

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Philosophy

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Philosophy offers an updated syllabus which will bring students to the forefront of philosophical debates in various areas of philosophy, viz., metaphysics, epistemology, ethics, logic, aesthetics. The syllabus is a combination of traditional aspects of philosophy along with modern trends.

The University of Delhi hopes the LOCF approach of the programme B.A. (Hons) Philosophy will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

1. Introduction to Programme

The BA (Hons) Philosophy programme in Delhi University is an attempt to both introduce and, at the same time, provide an in depth look into one of the most challenging subjects that one can study. It will introduce students to the great philosophers and their ideas and also how one thinks about contemporary problems through the lens of their theories. It will give a comprehensive sweep of Indian and Western philosophy. It will also make the students aware of the main currents of thought in Ethics. Students can also explore Philosophy of Science, Logic, Feminism and Bio-ethics amongst many other core and optional papers. The core idea of the Honours course is to make the student aware of the foundational issues related to the world around us, whether it be in our life, or regarding mind and matter, or existence, or belief, or religion or science. Philosophy is vast in scope and intense in analysis and the Honours course tries to provide a taste of the extent of philosophy and the intensity of the argumentation and analysis at the same time.

2. Learning Outcomes based approach to Curriculum Planning

The learning outcomes-based curriculum framework for B.A (Hons.) Philosophy is based on the graduate attributes that a graduate in philosophy is expected to attain along coupled with the expected learning outcomes of each course and the combined course. The curriculum for B.A (Hons) Philosophy is prepared keeping in mind the needs, expectations and aspirations of students in philosophy as well as the modernizing trends and methodological perspectives of philosophy as a subject. The course learning outcomes and the programme learning outcomes specify the knowledge, understanding, skills, attitudes, values that a student completing this degree is expected to inculcate and know.

2.1 Nature and extent of the B. A (Hons.) Philosophy

Philosophy is taken to be an abstract study about the fundamental structure of the world. It works towards foundations of each and every subject that is investigating the nature of the world but it does not only deal with foundations of science but with foundations of humanities as well, including that of social structures. The scope of philosophy is therefore vast. Philosophy inculcates the habits of logical reasoning, avoiding fallacious reasoning, thinking more carefully about the place of each and every aspect of nature vis v vis the whole

of nature. A philosophy student emerges as a critical thinker who accepts nothing at face value. The philosophy student will contribute to society through positive reflection about its various facets.

In pursuing these aims, B.A (Hons.) Philosophy Programme aims at developing the ability to think critically, logically and analytically and hence use philosophical reasoning in practical situations. Pursuing a degree in philosophy will make students pursue interesting careers in media, education, law, politics, government etc.

The B A (Hons.) Philosophy programme covers the full range of philosophy, from classical Indian Philosophy and Greek Philosophy to Modern Logic, Ethical theories of Mill and Kant and contemporary reflections on current debates in applied ethics and bio ethics, analytic philosophy and continental philosophy, philosophy of science and law, and core courses in Indian and western philosophy texts. Current issues in feminist theory are also dealt with. There are many choices students have regarding which options they can take which makes the Honours syllabus a rich and diverse experience for students.

2.2 Aims of Bachelor's degree programme in Philosophy

The overall aims of B A.(Hons) Philosophy Programme are to:

- A) Inculcate strong curiosity about philosophy
- B) Develop understanding of definitions, key concepts, and principles of various theories of philosophers and develop comparing and contrasting techniques regarding the various theories
- C) enable learners/students to apply the knowledge and skills acquired by them to solve specific theoretical and applied problems in philosophy, especially ethical and bio ethical fields
- D) Develop in students the ability to apply critical thinking tools developed in philosophical theorising to handle issues and problems in ethics, social sciences and problems that arise out of the technological effects of natural sciences

E) Provide students with sufficient skills to think about foundational issues

F) Enable students to think logically and critically and analytically

3. Graduate Attributes in Philosophy

Some of the graduate attributes in philosophy are listed below:

A) Disciplinary knowledge: Students must have good knowledge of the history of the subject, the relevant historical line of development in Indian and western philosophy and should show good command of logic, ethics, philosophy of science, metaphysics, epistemology and aesthetics.

B) Communications skills: Ability to communicate various concepts of philosophy in writing and orally and ability to present complex philosophical ideas with clarity and present philosophical concepts logically

C) Critical thinking and analytical reasoning: Ability to identify relevant assumptions, hypothesis, implications or conclusions; formulate logically correct arguments and to know the pros and cons of the various arguments given by philosophers regarding mind, existence, necessity, evidence, belief, substance, justice, equality, fairness, beauty and truth.

D) Research-related skills: Capability to ask NEW questions that will take the subject forward

E) Self-directed learning: Ability to work independently, ability to search relevant resources and e-content for self-learning and enhancing knowledge in philosophy

F) Moral and ethical awareness/reasoning: To understand how serious the effects of plagiarism are and to inculcate a lifelong habit of never indulging in plagiarism. An equally important moral awareness should exist of avoiding narrow-minded thinking.

G) Lifelong learning: Ability to acquire a habit of reading and thinking about philosophy for life and to appreciate modern developments in the subject with the critical spirit that they will inculcate in the program.

4. Qualification descriptors for B.A (Hons.) Philosophy

Students who choose B.A (Hons) Philosophy Programme, develop the ability to think critically, logically and analytically and hence use philosophical reasoning to develop sophisticated theories and also in everyday life.

BA (Hons) Philosophy consists of Core Courses and Electives and also Discipline Specific Courses. A student qualifying in the subject will have broad knowledge of Indian philosophy and western philosophy; the student will know specific details of the theories of analytic and continental philosophy; the student will develop highly specific skills in logic, ethics, metaphysics, epistemology and will be well informed about current trends in feminism and social issues related to applied ethics and bio ethics.

Descriptors for B.A (Hons.) Philosophy may include the following:

- i. demonstrate fundamental/systematic and coherent knowledge of the academic field of philosophy with comprehensive understanding of ontology, metaphysics and epistemology and to think in an interdisciplinary manner
- ii Demonstrate the habit of reading leading journals of philosophy like Mind, Journal of Philosophy, Analysis, Philosophy and Phenomenological Research, Nous, Synthese, etc
- iii. Demonstrate skills to identify presuppositions and entailments of theories
- iv. Apply the acquired knowledge in philosophy and transferable skills to new/unfamiliar contexts and real-life problems.
- v. Demonstrate the ability to think about the foundations of sciences and the arts and to see the fruits of inquiry, whether in literature, the arts, or the sciences, as a culmination of a unified enterprise.

5. Programme Learning Outcomes in B A (Hons.) Philosophy

The completion of the B A. (Hons.) Philosophy Programme will enable a student to:

- i) Understand the broad ideas that are enshrined in the basic thinking of various centres of philosophy
- ii) Develop the idea of creating new theories of metaphysics and epistemology and ethics and logic and aesthetics
- iii) Critically analyse the hypothesis, theories, techniques and definitions offered by philosophers
- iv) Utilize philosophy to understand social realities and problems and to come up with ideal solutions to them
- v) Identify how deeply philosophy is connected to other disciplines like economics and natural sciences and literature
- vi) Understand and appreciate the foundational nature of philosophy

6. Structure of B.A. (Hons) Philosophy

6.1 Credit Distribution for B.A. (Hons) Philosophy

Course Credits

Type of Course	Theory/Practical	Theory/Tutorial
Core Course (14 Papers)	14X4= 56	14X5= 70
Core Course Practical / Tutorial* (14 Papers)	14X2=28	14X1=14
Elective Course (8 Papers)		
A.1. Discipline Specific Elective (4 Papers)	4X4=16	4X5= 20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 Papers)	4X2= 8	4X1= 4
B.1. Generic Elective/ Interdisciplinary (4 Papers)	4X4= 16	4X5= 20
B.2. Generic Elective Practical/ Tutorial* (4 Papers)	4X2= 8	4X1= 4

• Optional Dissertation or project work in place of one Discipline Specific Elective paper (6 credits) in 6th Semester		
III. Ability Enhancement Courses	2X2= 4	2X2= 4
1. Ability Enhancement Compulsory (2 Papers of 2 credit each)		
2. Ability Enhancement Elective (Skill Based) (Minimum 2) (2 Papers of 2 credit each)	2X2= 4	2X2= 4
Total Credits	140	140

Institute should evolve a system/policy about ECA/ General Interest/ Hobby/ Sports/ NCC/ NSS related courses on its own.

*** wherever there is a practical there will be no tutorial and vice-versa**

6.2 Semester-wise Distribution of Courses.

CHOICE BASED CREDIT SYSTEM IN B.A. (HONS.) PHILOSOPHY

Sem.	Core Course CC 1- 14	Ability enhancement Compulsory Course (AECC)	Skill Enhancement Course (SEC) SEC (1)-(2)	Discipline Specific Elective (DSE) DSE (1)-(10)	General Elective (GE) GE (1)-(6)
I	Indian Philosophy (C 1)				Ethics in the Public Domain (GE I)
	Logic (C 2)				
II	Greek Philosophy (C 3)				Formal Logic (GE II)

	Ethics (C 4)				
III	Western Philosophy: Descartes to Kant (C 5)		Critical thinking & Decision Making (SEC 1)		Feminism (GE III)
	Social and Political Philosophy (C 6)				Critical thinking (GE IV)
	Applied Ethics (C 7)				
IV	Text of Indian Philosophy (C 8)		Art & Film Appreciation (SEC 2)		Bioethics (GE V)
	Text of Western Philosophy (C 9)				Symbolic Logic (GE VI)
	Truth Functional Logic (C 10)				
V	Analytic Philosophy (C 11)				Philosophy of Mind (DSE I)
	Continental Philosophy (C 12)				Philosophy of Science (DSE II)
					Philosophy of Law (DSE III)
					Indian Materialism (DSE IV)
					Bioethics (DSE V)
VI	Philosophy of Religion (Indian & Western) (C 13)				Feminism (DSE VI)
	Philosophy of Language (Indian & Western) (C 14)				Indian Theories of Consciousness (DSE VII)
					Aesthetics (DSE VIII)

				Knowledge and Skepticism (DSE IX)	
				Philosophy of Logic (DSE X)	

7.0 Courses for Programme B.A. (Hons) Philosophy.

SEMESTER 1

Indian Philosophy
(CC (1))
Core Course - (CC) Credit:6

Course Objectives

- The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection . The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.
- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the Shruti and Smriti, Karma, Jnana and Bhakti in different systems, Idealism and Materialism, and Preyas, Shreyas and Nihshreyas in Kathopanishads etc within Indian Philosophical studies.
- Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Exposure to various Indian Philosophical texts.
- Finally it will give a holistic development of their personality

Course Learning Outcomes

- Students of the B.A. (Honors) Indian Philosophy will understand the richness of Indian Intellectual Traditions through basic concepts such as Shruti (agama) and Smriti (Nigama), Karma, Jnana and Bhakti, Indian Idealism vs. Indian Materialism, Preyas, Shreyas and Nihisreyas etc
- Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamsa and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

In the unit III, students will gain familiarity with the epistemology of Jaina and Nyaya - Vaishesika system. Unit II and Unit III are interrelated in the sense that epistemology of a particular school can be understood through its metaphysics and vice-versa.

