonial and postcolonial phases, and within the theoretical contexts offered by postcolonial literary and cultural theory. It will thereby engage critically with issues and questions of nation, region, identity, history, culture, language, gender, caste, conflict etc, through exploring their literary representations in the selected texts. This will thus offer students the opportunity to examine and think critically about these issues, which have been crucial in negotiating India's encounter with modernity, and of paramount significance in shaping the social, political and cultural trajectories of modern India over the last century.</p>
<p>Literature of the Indian Diaspora</p>	<p>HSS 318/618</p>	<p>This course will examine the work of some recent authors of the Indian diaspora in Britain and North America to uncover the changing historical, political, socioeconomic, and cultural contexts of migration from the Indian subcontinent, from the nineteenth century to the present day. The course aims to study, in relation to some contemporary Indian diasporic writing, the postcolonial thematics of diaspora literature, the relation between geography and form, between location and representation, and how these various factors determine the writing and reception of literature. After doing this course, students would have an understanding of issues of diaspora, location, history and geography in literature, and an awareness of the relationship between literary texts and their historical, political and cultural contexts. They will also gain an insight into the complex, traumatic and fragmented history of South Asia, which led to territorial, national and cultural reformulations, which in turn shaped modern South Asian cultural imaginaries of home, identity and belonging.</p>

Disaster and Cultural Representation in Modern South Asia	HSS 604	This course is an advanced course which examines and deliberates upon ideas and questions of ‘disaster’ and ‘catastrophe’ in cultural representation in South Asia. South Asia has always been witness to disasters and calamitous events of great magnitude (natural, environmental, medical, industrial) throughout its history. In modern South Asian history, these catastrophes range from the various deadly epidemic outbreaks in colonial India like the plague of 1896-98, the Spanish Flu of 1918-19, regular outbreaks of infectious diseases like cholera and small pox, natural disasters like devastating storms, cyclones, as well as man-made disasters like the Bengal Famine of 1943, and the Bhopal gas disaster of 1984. These calamitous events and disasters have increased and intensified in both frequency and enormity in the current century. The course aims to conceptualise and understand ‘disaster’ in South Asia, and examine its relationship with representation, memory, narrative, imagination and history, through reading a range of cultural texts from the subcontinent, which emerge from sites and histories of disaster. Through a focus on South Asia, the course aims to offer understandings of disaster and catastrophe, which displace Eurocentric notions and concepts. It aims to undertake an intersectional reading of disaster in South Asia, using lenses of postcolonialism and modernity, in conjunction and interrelation with central paradigms of South Asian modernity like colonialism, caste, religion and gender.
Introduction to Cognitive Psychology: Processes & Disorders	HSS 342	The theories of cognitive processes, such as perception, attention, memory, decision-making, and language, as well as the disorders linked to these processes, such as amnesia, aphasia, face blindness, phantom limb syndrome, and agnosia, are all covered in this course in a unified manner.
Memory, Movement and Migration in Modern South Asian Literature	HSS 315/615:	Due to the acceleration of global movement's migration and border studies is an emergent field across disciplines in humanities and sciences. Connecting this to the literary cultures of the “subcontinent” through diverse readings, this course explores the dialogue between memory and history to uncover the role migration plays in altering spaces and practices in South Asia by transforming the experience of home and belonging within a nexus of health, materiality, social and cultural relationships.

Reading Children’s		The course explores ghosts, supernatural and adventure in children’s literature within larger social, scientific and cultural contexts through stories that entertain the young readers and educate them
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Literature: Adventures, Ghosts and the Cultural Imagination	HSS 325/625	about the infinite possibilities and dangers lurking in the wider world. Beginning with questions such as ‘what/who are ghosts?’ or ‘why do adventures appeal to children?’ it unpacks the racial anxieties, trauma, fantasies, and the spectres of colonialism haunting the tales of horror and adventure.
Memory and the City-Space	HSS 606	The course interrogates the various modalities of memory and associated practices of memorialization in urban culture by evoking the ‘tradition and modernity debate’ in the context of colonial cities in India and their fraught transformations. It studies the ways in which the city negotiates with different memories of displacement propelled by devastating wars, disease, and natural calamities in its nuanced engagement with trauma and nostalgia, specifically through the lens of urban haunting.
Introduction to Modern Drama	HSS 330/630	The course explores the ideas of modernity and modernism through the lens of theatre and its relationship with other aesthetic/cultural movements. It engages with some of the canonical works in modern theatre across three continents to unfold a range of contexts in which the “modern” may be interpreted and debated. A study of these plays traces modern theatre’s negotiation with various kinds of spaces and bodies while addressing questions of identity, myth, memory, gender and affect.
Cities: Memories, Perceptions and Stories	HSS 337/HSS	This course looks at cities and the stories they tell through diverse windows leading to their past, present and future. It explores urban heritage not merely as a collection of “built structures”, but through people, their perceptions and lived experiences, their intersecting worlds, histories of movement and displacement, as well as the variegated cultural practices, food and friendship. The course incorporates through a diverse range of readings the aspects of the Indian urban culture that may be broadly classified into: the city and foodways, the ghost and the city, city and the migrants, rumours and the city/the city and the tall-tales, cities of the night/ night-walking and the city, the railway and the city, voices/noises in the city, the urban poor and the city underdogs, the waste and the city, cities and birds, the cities and the ghats, etc.