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Call for Papers

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Special Issue on: *Decentring the Human: Posthumanist and More-than-Human Approaches in European Language Studies*

Guest Editors: *Prof. T. Srivani and Dr. Anu Pande*

Deadline for Abstracts: August 10, 2025

Deadline for Full Papers: October 10, 2025

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Language(s): English/ French/ German/ Italian/ Russian/ Spanish

In recent years, the humanities have undergone a profound transformation, prompted by the urgencies of climate change, ecological degradation, zoonotic pandemics, and the growing critique of anthropocentrism. Within this shifting intellectual terrain, **posthumanist theory, multispecies ethnography, and new materialisms** have emerged as powerful frameworks to reconfigure the place of the human within broader ecological, technological, and interspecies assemblages, and reconceptualize agency as distributed across human and nonhuman actors. While posthumanist and ecological thinking have been gaining ground in academic publications globally—with key interventions from scholars such as Rosi Braidotti, Donna Haraway, Cary Wolfe, Stacy Alaimo, Timothy Morton, Bruno Latour, Thom van Dooren, Eben Kirksey, and Anna Tsing—these approaches remain underexplored in language departments and literary pedagogy in India.

This special issue aims to create a collaborative platform for European language scholars to engage with urgent theoretical conversations and innovative pedagogical approaches that respond to our entangled ecological contexts, and seeks to initiate a much-needed conversation within Indian academia around **how European languages and literatures can be taught, interpreted, and rethought through post-anthropocentric frames**. It will be of particular interest to scholars working in **literary studies, environmental humanities, language pedagogy, cultural theory, and interdisciplinary humanities**.

We seek contributions that challenge human exceptionalism and foreground **nonhuman agency, entangled subjectivities, network thinking, and multispecies solidarities** in European literary and cultural texts, as well as in teaching and didactics. We encourage submissions that explore both contemporary literary texts which explicitly reflect posthumanist sensibilities, and re-readings of canonical works through a more-than-human lens.

Contributors may wish to engage with the following guiding questions: How do literary texts in European languages—past or present—imagine the agency of animals, plants, objects, or machines? How can posthumanist theory inform language teaching and curriculum design, especially in a multilingual and postcolonial Indian context? What pedagogical strategies might enable the decentring of the human subject in language classrooms? How might we develop ecological and multispecies literacy in students of European languages?

We welcome contributions that address (but are not limited to) the following themes:

- Literary Texts and the More-than-Human: Analyses of recent European literary works that depict animals, plants, objects, or ecologies as agents, or which challenge the humanist narrative tradition.
- Re-reading the Canon: Revisiting classical or canonical European texts to identify multispecies dynamics, object-oriented agency, or posthumanist potentialities.
- Multispecies Pedagogy: Classroom strategies, syllabi, and practices that decentre the human and foreground multispecies entanglements and environmental ethics.
- Language and the Nonhuman: Explorations of how European languages represent or marginalize the nonhuman; grammatical, rhetorical, and semantic considerations of nonhuman agency.
- Decolonial and Situated Posthumanisms: Critical engagements with posthumanism from the perspective of South Asian scholarship; bridging European theory with local epistemologies and lifeworlds.
- Digital Ecologies and Materialities: The role of technology, digital media, and infrastructures as active participants in literary and pedagogical ecologies.
- Teaching with Posthumanism: Pedagogical innovations in European language teaching that incorporate environmental humanities, animal studies, or new materialist approaches.
- Multispecies and environmental pedagogies in language education
- Animal agency and the ethics of representation
- Teaching literature through the lens of ecological interconnectedness
- Reconfiguring “the human” in the European literary canon
- De-anthropocentrising curriculum design in European language departments
- Intersections of gender, ecology, and species
- Posthumanist narratives in migration, climate fiction, or science fiction
- Object-oriented ontology and the agency of things in literature
- Eco-critical and more-than-human reading practices

Submission Guidelines:

We invite submissions (in pdf and doc format) of original research articles, theoretical essays, and pedagogical case studies from faculty and scholars engaged in the teaching and research of European languages and literatures. Collaborative and interdisciplinary submissions are especially welcome. Contributions should be original, unpublished, and not under consideration elsewhere.

- Abstracts of 300 words, accompanied by a short bio (100 words), should be submitted by August 10, 2025.
- Full papers (3500–5000 words) will be due by October 10, 2025.
- Please send submissions and queries to:
efljournaleditor_europeanlanguages@efluniversity.ac.in

For complete Submission Guidelines, please Click Here.

<https://www.efluniversity.ac.in/EFLJournal/EFLJournalStyleSheet.pdf>

This special issue aims not only to chart emerging trajectories in posthumanist thought within European literary and pedagogical studies but also to create a space for **situated, critical, and context-sensitive interventions** that reflect the lived realities and ecological urgencies of our times.

Let us rethink the human, together.