- In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

UNIT I: Introducing Basic Concepts and Outlines of Indian Philosophy

(a) Basic Concepts

1. Distinction between *Shruti* (agama) and Smriti (nigama)
2. Emphasis on *Karma* (Action), *Jnana* (Knowledge) and *Bhakti* (devotion): An Understanding of different Indian Philosophical Schools
3. Distinction between *Indian Idealism vs. Indian Materialism*
4. *Preyas, Sreyas and Nihisreyas* with reference to Kathopanishadas

(b) General Characteristics of Indian Philosophy

Recommended Readings:

- Chatterjee, S and D.M.Datta. 1984. *An Introduction to Indian Philosophy*, 8th ed. Calcutta: University of Calcutta.

- Chattopadhyaya, Debiprasad. 2008. *Lokayata: A Study in Ancient Indian Materialism*, 7thed. Delhi: People's Publishing House.
 - Cowell, E. B. and A.E. Gough. 1882. *The Sarva-Darshana-Samgraha or Review of the Different Systems of Hindu Philosophy*, by Madhavacharaya, London: Trubner's & Co. Ludgate Hill.
 - Dasgupta, S.N. 2004. *A History of Indian Philosophy*, vol.1. Delhi: Motilal Banarasidass.
 - Mohanty, J.N. 1992. *Reason and Tradition in Indian Thought*. Oxford (U.K.): Calrendon Press.
 - Paul S. and Anthony J. Tribe. 2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.
 - Radhakrishnan, S. and C. A. Moore. 1967. *A Source book in Indian Philosophy*. Princeton: Princeton University Press.
 - Radhakrishnan, S. 1967. *The Principal Upanishads*. United States : Princeton University Press .
 - Raju, P.T. 1985. *Structural Depths of Indian Thought*. Albany (New York): State University of New York Press.
-

UNIT II: Indian Metaphysics (*Tattva Vicara*)

- (a) Indian Materialism: Carvaka
- (b) Four Noble Truths (*catvariaryasatyani*) and Doctrine of Dependent Origination (*Pratityasamutpada*) and Doctrine of Momentariness (*Kshanabhangavada*) in Buddhism
- (c) Jaina *Anekantavada* (Relativistic pluralism)
- (d) Samkhya Dualism: Prakriti and Purusha
- (e) *Purva Mimamsha* theory of Karma (*Apurva*)

Recommended Readings:

- Bhattacharya, Ramkrishna. "[Materialism in India: A Synoptic View](http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html)." Retrieved 27 July 2012. <http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>
- Chakravarti, P. 1975. *Origin and Development of the Samkhya System of Thought*. Delhi: Munshiram Manoharlal Publishers.
- Dasgupta, S.N. 2004. *A History of Indian Philosophy*, vol.1. Delhi: Motilal Banarasidass.

- Jha, Ganganath. 1978. Prabhakara School of Purva Mimamsa. Delhi: Motilal Banarsidass.
 - Kewal Krishna. 1974. *Materialism in Indian Thought*. Delhi: Munshiram Manoharlal Publishers.
 - Mohanty, J.N. 1993. *Essays on Indian Philosophy*, Ed. Purusottama Bilimoria. Oxford (U.K.): University Press.
 - Paul S. and Anthony J. Tribe. 2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.
 - Radhakrishnan, S. 1929. Indian Philosophy, Vol.1, Muirhead library of philosophy 2nd ed. London: George Allen and Unwin Ltd.
 - Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarasidass
 - Stevenson, S. 1951. *The Heart of Jainism*. London: Oxford University Press.
-

UNIT III: Indian Epistemology (*Pramana Vicara*)

- (a) *Syadvada* of Jainism
- (b) *Prama* and *Pramana* Distinction with reference to Nyaya theory of Perception (*Pratyaksha*) and Inference (*Anumana*)

Recommended Readings:

- Bijalwan, C.D. 1977. *Indian Theory of Knowledge based upon Jayanta's Nyaya Manjari*. New Delhi: Heritage Publishers.
 - Chatterjee, Satishchandra. 2015. *The Nyaya theory of Knowledge*. Delhi: Rupa publishers.
 - Datta, D.M. 1972. *The Six Ways of Knowing*. Calcutta: University of Calcutta Press.
 - Sharma, C.D. 2000. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarasidass.
 - Stevenson, S. 1951. *The Heart of Jainism*. London: Oxford University Press.
-

UNIT IV: Indian Philosophical Debates

- (a) Carvaka, Buddha and Samkaracharya on Doctrine of Self

(b) *Satkaryavada* of Samkhya System and *Asatkaryavada* of Nyaya-Vaishesika System

(c) Samkaracharya and Ramanuja on *Maya*

Recommended Readings:

- Bhattacharya, Ramkrishna. “[Materialism in India: A Synoptic View](http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html).” Retrieved 27 July 2012. <http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>
- Murthi, Satchidananda K. 1959. *Revelation and Reason in Advaita Vedanta*. Waltair: Andhra University Press.
- Organ, Troy Wilson. 1964. *The Self in Indian Philosophy*. London: Mouton & Co.
- Pandey, Sangam Lal. 1983. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: Darsan Peeth.
- Paul S. and Anthony J. Tribe. 2000. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge.
- Srinivasachari, P.N. 1943. *The Philosophy of Visitadvaita*. Madras: Adayar library.
- Stcherbatsky, Theodore. 1970. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana.

Additional Resources:

Suggested Readings:

- [Chatalian](#), George. 1983. Early Indian Buddhism and the nature of philosophy: A philosophical investigation. *Journal of Indian Philosophy* 11(2): 167-222.
- Gokhle, Padeep P. 1991. The Logical Structure of Syadvada, *The Journal of Indian Council of Philosophical Research* 8 (3): PP.1-10.
- Koller, John M. 1977. [Skepticism in Early Indian Thought](#). *Philosophy East and West* 27(2): 155-164
- Murty, T. R. V. 1955. *Central Philosophy of Buddhism*. London: George Allen & Unwin .
- Mehta, Sonia. 2017. *The Buddhist Theory of Meaning*. Delhi: Krishi Sanskriti Publications.
- [Prevos](#), Peter. “*The Self in Indian Philosophy: Hindu, Buddhist and Carvaka views.*” Retrieved, April 2002. <https://prevos.net/humanities/philosophy/self/> uddhist Theory of Meaning, Delhi, 2017

Teaching-Learning Process:

Teaching learning is a continuous process which is surrounded by students attitude to learn share the knowledge, academic curiosity, reading & practicing, creativity, thinking ability and extending your knowledge levels. This course demands interaction among the students and their ability to think independently. The B.A (Honours) Indian Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, powerpoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment methods

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, seminars, preparation of reports. Students will strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below:

Evaluation:

- Four Assignments/ Projects: 10% each
- Three in-class quizzes/oral tests: 5% each
- Paper Presentations: 5%
- Final exam: 10%
- Attendance and participation 5%

Keywords

Keywords

Shruti and Smriti, Idealism, Materialism, Realism, Pluralism, Self, Brahman, Maya, Dualism, Preyas, Shreyas and Nihshreyas, Anekantavada, Syadvada, Karma, Jnana, Bhakti, Prativityasamutpada, Nirguna and Saguna Brahman, Jiva, Apurva, etc

Logic
(CC (2))
Core Course - (CC) Credit:6

Course Objectives

Logic is fundamental to the way human beings communicate. Though our public debate and private reasoning are shaped by logical principles, we are not able to spell them out without a basic training in logic. This Logic course helps the students to develop an understanding of the basic concepts of logic and language as well as familiarity with precise models of deductive reasoning. It includes theoretical as well as the applied aspects. Uses of language manage to differentiate the various applications of language effectively. Informal fallacies enables the students to understand the flaws in the arguments which we use in our day to day life. Identifying informal fallacies is very important nowadays to preserve one's intellectual sanctity in an increasingly media saturated world.

UNIT I: Basic Logical Concepts

1. Sentence and Proposition
2. Argument: Deduction and Induction
3. Truth, Validity and Soundness.
4. Argument and Explanation

Chapter 1 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 2-33.

UNIT II: Logic and Language:

1. Definition of a term, Extensional and Intentional meaning of a term and their relationship.
2. Uses of Language: Three Basic functions of Language.
3. Kinds of Definitions

Chapter 3 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed, 64-93.

Chapter 4 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed., 105-162.

UNIT III: Aristotelian Logic: (A)

1. Categorical Propositions
 2. Distribution of Terms
 3. Square of Opposition
 4. Further Immediate Inferences: Conversion, Obversion and Contraposition
 5. Problem of Existential Import
 6. Translating Categorical Propositions into Standard form
 7. Disjunctive and Hypothetical Syllogisms
- (B)
8. Mediate Inference: Categorical Syllogism: Mood, Figure
 9. Validating / Invalidating Categorical Syllogisms through syllogistic rules & fallacies.
 10. Special rules for each figure
 11. Venn Diagram technique for testing Syllogism.

Chapter 5, 6 and 7 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed,163-286.

UNIT – IV : Informal Fallacies

(As given in Copi’s 14th Edition)

Chapter 4 of Irving Copi, *Introduction to Logic*, (Delhi: Pearson, 2014,2017), 14th ed., 105-162

Additional Resources:

1. Cohen, Morris and Ernst Nagel. *An Introduction to Logic and Scientific Method*, Delhi: Allied Publishers, 1968.
2. Hurley, Patrick, *Introduction to Logic*, Wadsworth: Delhi, 2007.
3. Sen, Madhucchanda, *LOGIC*, Delhi: Pearson, 2008.
4. Chakraborti, Chhanda, *Logic: Informal, Symbolic and Inductive*, Delhi:Prentice-Hall of India Private Limited, 2006.

Teaching Learning Process

Lectures and Tutorials

Assessment Methods

Assignments, Presentation and Examination

Keywords

Logic, Argument, Deduction, Truth, Validity, Syllogism, Rules, Fallacies.

Ethics in the Public Domain
(GE (1))
Generic Elective - (GE) Credit:6

Course Objectives

The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism.

Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the readers to contribute voluntarily to the society as a responsible member.

Course Learning Outcomes

1. To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
2. Larger awareness of public issues and empathy with marginalised issues in society.
3. Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

Unit I: Introduction to Ethics

1.Morality

*Rachel, James. "What is Morality?" In *The Elements of Moral Philosophy*. 1-14. McGraw-Hill, 2012.

2.Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In *The Elements of Moral Philosophy*. 15-34. McGraw- Hill, 2012.

Unit II: Morality and Relationship

1.The Married Women

*Beauvoir, Simone de. "The Married Woman." In *Second Sex*, vol.II, part two, chapter 5. USA: Vintage, 2011.

2. Morality: Parents and Children

*Rachel, James. "Morality, Parents and Children." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 167-177. USA;UK;Australia: Blackwell, 2004

Unit III: Structures of Inequality

1.Caste

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

Available online:

http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_castes.html

2.Affluence and Poverty

*Sen, Amartya. "Freedom, Agency and Wellbeing." In *Inequality Reexamined*, 56-72.USA: First Harvard University Press, 1992.

*Singer, Peter. "Famine, Affluence and Morality." *Philosophy and Public Affairs*, 1,no.3 (Spring, 1972): 229-243

Unit IV: Media Ethics

1. Privacy

*Archard, David. "Privacy, the public interest and a prurient public." In *Media Ethics* edited by Matthew Kieran, 82-96. USA;Canada: Routledge. 2014

2. Pornography

*Gary, Ann. "Sex Lies and Pornography." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 344-355. USA;UK;Australia: Blackwell, 2004.

Unit IV: Animal Ethics

*Singer, Peter. "All Animals Are Equal." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA;UK;Australia: Blackwell, 2004.

References

Unit I: Introduction to Ethics

1.Morality

*Rachel, James. "What is Morality?" In *The Elements of Moral Philosophy*. 1-14. McGraw-Hill, 2012.

2.Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In *The Elements of Moral Philosophy*. 15-34. McGraw- Hill, 2012.

Unit II: Morality and Relationships

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*Beauvoir, Simone de. "The Married Woman." In *Second Sex*, vol.II, part two, chapter 5. USA: Vintage, 2011.

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Unit III: Structures of Inequality

1.Caste

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

Available online:

http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/txt_ambedkar_castes.html

2.Affluence and Poverty

*Sen, Amartya. "Freedom, Agency and Wellbeing." In *Inequality Reexamined*, 56-72. USA: First Harvard University Press, 1992.

*Singer, Peter. "Famine, Affluence and Morality." *Philosophy and Public Affairs*, 1,no.3 (Spring, 1972): 229-243.

Unit IV: Media Ethics

1. Privacy

*Archard, David. "Privacy, the public interest and a prurient public. In *Media Ethics* edited Matthew Kieran, 82-96. USA;Canada: Routledge. 2014

2. Pornography

*Gary, Ann. "Sex Lies and Pornography." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 344-355. USA;UK;Australia: Blackwell, 2004.

Unit IV: Animal Ethics

*Singer, Peter. "All Animals Are Equal." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA;UK;Australia: Blackwell, 2004.

Additional Resources:

*LaFollette, Gary. *Ethics in Practice: An Anthology*. USA;UK;Australia: Blackwell, 2004.

*Rachel, James. *The Elements of Moral Philosophy*. McGraw- Hill, 2012.

Teaching Learning Process

Lectures, tutorials and film screenings.

Assessment Methods

As per the rules of University of Delhi.

Keywords: Morality, relativism, inequality, privacy, public interest.

Semester II

Greek philosophy
(CC (3))
Core Course - (CC) Credit:6

Course Objectives

This course traces the origins of philosophy in the Western tradition in the thinkers of Ancient Greece. It begins with the Pre-Socratic natural philosophers like Thales and Anaximander. Then it moves on to Heraclitus and Parmenides of Elea. Then, it discusses the counter position of Sophists and Socrates. Finally, there is discussion on Plato's theory of virtue and Forms.

Course Learning Outcomes

This course facilitates a comprehension of early Greek tradition. A comprehensive understanding of it is like a foundation course in the Classics. The two great classical traditions, viz., Greek and Indian have left a rich legacy of philosophic knowledge that can be pragmatically and scholastically contextualized in the present day times. Students of Delhi University read Indian Philosophy, this course in Greek Philosophy complements it fairly well for understanding of the classics.

Unit-1: Naturalism (Cosmos and Arche)

Thales and Anaximander

Recommended Reading:

J. Barnes. Early Greek Philosophy. Harmondsworth: Penguin Books, 1981. p.xi-xxv.

Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by Richard D Mckirahan and Patricia Curd (Hackett Publishing Company, Inc,2011) ,p.13-19

Warren, James & Frisbee Sheffield (eds.). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-1.,94-124

Kirk,G.S and Raven, J.E, *The Presocratic Philosophers: A Critical History with Selection of Texts*(Cambridge; At The University Press,1957) pp74-99

Unit 2: Change, Being and Becoming

1. Heraclitus: Doctrine of Flux.
2. Parmenides of Elea: Doctrine of Being and not-being.

Recommended Reading:

Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia* Second Edition Edited, with Introduction. Translations by RichardbD Mckirahan and Patricia Curd (Hackett Publishing Company, Inc,2011) ,p.39-65,

G.S Kirk and J.E.Raven, *The Presocratic Philosophers*, Chapters vi and x

Online Source:

Adobe PDF ebook ISBN: [978-1-60384-598-4](https://doi.org/10.1017/9781603845984)/2010019297

Unit 3: Sophists and Socrates

1 .Sophists (Protagoras): Relativism and Scepticism

2. Socrates: Critical Enquiry and Virtue is Knowledge

Recommended Reading: Gill, M. L. *A Companion to Ancient Philosophy* edited. Pierre Pellegrin: Blackwell Companion Series, 2006. Relevant chapters.

Warren, James & Frisbee Sheffield (eds.),

The Routledge Companion to Ancient Philosophy. Routledge: London and New York, 2014. Part-1.,94-124

Unit 4: Plato

Justice as Virtue and Theory of Forms Recommended Readings

Lee, Desmond(translated), *Plato: The Republic*,edited by Betty Radice, (Penguin Classics,1974), p.196-224 and300-333. (books 4.5 and 7.6-7.7)

Waren, James & Sheffield Frisbee. (eds). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014. Part-II, chapters 13-16.

Vlastos, G. "Justice and psychic harmony in the Republic" in *Journal of Philosophy*.1969. Vol.66. (16): pp 505-521)

Recommended Readings

- Barnes, Jonathan. *Early Greek Philosophy*. Harmondsworth: Penguin Books, 1987.
- Gill, M. L & Pellegrin, Pierre. *Blackwell Companion to Philosophy: A Companion to Ancient Philosophy*. Blackwell Series, 2006. Wareen, James & Sheffield Frisbee. (eds). *The Routledge Companion to Ancient Philosophy*. Routledge: London and New York, 2014.
- Cohen, M.S. Curd, P. & Reeve, C.D.C.(ed). *Readings in Ancient Greek Philosophy*. Hackett: Indianapolis, 1995.
- Lee, Desmond(translated), *Plato: The Republic*, edited by Betty Radice, (Penguin Classics, 1974)
- Curd, Patricia. *A Presocratic Reader: Selected Fragments and Testimonia Second Edition* Edited, with Introduction. Translations by Richard D. McKirahan and Patricia Curd (Hackett Publishing Company, Inc, 2011) ,
- Online Source:
Adobe PDF ebook ISBN: [978-1-60384-598-4/2010019297](https://www.adobe.com/india/education/resources/ebooks/978-1-60384-598-4/2010019297)
- Wareen, James & Sheffield Frisbee. (eds). *The Routledge Companion to Ancient Philosophy* (Routledge: London and New York, 2014).
- Kirk, G.S. Raven & Schofield , *Pre Socratic Philosophy*. CUP, 1957.
- Tankha, V. *Ancient Greek Philosophy: Thales to Socrates*. India: Pearson, 2012. Vlastos, G. "Justice and psychic harmony in the Republic" in *Journal of Philosophy*. 1969. Vol.66. (16)

Additional Resources:

Guthrie, W.K.C. *A History of Greek Philosophy, Vol-1. The Earlier Presocratic Tradition and the Pythagoreans*. Cambridge, 1962. ---- *A History of Greek Philosophy, Vol-2. The Presocratic Tradition from Parmenides to Democritus*. Cambridge, 1965. ——— *A History of Greek Philosophy, Vol-3, The fifth Century Enlightenment*. Cambridge, 1969. ——— *A History of Greek Philosophy, Vol-4, Plato, the Man and his Dialogues: Earlier Period* Cambridge, 1975.

Kirk, G.S and Raven, J.E, *The Presocratic Philosophers: A Critical History with Selection of Texts*(Cambridge; At The University Press, 1957)

Teaching Learning Process

Since this is a course on Classical tradition, a comparison with Greek Mythologies in the class room discussions will certainly be enriching for the students to comprehend ancient tradition of cosmology and classics Besides this, the standard process of assignments, tests and exam needs to be followed.

Assessment Methods

To follow the university mandate of 75% end of semester university exam and to add to this 25% of the Internal Assessment which comprises of an assessment based upon class tests, projects, home assignments and attendance.

Keywords: Pre-Socratic, Thales, Anaximander, Heraclitus , Protagoras, Parmenides , Socrates, Plato

Ethics
(CC (4))
Core Course - (CC) Credit:6

Course Objective

The objective is to introduce students to basic ethical theories which enhance their decision making capabilities.

To help them achieve clarity and creative approach in a given situation.

Course Learning Outcomes

The students after having run through basic ethical theories gain a better orientation from the ethical perspective.

This course helps to understand and interpret events with a more rational basis.

Unit 1 Morality and Relativism

1. Conventional and Reflective Morality

2. Relativism

Essential Readings:

Lillie William, An Introduction To Ethics, Allied Publishers Pvt. Ltd. 1st edition, 1967, New Delhi

Rachel, J. , The Elements of Moral Philosophy, McGraw- Hill, 2003

Unit 2 Ethical Theories

1. Aristotle: Virtue Ethics
2. Kant: The Categorical Imperative
3. Mill: Utilitarianism

Essential Readings:

Aristotle, Nichomachean Ethics, Harvard University Press,1926

Kant, Immanuel, Groundwork of the Metaphysics of Morals, Trans. H.J Paton, as The Moral Law, London: Hutchinson,1953

Warnock Mary, J.S Mill Utilitarianism, Glasgow: Collins,1962

Unit 3 Meta Ethics

- 1.Emotivism
2. Prescriptivism

Essential Readings:

Stevenson, C.L., Facts and Values, Yale University Press, 1963

Hare, R.M. ,Language of Morals, Oxford University Press, 1973.

Unit 4 Indian Ethics

- 1.Bhagvadgītā: Niṣkāmakarma
2. Four Puruṣārthas: Dharma , Artha, Kāma, Mokṣa
3. Gandhi's conception of Ahimsā and satya

Essential Readings

Bilimoria, Purushottama ed., Indian Ethics: Classical Traditions and Contemporary Challenges, New Delhi: Oxford University Press,2007

Sharma, I.C., Ethical Philosophies of India, New York, U.S.A. Johnson Publishing Company, 1967

Iyer, Raghavan.N., The Moral And Political Thought Of Mahatma Gandhi, Oxford University Press, 2000

References

Lillie William, An Introduction To Ethics, Allied Publishers Pvt. Ltd. 1st edition, 1967, New Delhi

Aristotle, Nichomachean Ethics, Harvard University Press. 1926

Bilimoria, Purushottam, Indian Ethics: Classical Traditions and Contemporary Challenges, New Delhi: Oxford University Press, 2007

Kant, Immanuel, Groundwork of the Metaphysics of Morals, Trans. H.J Paton, as The Moral Law, London: Hutchinson, 1953

Stevenson, C.L., Facts and Values, Yale University Press, 1963

Hare, R.M. ,Language of Morals, Oxford University Press, 1973.

Rachel, J, The Elements of Moral Philosophy, McGraw- Hill,2003

Sharma, I.C., Ethical Philosophies of India, New York, U.S.A. Johnson Publishing Company, 1962

Warnock Mary, J.S Mill Utilitarianism, Glasgow: Collins, 1962

Additional Resources:

Hudson, W.D., Modern Moral Philosophy, Macmillan Education, 1983

Urmson, J.O., The Emotive Theory of Ethics, Hutchinson, London, 1968

Teaching Learning Process

Lectures

Group Discussions

Power Point Presentation

Assessment Methods

Internal assessment

Project

Keywords

Aristotle, Kant, J.S. Mill, Stevenson, Hare, M. K.Gandhi, Bhagvadagita

Formal Logic
(GE (2))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

This course is designed as an introductory course in logic which will bring out the standard forms of Formal and Informal reasoning. It introduces the basic logical concepts and provides a clear understanding of the structure of arguments and the nature of inferential reasoning. It provides ground for application of logical skills and techniques for formal testing of syllogistic arguments.

Course Learning Outcomes

Formal logic enhances the reasoning skills and develops ground for rejecting the wrong arguments on the basis of sound inferences. It creates ground for eliminating superstitious beliefs and creates ways for strong arguments. This paper helps in good score that provides better rank in form of results. It trains the student to construct good arguments and also provides valid ground to reject the wrong ones.

Unit 1

UNIT I: BASIC LOGICAL CONCEPTS

1. Sentence and Proposition
2. Argument, Explanation and Inference.
3. Truth, Validity and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2.

Unit 2

UNIT II: - LOGIC AND LANGUAGE

1. Term and Distribution of Term.
2. Basic Functions of Language.
3. Agreement and Disagreement in Belief and Attitude

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 3.

Unit 3

UNIT III: ARISTOTELIAN LOGIC (A)

1. Classification of Categorical Propositions
2. Traditional Square of Opposition and Existential Import
3. Translating ordinary sentences into Standard form

ARISTOTELIAN LOGIC (B)

1. Immediate Inference (Conversion, Obversion and Contraposition)
2. Mediate Inference: Categorical Syllogism.
3. Testing Validity/Invalidity of Syllogism by Syllogistic Rules & Venn Diagram

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit 4

UNIT IV: PROPOSITIONAL LOGIC

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Bi-conditional (Material Equivalence) and Stroke Function
3. Symbolization of statements
4. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch8.

Unit 5

UNIT V :- INFORMAL FALLACIES

1. Fallacies of Relevance
2. Fallacies of Defective induction
3. Fallacies of Presumption
4. Fallacies of Ambiguity

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 4.
-

References

PRESCRIBED TEXT

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016.
2. Cavendish, A. P., and D. J. Connor. *Introduction to symbolic logic*. London: University Tutorial Press, 1959.

Additional Resources:

Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.

Teaching Learning Process

Lectures & tutorials as per University Norm

Assessment Methods

As per University norm 75% for final exam and 25% for internal assessment should be there. More objective and less subjective questions should be encouraged. Reasoning skill based questions should be given priority

Keywords

Basic logical concepts: argument & inference Truth/validity/soundness Syllogism Square of opposition Informal fallacy

Semester III

Western Philosophy: Descartes to Kant (CC (5)) Core Course - (CC) Credit:6

Course Objective

Philosophy is both fascinating and frustrating. It deals with the most difficult questions of life which have always bewildered us. Philosophers have been relentlessly working to quench this thirst of the mankind by expounding theories which have broadened the base of human understanding. The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the modern western world. The syllabus comprises of six philosophers grouped under two traditions of thought: Rationalism and Empiricism and the seventh conciliating these two traditions with conflicting thoughts. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

This paper seeks to do three things: 1. it will enable students to witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments. 2. it will enable students to have a better understanding of how a man thinks and what goes on into the making of human thought. 3. It will also make students aware that there is no place for superficial approach to the complex questions in life.

UNIT I: Issues in Rationalism and Empiricism

Recommended Reading:

Markie, Peter, "Rationalism vs. Empiricism", *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.)

Unit 2

UNIT II: RATIONALISM

1. Descartes : Method of Doubt, Mind body Dualism
2. Spinoza: God and Substance
3. Leibnitz : The concept of Monads and Pre-established Harmony

Recommended Readings:

Descartes, R. Discourse on Method, London: Penguin, 1968. (Chapters 1,2,4 and 5).

Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).

Strickland, Lloyd. Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014

UNIT III: EMPIRICISM

1. Locke: Critique of Innate Ideas ; Ideas and Qualities
2. Berkeley: Esse est Percipi; Denial of Matter (Immaterialism)
3. Hume: Ideas and Impressions; Causation

Recommended Readings:

Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book I and 2)

Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only)

Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III; Part II, section VII)

Unit 4

UNIT IV: Critical Philosophy:

1. Kant: Classification of Propositions; Possibility of synthetic a priori judgements

Recommended Reading:

Kant, I. Prolegomena to Any Future Metaphysics, Translated by Paul Carus, Digireads.com Publishing, 2010, pp. 7-20

References

Markie, Peter, "Rationalism vs. Empiricism", *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.)

Descartes, R. Discourse on Method, London: Penguin, 1968. (Chapters 1,2,4 and 5).

Spinoza: Ethics London: Penguin Classics, 2005 (Book 1 and 2).

Strickland, Lloyd. Leibniz's Monadology: A New Translation and Guide. Edinburgh, UK: Edinburgh University Press, 2014

Locke, John: An Essay Concerning Human Understanding, London:Penguin Classics,1997 (Book I and 2)

Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only)

Hume, David: An Enquiry Concerning Human Understanding. Oxford: Clarendon Press 1975 (Part I, section II and III; Part II, section VII)

Kant, I. Prolegomena to Any Future Metaphysics, Translated by Paul Carus, Digireads.com Publishing, 2010, pp. 7-20

Additional Resources:

1. Copleston, F.J. History of Philosophy. USA: Image Books, 1993 2. Falkenberg, R. History of Modern Philosophy, USA: Jefferson Publication , 2015 3. Moore, Bruder. Philosophy: The Power of Ideas, New Delhi: Tata MacGraw Hill, 2011 3. O' Connor, D.J. A Critical History of Western Philosophy. USA: MacMillan, 1964. 4. Stegmuller, W. Main Currents in Contemporary German, British and American Philosophy. Dordrecht,: D. Reidel Publishing, 1969. 5. Thomson, Garrett. An Introduction to Modern Philosophy. California: Wadsworth Publishing. 1993

Teaching Learning Process

Lectures, Tutorials, Discussions, Assignments and Tests.

Assessment Methods

Assignments and tests

Keywords

Rationalism, Empiricism, Knowledge, Ideas, Mind-Body, Materialism, Immaterialism, Qualities, Monads, Apriori, Aposteriori, Analytic judgements , Synthetic. judgements.

Social and Political Philosophy: Indian & Western
(CC (6))
Core Course - (CC) Credit:6

Course Objective

- This course aims at studying different range of social and political thinkers, theories and concepts.
 - It would provide a broad survey of fundamental, social and political questions in current context discussing philosophical issues central to political and social thoughts.
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Course Learning Outcomes

- to make students a better citizens by understanding the notion of democracy
 - to know rights of Individuals and communities.
 - to learn to live in cohesive manner in a multicultural setup.
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Unit 1

UNIT-I: Understanding Political Philosophy:

References:

Bhargava, Rajeev. "What is Political Theory", What is Political Theory and Why do we need it?. New Delhi: Oxford University Press, 2010.

Kumar, Sunalini. Political Theory and Introduction, Bhargava, Rajeev & Acharya, Ashok. (eds). Socialism. Pearson, India, 2012.

Immanuel Kant. "On Enlightenment". (Towards Perpetual Peace and Other Writings, Yale, 2006).

Locke, John. The Second Treatise on Civil Governance, "On Liberty" 1690.

Rawls, John. "Fundamental Ideas" in justice as fairness, 1971.

Furthur Reading:

Berlin, I. "Two Concepts of Liberty" in *Four Essay on Liberty*, Oxford University Press.

Unit 2

UNIT-II: Communitarianism, Multiculturalism and Minority Rights:

Readings:

Taylor, Charles. *Multiculturalism: Examining the politics of recognition*. Princeton: Princeton University Press, 1994.

Kymlica, Will. *Multicultural Citizenship, Justice and Minority Rights: A Liberal Theory of Minority Rights*. pg-107-120, Oxford Clarendon Press, 2004.

Unit 3

UNIT-III: Contemporary Indian Thinker:

Essential Readings:

Tagore, R. "Nationalism in the west ", *Nationalism*. New Delhi: Rupa &co, New Delhi, 2005.

Gandhi, M. K. "Critique of Modern Civilization, (Hind Swaraj), Ch- 6-13th, Parel, A. (eds). Cambridge: Cambridge University Press, 1997.\

Roy, M.N. "New Political Philosophy" In *Radical Humanist: Selected Writings* Kolkata, Premetheus.

Rodrigue, Valerian (ed). 'Democracy', 'The Caste, Class and Democracy, The essential writing of Dr.B.R Ambedkar', OUP, 2013, pp.60-64, pp. 132-148.

Unit 4

UNIT-IV: Ideological Underpinning of Contemporary Indian Social and Political Movement- Marxist, Feminist, Dalit and Ecological movement.

Readings:

Rege, Sharmila. 'A Dalit Feminist Point of view', Journal 471, Nov. 1998, pp. 47-52.

Omvedt, Gail. "Ambedkarism: The theory of Dalit Liberation". Dalit and democratic revolution, Sage: pg. 223-259.

Menon, Nivedita. "Political Theory an Introduction", Gender. Bhargava, Rajeev & Acharya, Ashok.(eds). New Delhi: Pearson, New Delhi, 2012.

Practical

Not applicable

References

Already given within the units

Additional Resources:

Already cited in the Units

Teaching Learning Process

Lectures, Group Discussions and Debates.

Assessment Methods

Internal Assessment and Examination.

Keywords

Democracy, Right, Justice, Multiculturalism, Minority rights

Applied Ethics
(CC (7))
Core Course - (CC) Credit:6

Course Objective

The course objective is to apply the theoretical tools of Ethics in life situations as well as devise ethical resolutions in moral dilemmas as they come up.

This will gradually generate an ethical acumen amongst the students of philosophy.

Course Learning Outcomes

This course is designed to make students philosophically competent about their own decisions, to achieve clarity, develop comprehension skills and reach precision in arguments with reasons. A spectrum of issues ranging from morality, environment, real life situations, moral dilemmas and ongoing philosophical examination of the crisis in the field of artificial intelligence are a part of this course curriculum.

Unit 1

Applied Ethics

An Introduction to Applied Ethics

Essential Reading:

Singer Peter, Applied Ethics, Oxford University Press, 1986

Unit 2

Value of Human Life

1. Human Rights

2. Punishment

Essential Readings:

Motilal Shashi, *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*, London, Anthem Press, 2010

Nuttall Jon, *Moral Questions: An Introduction to Ethics*, Polity Press, 1993

Unit 3

Environmental Ethics

1. Nature as Means or End.

2. Respect for animals and ecology.

Essential Readings:

Singer Peter, *Applied Ethics*, Oxford University Press, 1986

Pojman Louis, Pojman Paul, McShane Katie, *Environmental Ethics: Readings in Theory and Application*, Cengage Learning, 2017

Unit 4

Professional Ethics and Public Policy

1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia and the concept of Living Will

2. Media Ethics – Privacy

3. Artificial Intelligence

Essential Readings:

1. Stuart Russell, Peter Norvig, *Artificial Intelligence: A Modern Approach*, Pearson Publication, 2009
2. Frey R.G, Wellman, C.H. *A Companion to Applied Ethics*, Article Surrogate Motherhood by Tong Rosemary, Blackwell Publishing, 2005, pp369-381.
3. Jecker, N.S. Jonsen, A.R. and Pearlman, R.A. Eds, *Bioethics: An Introduction To The History, Method and Practice*, New Delhi: Jones and Bartlett, 2010
4. Godkin M.D., Dossetor John. B, *Living Will, Living Well: Reflections on Preparing an Advanced Directive*, The University Of Alberta Press, 2008
5. Archard, David, *Privacy, The Public Interest and a Prurient Public in Media Ethics*, Ed. Kieran Mathew, Routledge, 1998, pp82-94

References

Godkin M.D., Dossetor John. B, *Living Will, Living Well: Reflections on Preparing an Advanced Directive*, The University Of Alberta Press, 2008

Motilal Shashi (ed)(2010), *Applied Ethics and Human Rights: Conceptual Analysis and Contextual Applications*. London, Anthem Press

Stuart Russell, Peter Norvig, *Artificial Intelligence: A Modern Approach*, Pearson Publication, 2009

Pojman P Louis, Pojman Paul, McShane Katie ,*Environmental Ethics: Readings in Theory and Application*, Cengage Learning, 2017

Archard, David, *Privacy, The Public Interest and a Prurient Public in Media Ethics*, Ed. Kieran Mathew, Routledge, 1998, pp82-94

Jecker, N.S. Jonsen, A.R. and Pearlman, R.A. Eds, *Bioethics: An Introduction To The History, Method and Practice*, New Delhi: Jones and Bartlett, 2010

Additional Resources:

Cohen I. Cohen and Wellman Christopher Heath, *Contemporary Debates in Applied Ethics* , Wiley Blackwell, 2014

Patterson and Lee Wilkins, *Media Ethics :Issues and Cases*, Rowman and Littlefield Publishers, 2018

Rachel James, *The Elements of Moral Philosophy*, Oxford University Press, 2011

Teaching Learning Process

Interactive teaching, Lectures and Tutorials

Case studies where ever applicable

Power Point presentations

Questionnaires

Assessment Methods

Internal assessment

Presentation

Central examination.

Keywords

Human Rights, Punishment, Artificial Intelligence, Medical Ethics, Euthanasia, Living Will, Media Ethics, Environmental Ethics

Critical Thinking and Decision Making
(SEC (1))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

This course is primarily focused to develop thinking skills. It aims at enabling a person to take decision in difficult situations. It is the ability to analyze the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. This paper helps in developing ideas and ability to create a vision, plan for the future and anticipate and solve problems.

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like how to critically read, listen and write and develop faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to use the skills of observation, analysis and evaluation and also provides sound reason for doubting and questioning.
6. Finally the learner becomes self-directed, self-monitored and self-corrective through this process of reflective thinking, and can proceed for right choice.

Unit 1

Unit I: CRITICAL THINKING: BASIC COMPONENTS

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Beliefs, Claims, issues and arguments.
4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.
2. Dewey, John, *How we think*. Mineola, N.Y. Dover Publications, 1997, Ch 6

Unit 2

Unit II: CRITICAL THINKING: A SECOND ORDER ACTIVITY

1. Clear thinking.
2. Vagueness, Ambiguity, Generality and Definition of terms
3. Argumentative essays
4. Credibility of claims and their sources

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.

Unit 3

Unit III: RHETORIC AND ITS FALLACIES

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 5.

Unit 4

Unit IV: CLEAR THINKING: KEYS FOR SOLUTION

1. Identification and analysis of the problem through case studies
2. Evaluating the Argument: Validity, Soundness and Strength; Reflecting upon the issue with Sensitivity and Fairness.
3. Evaluating Decision Options from Multiple Perspective.
4. Identifying Inconsistencies, Understanding Dilemma and Looking for Appropriate Solution within Limitations.

Recommended Reading:

1. Case Studies from both the recommended books
2. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch.2-5.
3. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, Ch.7, Ch 8.

References

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch1-4.
2. Dewey, John. *How we think*. Mineola, N.Y: Dover Publications, 1997, 68-14.

Additional Resources:

1. Watson, Jamie C. *Critical thinking : an introduction to reasoning well*. London/New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc, 2015.
2. Kallet, Mike. *Think smarter : critical thinking to improve problem-solving and decision-making skills*. Hoboken, New Jersey: Wiley, 2014.
3. Bloom, Benjamin S., David R. Krathwohl, and Bertram B. Masia. *Taxonomy of educational objectives : the classification of educational goals*. New York: David McKay Company, 1956.

Teaching Learning Process

With the class room teaching for basic conceptual clarity the whole syllabus should be based on **case studies** from all walk of life, like social, economical, political, religious, gender, environment, global perspective as well as the surrounding local issues. **Project works** need to be encouraged Audio visuals should also encouraged with projector for direct interactive sessions and peer understanding. **Logic games, e-learning methods, theme based movies** and **mock tests** may be conducted for better understanding and better application of the skill.

Lecture & Tutorials are essential

Assessment Methods

Same as university rule of 75% exam and 25% of internal assessment.
Presentations based on case history and creative modules should be the evaluative procedure.
Peer evaluation should be encouraged.
Objective questions to test reasoning skill should be encouraged.

Keywords

Beliefs, Claims, Arguments, Analysis and evaluation, Cognitive bias, Fallacy.

Feminism
(GE (3))
Generic Elective - (GE) Credit:6

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a wholistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour.

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

* Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II

Feminism and Intersectionality

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

* Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Unit III

Body and Gender

* Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs* . 24, no.4(Autumn 1995): 249-291.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003): 76-93

Unit IV

Women and Environment

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

*Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

References

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. "The Creation of Patriarchy." In *The Creation of Patriarchy*, 212-229. New York: OUP, 1986.

* Hooks, Bell. "Feminism: A Movement to End Sexist Oppression." In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

Unit II

Feminism and Intersectionality

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

* Badron, Margot. "Islamic Feminism on the Move". In *Feminism in Islam*, 323-338. Oxford: One World, 2009.

Unit III

Body and Gender

*Nussbaum, Martha C. "Objectification". *Philosophy & Public Affairs* . 24, no.4(Autumn 1995): 249-291.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

Unit IV

Women and Environment

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

*Aggarwal, Bina. "The Gender and the Environmental Debate Lessons from India." *Feminist Studies*, 18, no.1(1992):119-158.

Additional Resources:

*Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

*Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

Teaching Learning Process

Lectures, tutorials, workshops, film-screenings and interaction with experts in the field.

Assessment Methods

As per the norms of University of Delhi.

Keywords

Sexism, gender, biological determinism, pornography, patriarchy, eco-feminism.

Critical Thinking
(GE (4))
Generic Elective - (GE) Credit:6

Course Objective

Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for ones own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. Being a

cognitive trait, it trains students to construct good and sound arguments by eliminating false ones

Course Learning Outcomes

This course

1. Helps in generating productive/creative ideas for further use in difficult situation.
2. Creates enthusiasm for taking a risk of dealing with difficult issues and finding a way out for solution
3. Provides valuable intellectual traits like courage, empathy, perseverance and faith in reason and encourage a flair for fairness and justice. As a result a learner learns step by step how to arrive at an ideal solution keeping in mind all situational factors.
4. Provides clarity in thinking as well as proper understanding of an issue to make it precise for further analysis.
5. Helps to learn how to read, write and think critically, how to separate bad information from good information and helps in constructing cogent arguments.
6. Finally the learner becomes self-directed, self-monitored and self- corrective through this process of reflective thinking.

Unit 1

Unit 1: CRITICAL THINKING: BASIC COMPONENTS

1. Critical Thinking: An Introduction
2. Cognitive Biases
3. Meaningfulness, Objectivity, Truth and Knowledge
4. Arguments: Their Structure and Kinds
5. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 1-2.

Unit 2

Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY

1. Clear Thinking
2. Vagueness, Ambiguity, Generality and Definition of Terms
3. Argumentative Essays
4. Credibility of Claims and Their Sources

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 3-4.
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Unit 3

Unit 3: RHETORIC AND ITS FALLACIES

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch5.
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Unit 4

Unit 4: SCIENTIFIC REASONING:

1. Inductive reasoning and its fallacies
2. Causal Hypotheses and Causal Explanations
3. Methods of establishing cause and effect relationships
4. Mistakes in causal reasoning

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 9-10.
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Unit 5

Unit 5: VALUES AND REASONING:

1. Value judgments
2. Moral reasoning
3. Legal reasoning

4. Aesthetic reasoning

Recommended Reading:

1. Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch 11.

2. Hurley, Patric J. *A Concise Introduction to Logic*, 11th edn, CENGAGE Learning 2012 Ch 9

References

Moore, Brooke N., et al. *Critical thinking*. Dubuque: McGraw-Hill Companies, Inc, 2015, Ch3-4.

Teaching Learning Process

As per university guidelines, lectures and tutorials.

Assessment Methods

Same as university rule of having 75% final examination and 25% of internal assessment.

Keywords

Cognitive bias, Argument skills, Credibility, Rhetoric, Scientific reasoning, Value judgments

Semester IV

**Text of Indian Philosophy
(CC (8))
Core Course - (CC) Credit:6**

Course Objective(2-3)

The objective of this course is to engage the student in a participative framework to critically and creatively look at the dialogical and pluralistic epistemological traditions within the mosaic of what is called the Indian Philosophical Textual Depository. The primary focus will be on the three sources of knowledge and cognitive activity: perception, inference and verbal testimony.

Course Learning Outcomes

After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.

Unit 1

TEXT: NYĀYABINDU OF DHARMAKĪRTI WITH DHARMOTTARA'S ṬĪKĀ

1. CHAPTER I : Pratyakṣa (Perception)

Unit 2

Text: *Nyaya Manjari*, Ahnika II, Section on 'Inference'

Unit 3

Text: *Sabara-Bhasya*, Adhyaya 1, Adhikarana 5 & 6 (section on Word generated Knowledge)

Unit 4

Text:

Syadvad-Manjari.

Chapter XXVIII 'The Jaina Doctrine of the

Nayas (Methods)

References

1. Th. Stcherbatsky, *Buddhist Logic, Volume II*, Delhi: Motilal Banarsidass Publishers Private Limited, Indian edition, 2008 (1993), pp. 1-46. Hindi translation and annotation by Srinivasa Shastri: *Nyāyabindu-tīkā of Dharmottara with Nyāyabindu of Dharmakīrti*, Meerut: Sahitya Bhandar, 1975.
2. *Jayant Bhatta's Nyaya-Manjari*, trans. Janaki Vallabha Bhattacharyya. Delhi: Motilal Banarsidass, 1978, pp. 226-284.
3. *Sabara-Bhasya*, trans. Ganganath Jha. Baroda: Oriental Institute, 1973, pp. 8-38.
4. Sri Mallisena Suri, *Syad-Vada-Manjari*, trans. F.W. Thomas. Delhi: Motilal Banarsidass, 1968, pp.152-160.

Additional Resources:

1. Bharadwaja, Vijay (1997), "Logic and Language in Indian Philosophy" in Brian Carr & Indira Mahalingam (eds), *Companion Encyclopedia of Asian Philosophy*. London & New York: Routledge, pp. 230-250.
2. Bilimoria, Purushottama (2018), "Pramana Epistemology: Origins and Developments" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 27-39.
3. D'Sa, Francis X. (1980), *Sabdapramanyam in Sabara and Kumarila*, Vienna: Indological Institute, University of Vienna. (Chapter 5).
4. Dunne, John. (2004), *Foundations of Dharmakīrti's Philosophy*, New York.
5. Freschi, Elisa (2018), "Mimamsa" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 148-156.
6. Long, Jeffrey D. (2018), "Anekantavada, Nayavada, and Syadvada" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 390-398.
7. Mehta, Sonia (2017). *The Problem of Meaning in Buddhist Philosophy*. Delhi: Krishi Sanskriti Publication.
8. Potter, Karl H. (ed) (1977). *Encyclopedia of Indian Philosophies: Vol.II. Indian Metaphysics and Epistemology: The Tradition of Nyaya-Vaisesika upto Gangesa*. Delhi: Motilal Banarsidass Publishers Private Limited.
9. Prasad, Hari Shankar (2007). *The Centrality of Ethics in Buddhism*, Delhi: Motilal Banarsidass Publishers Private Limited. (Chapter 10).

10. Shaw, J.L. (2018), The Nyaya on Inference and Fallacies" in *Routledge History of World Philosophies:History of Indian Philosophy*. Ed. Purushottama Bilimoria. London & New York: Routledge, pp. 184-194.
-

Teaching Learning Process

The teaching learning process consists of a close reading of the primary texts along with the suggested reading material, wherever necessary, and enabling student learning process by the teacher taking recourse to participative methodology.

Assessment Methods

Class tests

Assignments

Presentations

Memorising the key phrases/verses in the sutram

Open book tests

Seminars and colloquiums

Power point presentations

Keywords

Dharmakirti, *Nyayabindu*, Perception, *Nyaya-Manjari*, Inference, *Mimamsa*, *Sabara-Bhasya*, *Sabda*, *Syad-Vada-Manjari*, *Nayavada*

**Text of Western Philosophy
(CC (9))
Core Course - (CC) Credit:6**

Course Objective(2-3)

1. The Western philosophical tradition forms a key component of the discipline since the domain area borrows plenty of fodder from Western philosophical thinkers. Having been introduced to history of Western Philosophy, the students would now be expected to read and critically examine the basic text of some prominent contemporary philosophical thinkers in West. This would enable the students to get a first hand exposure to core philosophical issues that bothered these Western philosophers.
 2. Familiarity with this course would also enable the students to make a comparative analysis with other texts of philosophy as and when the opportunity demands.
 3. Last but not least, the students would be in a position to critically examine contemporary philosophical concerns since they would have basic knowledge of core texts emanating from Western and non-Western sources. Ultimately, this would facilitate them develop a balanced philosophical outlook on contemporary issues.
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Course Learning Outcomes

1. The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.
 2. Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical teachings. Thus, by focussing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview.
 3. Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.
-

Unit 1

Unit 1: From Idealism to Romanticism

1. J. G. Fichte, 'An attempt at a New Presentation of the Wissenschaftslehre', in William McNeill and Karen S Feldman (eds), *Continental Philosophy: An Anthology* (Malden, Massachusetts: Blackwell Publishers, 1998), pp. 24-33.
2. Friedrich Nietzsche, *Beyond Good and Evil* (London: Penguin Classics, 1975), Chapter I, pp. 5-33.

Unit 2

Unit 2: The Nature of Thinking

1. Heidegger, Martin. *What is Called Thinking?* (London: Harper & Row Publishers; 1969), Part I: Chapter I, pp. 3-18.

Unit 3

Unit 3: Philosophy Without Epistemology

1. Rorty, Richard. *Philosophy and the Mirror of Nature* (Princeton: Princeton University Press; 2017), Introduction and Chapter 8.

Unit 4

Unit 4: The defense of reason

1. Thomas Nagel, *The Last Word* (Oxford: Oxford University Press, 1997), Introduction, pp. 1-11.

Practical

Not applicable.

References

1. Friedrich Nietzsche, *Beyond Good and Evil* (London: Penguin Classics, 1975).
2. R Rorty, *Philosophy and the Mirror of the Nature* (Princeton: Princeton University Press, 1979).
3. Thomas Nagel, *The Last Word* (Oxford: Oxford University Press, 1997).

4. Martin Heidegger, *Letter on Humanism* (Translated by Frank A Capuzzi).

5. Fichte, 'An attempt at a new presentation of the *Wissenschaftslehre*' in William McNeil (Ed), *Continental Philosophy: An Anthology*, pp. 24-33.

Teaching Learning Process

1. Mix of lecture and tutorials.
 2. Class participation through group discussion, debates and presentations.
 3. Short clippings having relevance and practical aspects.
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Assessment Methods

1. Class assignments.
 2. Tests.
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Keywords

1. Existence, Being, Subjectivity, Objectivity, Rationality, Relativism, Epistemology., Humanism.
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**Truth Functional Logic
(CC (10))
Core Course - (CC) Credit:6**

Course Objective(2-3)

This paper aims to equip the students with an understanding of the basic logical concepts which helps to enhance their reasoning capacity, proving validity and invalidity of argument forms. They learn various logical tools and methods with the application of rule, axioms and theorems. The significance of this paper is that it prepares students to reason out in day to day life situations as well as to develop the skill to clear various competitive examination.

Course Learning Outcomes

Learning Outcomes

It enhances the logical reasoning and problem-solving skills.

Suggestions

1. An introduction showing the basic difference between propositional and predicate logic need to be given at the beginning.
2. Under Unit-1, stroke function should be mentioned explicitly.
3. Under Unit-2, sub-unit 4 (CNF and DNF) may be deducted to maintain uniform teaching, since the contents are too time consuming.
4. Rest of the portions may be continued to have a balanced logical reasoning.
5. Question banks should be prepared unit wise and circulated.
6. To have uniform teaching, a workshop for all college teachers may be conducted.

Unit 1

UNIT 1: LOGIC OF COMPOUND PROPOSITIONS (Sentential):

1. Logical Connectives: Conjunction, Negation and Disjunction
2. Material Implication and Material Equivalence
3. Truth Tables for Logical Connectives
4. Interdefinability of logical connectives, Stroke function
5. Symbolisation and Translation
6. Statements and statement-forms: Logical status
7. Argument and Argument form
8. Truth table Method

9. Shorter Truth Tables (*Reductio ad absurdum*)

UNIT II: PROVING VALIDITY (PROOF PROCEDURES)

1. Derivation Rules: Rules of Inference and Rules of Replacement
 2. Formal Proof of Validity
 3. Indirect Proof of Validity
 4. Conditional Proof of Validity
 5. Truth Tree method.
-

Unit 3

UNIT III: LOGIC OF SINGULAR/ UNIVERSAL PROPOSITIONS (Predicate)

1. Symbolization of Categorical Propositions
 2. The Four Rules of Inference (Quantification Rules)
 3. Restriction on Quantifier Rules
 - (a) Special Restriction on UG
 - (b) Special Restriction on EI
 4. Proving Validity
 5. Proving Invalidity
-

Unit 4

Unit- IV

- **Quantification Theory**

Proving Invalidity

References

- Copi. I.M. *Introduction to Logic*, 14th Edition. India: Pearson, 2012.

Additional Resources:

- Hurley, Patrick. *Introduction to Logic*. Delhi :Wordsworth, 2007.
 - Jeffrey, R. *Formal Logic: Its scope and limits*. U.S.A: MacGraw Hill, 1967.
 - Quine, W.V.O. *Methods of Logic*. London: Routledge, 1965.
 - Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
 - Copi. I.M. (2008). *Symbolic Logic*, 5th edition. India: Pearson, 2008.
 - Jetli & Prabhakar. *Logic*. India: Pearson, 2012.
-

Teaching Learning Process

The paper will be taught by way of lectures and doing problems on the blackboard with justifications and encouraging students to practice exercises after completion of each chapter in their tutorial classes.

Assessment Methods

Internal assessment for 25 marks out of which 10 marks for class test, 10 marks for project/group discussion/ assignment and 5 marks for attendance.

75 marks for University Examination.

Keywords

Logical Connectives, Truth Tables, Truth Functions, Variable and Constants, Truth Trees, Formal Proof, Quantification

Art & Film Appreciation
(SEC (2))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- The objective of the course is to enable a student to become an active and engaging viewer of art and cinema .
 - To discern the aesthetic experience as different from art experience
 - To enable a student to understand and appreciate films and other related art forms
-

Course Learning Outcomes

It is a skill to develop and enhance philosophical analysis and contextualizing in terms of Rasa ,empathy and disinterestedness.

Unit 1 Art and Experience

1. Meaning and Analysis

References

Satre, J.P, "The Work of Art" in Aesthetics, Harold Osborne,(London: Oxford University Press, 1972).

Hospers, John (1969) *Introduction Readings in Aesthetics*, Free Press.

Gupta, Shamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).

Hiyanna, M. (1997) *Art Experience*, Indira Gandhi National Centre for the Arts Manohar. Chapter-1.

UNIT II: Film as an Art Form

Documentaries, Commercial, Parallel Cinema, Web series as new cinematic art form.

References

Christopher, Falzon, *Philosophy goes to the Movies*, Routledge.

Vijaya, Mishra. (2009) *Specters of Sensibility: The Bollywood Film*. Routledge.

Arnheim, Rudolf, *Film as Art, "Film and Reality"* University of California Press.

https://www.academia.edu/37948527/.The_Aesthetics_of_Digital_Art.pdf

<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

UNIT III: Art, Social Values and Morality

1. Life art interface
2. Film and Cultural representation

References

Gupta, Shyamala. *Art, Beauty and creativity*. (DK Printworld New Delhi 1999).
Hiriyanna, M. *Art Experience* , Indira Gandhi National Centre for the Arts, Manohar.: Delhi, 1997, Chapter-7.
Clark, Kenneth. *The Nude: A Study in Ideal Form*. (Bollingen Series 35.2. New York: Pantheon Books, 1956).

Unit 4

UNIT IV: Art and Communication in and through Films

References

<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

Unit 5

References

Recommended Readings

- Harold, Osborne (1976) *Aesthetics*, OUP.
- Hospers, John (1969) *Introduction Readings in Aesthetics*, Free Press.
- Christopher, Falzon, *Philosophy goes to the Movies*, Routledge.
- Vijaya, Mishra. (2009) *Specters of Sensibility: The Bollywood Film*. Routledge.
- Sussane Langer. (1953) *Feeling and Form*, Longman Publishing House.
- Arnheim, Rudolf, *Film as Art, "Film and Reality"* University of California Press

Additional Resources:

<https://thirdcinema.wordpress.com/2015/10/27/indias-parallel-cinema/>

https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html

Teaching Learning Process

Lectures, Group Discussion, Film Screening and visit to Art Gallery

Assessment Methods

Internal Assessment by assignments and Test

Keywords

Rasa, disinterestedness, Coffee house cinema, commercial cinema, documentary, web series

Bio-Ethics
(GE (5))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

Aim:

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

Learning Outcome:

It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes. It sensitizes the minds towards the ongoing ethical dilemmas.

Course Learning Outcomes

The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care. It would also increase the students ability to identify their role in capacity building . It directly enforces students role in social responsibility

Unit 1

UNIT 1- DEFINING BIOETHICS

1. Introduction

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009.

2. Human Dignity and Human Rights

Barilan, Yechiel M. *Human Dignity, Human Rights and Responsibility*. Cambridge: MIT Press, 2014

Recommended Readings:

- 1) Sumner L.W., and Joseph Boyle, eds. *Philosophical Perspectives on Bioethics*. University of Toronto Press, 1996.
 - 2) R.Andorno. "Human Dignity and Human Rights as a common ground for a global bioethics", *Journal of medicine and philosophy*. 34 (3): (2009) 223-240.
 - 3) Kuhse, H., and Singer, P, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press. 2008.
-

Unit 2

UNIT 2- CORE CONCEPTS

1. Concept of Personhood

Tooley, Michael. "Personhood". In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 129-139 .UK: Wiley Blackwell, 2009.

2. Consent and Informed Consent

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics*, Edited By P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

3. Autonomy, Privacy and Confidentiality

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited By P.Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

Jennings, Bruce. "Autonomy." In *The Oxford handbook of Bioethics*. Edited by Steinbock, Bonnie, 72-89. New York: Oxford University Press. 2007.

4. Life and Death: Sanctity of Life, Right to Life, Right to Die

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Recommended Readings:

1) Kuhse, H., and P. Singer, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press. 2008.

2) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Unit 3

UNIT 3- ETHICAL DILEMMAS

1. Abortion

Marquis, Don. "Why Abortion is Immoral?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 49-60. UK: Wiley Blackwell, 2015.

Tooley, Michael. "Abortion and Infanticide." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 23-37. UK: Wiley Blackwell, 2015.

Warren, Mary Anne. "Abortion." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 140-148 . UK: Wiley Blackwell, 2009.

2. Surrogacy

Steinbock, Bonnie. "The Surrogate Motherhood as Prenatal Adoption." *Law, Medicine and Healthcare* 6, no. 1 (1988): 44-50.

3. Euthanasia

Rachels, James. "Active and Passive Euthanasia." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 248- 251. UK: Wiley Blackwell, 2015.

Nesbitt, Winston. "Is Killing no worse than Letting Die?" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 252- 256. UK: Wiley Blackwell, 2015.

Recommended readings:

1) John D. Arras, Elizabeth Fenton, and Rebecca Kukla, eds. *The Routledge Companion to Bioethics*. New York and Oxon: Routledge, 2015.

2) Udo Schuklenk, Helga Kuhse and Peter Singer, eds. *Bioethics: An Anthology*, 3rd edition. UK: Wiley Blackwell, 2016.

UNIT 4- PERSONS AND LIVES

1. Value of life

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

2. Cloning

Tooley, Michael. "The Moral Status of the Coning of Humans." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 156-171. UK: Wiley Blackwell, 2015.

Pence, Gregory."Cloning." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 193-203 . UK: Wiley Blackwell, 2009.

3. Sex Determination

Purdy, Laura M. "Assisted Reproduction, Prenatal Testing and Sex Seleccction." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 178-192 . UK: Wiley Blackwell, 2009.

Recommended readings:

- 1) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.
- 2) Kuhse, H., and P. Singer, eds. *A Companion to Bioethics*, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009

References

- 1) Kuhse, H., and P. Singer, eds. *A Companion to Bioethics*, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009.
- 2) Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.
- 3) Arthur L.Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Additional Resources:

- 1) Chapple, Christopher Key. "Eternal Life, Death, and dying in Jainism." In *Religion, Death, and Dying: Perspectives on Dying and Death*, vol 1. Edited by Lucy Bregman. Santa Barbera: Praeger, 2009.

2) Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*. New York: SUNY, 2003.

3) Keown, Damein. *Buddhism and Bioethics*. U.K.: Palgrave Macmillan, 2001.

4) Donaldson, Brienne. "Outlawing the Jain Fast-Unto-Death is a Bioethical issue," *Patheos* 2015. Retrieved on 1 May 2019.

<https://www.patheos.com/blogs/religionnow/2015/08/outlawing-the-jain-fast-unto-death-is-a-bioethical-issue/>

Teaching Learning Process

Lectures, tutorials, presentations by students. As per the university mandate

Assessment Methods

As per the university mandate

Keywords

Informed Consent, Medically Assisted Suicide, Confidentiality, Right to Die, Cloning

Symbolic Logic
(GE (6))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

This course is designed for students who are comfortable with elementary mathematical and algebraic techniques. It will look at both truth functional logic and methods of deductive proof, quantification and predicate logic as well as the logic of relations

Course Learning Outcomes

This course helps in learning the various principles and methods of basic as well as higher logic. Through the development of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction. It helps in examining more complex arguments for deriving clear rational conclusions. This paper helps in good score that provides better rank in form of results. This is an appropriate paper for applying the logical/mathematical skill and to make use of artificial intelligence effectively.

Unit 1

Unit 1: Basic Logical Concepts

1. Truth and validity
2. Deductive and Inductive Inference
3. Relevance of symbolic logic

Recommended readings:-

1. Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979. Ch1.
2. Copi, Irving M. *Introduction to logic.* 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch1.

Unit 2

Unit 2: Logical connectives

1. Uses of symbols
2. Symbolization
3. Propositional calculus: Truth tables

Recommended Readings:-

- Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979. Ch2.

Unit 3

Unit 3: The Method of Deduction

1. Formal proof of validity (Rules of inference and replacement)
2. Various techniques for proving validity/invalidity
3. Proofs of tautologies
4. Rules of conditional proof and strengthened rule of conditional proof
5. Indirect proof
6. Proving invalidity: Reductio ad absurdum method

Recommended Readings:-

- Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979. Ch3.

Unit 4

Unit 4: Quantification Theory

- 1.Symbolization of singular, general and multiply-general propositions
- 2.Proving validity
- 3.Proving invalidity

Recommended Readings:-

Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979.Ch4.

Unit 5

Unit 5: The Logic of Relations

- 1.Symbolization (Relation and identity)
- 2.Some attributes of relations, identity and the definite description
- 3.Predicate variables and attributes of attributes

Recommended Readings:-

Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979. Ch5.

References

1. Copi, Irving M. *Introduction to logic.* 6th Ed. New York London: Macmillan Collier Macmillan, 1982.
2. Copi, Irving Marmer. *Symbolic Logic: 5th Ed.* New York: Macmillan, 1979.

Additional Resources:

Hurley, Patrick J. *A concise introduction to logic.* Boston, MA: Wadsworth Cengage Learning, 2012.

Teaching Learning Process

Lectures & Tutorials as per university guidelines is applicable

Assessment Methods

75% for Examination and 25% for internal assessment as per University guide lines should be applicable

Keywords

Statements: simple & compound, Formal proof of validity, Tautology, Conditional proof, Quantification theory, Logic of relation .

Semester V

**Analytic Philosophy
(CC (11))
Core Course - (CC) Credit:6**

Course Objective(2-3)

The objective of the course in Analytic Philosophy for Honours students is to make them conversant with an important school of Western Philosophy in the 20th century that led to a revolutionary re-conceptualization of the subject matter and methodology of philosophy in terms of linguistic analysis, logic and mathematics. The Analytic tradition originated in the work of Gottlob Frege in Germany, Bertrand Russell and G. E. Moore in Britain and then again with the work of German Philosopher Ludwig Wittgenstein. Analytic philosophy is generally seen as the dominant philosophical tradition in the English-speaking world even today.

Course Learning Outcomes

The course in Analytic Philosophy for Hons., (C11), is designed keeping in view the following learning outcomes:

- a) Introducing students to the primary thinkers of one of the most important and influential school of thought in Western Philosophy.

- b) Acquainting students with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.
- c) Inculcating young minds with the basic training associated with the tradition, such that it is prepared to engage in critical and reflective thinking.
- d) Enabling students to reduce complex issues into simpler components that will facilitate clearer understanding

Unit 1

UNIT 1: Frege: Philosophy of Language

- 1) “The Thought: A Logical Inquiry” – Gottlob Frege, *Mind* – Vol. 65, No. 259 (Jul. 1956), Oxford University Press, pages 289-311

Unit 2

UNIT II: Bertrand Russell: Epistemology

Knowledge by Acquaintance & Knowledge by Description
(Chapter 5 of Bertrand Russell, *The Problems of Philosophy* - OUP, Indian reprint, 1984)

Unit 3

UNIT III: Russell & Wittgenstein: Language & Reality

- 1) “The Philosophy of Logical Atomism” – Bertrand Russell, (Lecture 1), Routledge Classics, 2010, pp 1-15
- 2) “Tractatus Logico Philosophicus” – Ludwig Wittgenstein, (Propositions 2 & 3 of the text - Picture Theory of Meaning,) translated by Frank P. Ramsey and Charles K. Ogden, Kegan Paul, 1922

Unit 4

UNIT IV: A. J. Ayer: Logical Analysis

1) Elimination of Metaphysics – A. J. Ayer, *Language Truth & Logic*, Penguin, 1936, Chapter 1

References

Russell, Bertrand. *The Problems of Philosophy: Bertrand Russell*, ..London: Oxford University Press, 1959. (Chapters 1-5)

Ayer, A. J. *Language, Truth and Logic*. London: Victor Gollancz, 1938. (Chapter 1)

Wittgenstein, Ludwig. *Tractatus Logico-philosophicus*. Atlantic Highlands, NJ: Humanities Press International, 1992. (Proposition 2 & 3)

Wittgenstein, Ludwig. *Philosophical Investigations: Philosophische Untersuchungen*. Oxford: Blackwell, 1968. (Selected Sections -1, 11,12,23,43,65,66,67,69,83,84 & 91)

Additional Resources:

Martinich, Aloysius. *Analytic Philosophy: An Anthology*. 2nd ed. Malden, MA: Blackwell, 2011.

Glock, Hans-Johann. *What Is Analytic Philosophy?*Cambridge, UK: Cambridge University Press, 2008.

Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2012.

Urmson, James O. *Philosophical Analysis: Its Development Between the Two World Wars*. New York: Oxford University Press, 1978.

Teaching Learning Process

Lectures & Tutorials

Assessment Methods

According to University rules

Class work and Home Assignments – 25% of Total Marks

- Oral tests
- Quizzes (MCQs)
- Presentations (seminar)
- Short & long essay type term papers – at least one per topic

End-Sem Exams – 75% of Total Marks

Keywords

philosophical analysis, positivism, facts, propositions, picture, meaning, language, knowledge, logical atomism, metaphysics

Continental Philosophy
(CC (12))
Core Course - (CC) Credit:6

Course Objective(2-3)

Course Objectives:

The main objective of this course is to make students familiar with the leading figures of 19th and 20th century Continental philosophy.

Continental Philosophy refers to a set of traditions of 19th and 20th Century philosophy in mainland Europe. Their philosophy is opposed to Analytic philosophy. Continental philosophy emerged as a response to several historical events and forces that called into question the prevailing philosophical, political, religious, and moral orders. Thus, we see a kind of collective disillusionment emerge after 2nd world war.

Continental philosophers generally reject [scientism](#), the view that the natural sciences are the only or most accurate way of understanding phenomena. This contrasts with analytic philosophers. This philosophy develops a critical and skeptical attitude toward Enlightenment rationality, religion and science. Existentialism which comes under Continental philosophy might be seen as an attempt to give an account of what is distinctively human but not along lines centered on our ability to think and be rational. It typically holds that man as a conscious being can change the conditions of possible experience, and tend to see their philosophical inquiries which is closely related to personal, moral, or political transformation.

Existential themes are those aspects of human existence that present a distinctive challenge to us that goes beyond immediate material needs. The central authors read include Alexander Kojève's reading of Hegel, Kierkegaard, Heidegger, Sartre, Merleau-Ponty, Paul-Michel Foucault and Husserl.

The objective is to gain an overview of Continental European Philosophy since Hegel, with special emphasis on Existentialism and Phenomenology.

Course Learning Outcomes

- Make students gain familiarity with, and clear understanding of, the major thinkers of Continental tradition and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Students will learn to develop scientific, logical and rational inquiry for understanding the thinkers and their philosophy. Students will be able to do a comparative analysis of all thinkers which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- This will help the students to develop openness to new ideas.
- Create awareness among the students of the complexity of issues and willingness to examine issues from many different perspectives.
- Students will reflect on and critically evaluate new and unfamiliar concepts.
- Exposure to various texts of Continental Philosophy
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.
- Finally it will give a holistic development of their personality

Unit 1

UNIT I: Understanding Dialectics: Interpretations of Hegel and Kierkegaard

1. Hegel. Alexandre Kojève. 1980. *Introduction to the Reading of Hegel: Lectures on The Phenomenology of the Spirit*, pp. 3-30. Ithaca & London: Cornell University Press.

2. Soren Kierkegaard. 2003. Essay 6: "Against the Crowd", pp. 23-24; Essay 7: "Suspending the Ethical", pp.25-29;& Essay 79: "Inwardness and Subjectivity", pp.320-323. "Provocations: Spiritual Writings of Kierkegaard", Compiled and Edited by Charles.E.Moore, The Bruderhof Foundation. Inc. Farmington, USA.

Unit 2

UNIT II: Transcendental and Existential Phenomenology: Perspectives of Husserl and Heidegger

3. Edmund Husserl. 2003. "Phenomenological Method and Intentionality of Consciousness." In *Husserl's Phenomenology*, pp.13-21 & pp. 39-43.Ed. Dan Zahavi. California: Stanford University Press.

4. Nellickappilly, Sreekumar. 2005. "Martin Heidegger: The Ontology of Dasein in the concept of Truth". In *Aspects of Western Philosophy*, Chapter 35, NPTEL IITM, IIT Madras.

Unit 3

UNIT III : Embodiment : Sartre and Merleau-Ponty

5. Jean-Paul Sartre, 1984. "The Concept of Look" in *Being and Nothingness*, pp.252-270. Trans. Hazel E. Barnes. New York: Washington Square Press.

6. Maurice Merleau-Ponty, 1991. "The Battle over Existentialism". In *Sense and Non-Sense*. Part II, Chapter 6, pp.71-83. Evanston: Northwestern University Press.

Unit 4

UNIT IV : Docile Body, Essence of Technology: Perspectives of Foucault and Heidegger

7. . Martin Heidegger.1977. The Question Concerning Technology and Other Essays, Part I- " *The Question Concerning Technology*", pp. 3-35. Translated and with an Introduction by William Levitt. New York & London: Garland Publishing, INC.

8. Michel Foucault.1984. The Foucault Reader. Part II-Docile Bodies, pp.179-187. edited by Paul, Rabinow. New York : Pantheon Books.

References

Recommended Readings:

- Atkins, Kim (ed.). 2005. *Self and Subjectivity*. Malden: Blackwell Publishers.
- Joseph.S. 1985. *A Commentary on Jean-Paul Sartre's Being and Nothingness*. Chicago & London: The University of Chicago Press,
- David R.2010. *Understanding Phenomenology*.UK: Ashford Colour Press Ltd.
- Simon. 2001. *Continental Philosophy: A Very Short Introduction*. New York: Oxford University Press.
- Simon. 2006.*The Idea of Continental Philosophy*. Edinburgh: Edinburgh University Press

Additional Resources:

Suggested Readings

- Johannes, Climacus. 2019. “Concluding Unscientific Postscript to Philosophical Fragments” Accessed.
https://en.wikipedia.org/wiki/Concluding_Unscientific_Postscript_to_Philosophical_Fragments
- Kearney, Richard, and Mara Rainwater. 1996. eds. *The Continental Philosophy Reader*. London: Routledge.
- McNeill, William, and Karen Feldman. 1997. eds. *Continental Philosophy: An Anthology*. Oxford: Blackwell.
- Sokolowski, 1999. Robert, *Introduction to Phenomenology*. Cambridge.
- Solomon, C. Robert.2001. *From Rationalism to Existentialism*. Rowman & Littlefield Publishers.
- Solomon, Robert. 1988. *Continental Philosophy Since 1750: The Rise and Fall of the Self*. Oxford and New York: Oxford University Press.
- West, David. 1996. *An Introduction to Continental Philosophy*. Cambridge, U.K.: Polity.

Teaching Learning Process

Teaching-Learning Process

Teaching-learning is a continuous process which is surrounded by student's attitude to learn share the knowledge, academic curiosity, reading & practicing, creativity, thinking ability and extending your knowledge levels. This course demands interaction among the students and their ability to think independently

The B.A. (Honours) Continental Philosophy aims to make the student proficient in understanding their Philosophy, Culture and Society through the transfer of knowledge in the classroom as well as in life. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet such as virtual lab. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions, group discussions and deliver seminars on some topics. A problem-solving approach will be adopted wherever suitable.

Assessment Methods

Assessment methods:

The student will be assessed over the duration of the programme by many different methods. These include short objectives-type quizzes, assignments, written and oral examinations, group discussions and presentations, problem-solving exercises, seminars, preparation of reports. The wide range of assessment tasks aim to break the monotony of having a single assessment method. Students will strictly follow the course policies.

Students should strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

- i. Four Assignments/ Projects: 10% each
 - ii. Three in-class quizzes/oral tests: 5% each
 - iii. Paper Presentations: 5%
 - iii. Final exam: 10%
 - iv. Attendance and participation 5%
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Keywords

Keywords

Absolute Idealism, rationality, Objectivism, Subjectivism, consciousness, freedom, Bad-faith, Phenomenology, Essence, existence, modernism, being-for-itself, being-in-itself, Others, Freedom, Master, Slave, Dialectical Method, Animal Desire, Human Desire, technology, revealing, Enframing, Intentionality, Dasein, Existence, Essence etc.

Philosophy of Mind (DSE (1)) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind. The objectives are: 1. To introduce students to some of the central problems and concepts in Philosophy of mind. 2. To develop student's abilities to understand and examine in detail the key arguments in Philosophy of Mind. 3. To provide the students a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

Course Learning Outcomes

After completing the course, the students will have

1. An overview of the most important directions within the philosophy of mind in the 20th century.
 2. An insight into issues that connect philosophy of mind to modern cognitive science
 3. An understanding to appreciate that how human thinking involves context constituted by the body.
 4. An understanding that thinking extends beyond the brain and is embedded in the body's habitual encounters with the world.
 5. A cognizance how concepts involve the role of sensory, motor, affective experiences and are thus embodied.
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Unit 1

UNIT I The Mind/Body Problem

Essential Readings:

1. Descartes, R. "Meditations II and VI". In *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers, 10-21. Oxford: Oxford University Press, 2002.
2. Ryle, G. "Descartes' Myth," In *Philosophy of Mind: Classical and Contemporary Readings*, edited by David Chalmers. 32-38. Oxford: Oxford University Press, 2002.

Recommended Readings:

Chalmers, David. "Naturalistic Dualism". In *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, 263-273. Oxford: Wiley Blackwell, 2017.

UNIT-II Identity Theory and Functionalism

1. Smart, J.J.C. "Sensations and Brain Processes". In *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers. 60-68. Oxford: Oxford University Press, 2002.
2. Putnam, H. "The Nature of Mental States." In *Philosophy of Mind: Classical and Contemporary Readings*, edited by David J. Chalmers, 73-79. Oxford: Oxford University Press, 2002.

Recommended Readings:

Crane, T. *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*, (2nd edition). New York: Routledge, 2003.

Levin, Janet, "Functionalism", *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.),

Unit 3

UNIT III Emergence and Embodiment

1. Hempel, Carl and Paul Oppenheim. "On the Idea of Emergence". In *Emergence: Contemporary Readings in Philosophy and Science*, edited by Mark A. Bedau and Paul Humphreys, 61-68. Cambridge, The MIT Press, 2008.

2. Bahler, Brock. "Merleau-Ponty on Embodied Cognition: A Phenomenological Interpretation of Spinal Cord Epidural Stimulation and Paralysis". *Essays in Philosophy*, Vol 17(2), 2016.

References

Chalmers, David, J.,ed., *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. 2002.

Heil, John. *Philosophy of Mind: A Contemporary Introduction (3rd edition)*. London: Routledge, 2013

UNIT-IV Consciousness

Velmans, Max "An Epistemology for the Study of Consciousness" In *The Blackwell Companion to Consciousness* edited by Susan Schneider and Max Velmans, Wiley Blackwell, 2017.

Recommended Readings:

1. Searle, John. "Biological Naturalism". In *The Blackwell Companion to Consciousness*, edited by Susan Schneider and Max Velmans, 327-336. Oxford: Wiley Blackwell, 2017.
2. Banks, William, P, ed., *Encyclopedia Of Consciousness*. Oxford: Elsevier Academic Press, 2009.
3. Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.
4. Chalmers, David, J.,ed., *Philosophy of Mind: Classical and Contemporary Readings*. Oxford: Oxford University Press. 2002.
5. Heil, John. *Philosophy of Mind: A Contemporary Introduction (3rd edition)*. London: Routledge, 2013.
6. Kim, Jaegwon. *Philosophy of Mind, (3rd edition)*. Oxford: Westview Press, 2010.

Additional Resources:

Recommended Readings:

Churchland, Patricia. *Matter and Consciousness: A Contemporary Introduction to the Philosophy of Mind*. Cambridge (MA): MIT Press, 1988.

Crane, Tim. *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*,(2nd edition), New York Routledge, 2003.

Kim, Jaegwon. *Philosophy of Mind, (3rd edition)*. Oxford: Westview Press, 2010.

Teaching Learning Process

Lectures and Tutorials

Assessment Methods

Assignments, Presentations, Examination.

Keywords

Mind, body, dualism, behaviorism, functionalism, artificial intelligence, consciousness, cognition.

**Philosophy of Science
(DSE (2))
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

Introducing students to central philosophical concepts concerning reflection upon scientific methodology, authenticity of scientific theories and the progress in science. Fostering them to develop in them the analytical skills for understanding in a non-dogmatic framework. The course does not require a prior knowledge of science.

Course Learning Outcomes

Students are equipped with an articulated basis for the philosophical analysis of scientific methodology. They no more remain under the impact of scientific dogmas. Their ability to express their arguments with clarity and precision is enhanced with the study of Popper, Kuhn, Lakatos, Feyerabend, sequence of theories regarding scientific methodology and rationality of science, students have understanding of latest changing trends in philosophy of science.

UNIT I: Fundamentals of Philosophy of Science

- Feynman, R.P.: "The Feynman Lectures on Physics" Vol 1, pp-27-30, 52-56, Pearson Education, 2012
- Hume: The Traditional Problem of Induction

Recommended Readings:

- Feynman, R.P.: "The Feynman Lectures on Physics" Vol 1, pp-27-30, 52-56, Pearson Education, 2012
- Hume: *An Enquiry Concerning Human Understanding*, section IV (parts I-II), also in *Epistemology: Contemporary Readings* ed. By Michael Huemer, Routledge, London, 2002, pp 298-306

Further Readings:

- Hanson, N. R.,(1972)*A Guide to Philosophy of Science*, London. George Allen &Unwin,
- Ladyman, James,(2002) *Understanding Philosophy of Science*, London Routledge
- Smith, Peter G.(2003.), *Theory and Reality*, The University of Chicago Press, Chicago,
- Swinburne, R, (ed.)(1974)*The Justification of Induction*, Oxford ,Oxford University Press
- Feynman, R.P.: "The Feynman Lectures on Physics" Vol 1, pp-27-30, 52-56, Pearson Education, 2012
- Hume: *An Enquiry Concerning Human Understanding*, section IV (parts I-II), also in *Epistemology: Contemporary Readings* ed. By Michael Huemer, Routledge, London, 2002, pp 298-306

Unit 2

UNIT II: Observation and Explanation

- Theory Ladenness of Observation
- On Explanation

Recommended Readings:

- Hanson, N. R., *Patterns of Discovery*, Cambridge University Press, Cambridge, 1958, pp. 4-30.
- Cartwright, Nancy. "The Truth Can't Explain Much". *American Philosophical Quarterly* 17 (1980): 159-163.

Further Readings:

- Dilworth, C.(1981), *Scientific Progress*, London: D. Reidel.

- Hanson, N. R.(1958). *Patterns of Discovery*, Cambridge. Cambridge University press, 27.
- Hanson, N. R,(1972)*A Guide to Philosophy of Science*, London. George Allen &Unwin.
- Ladyman, James,(2002) *Understanding Philosophy of Science*, London Routledge.
- Smith, Peter G.(2003.), *Theory and Reality*, The University of Chicago Press, Chicago.
- Cartwright, Nancy. "The Truth Can't Explain Much". *American Philosophical Quarterly* 17 (1980): 159-163.

Unit III: The Methodology of Science-I

- Popper: The Problem of Demarcation
- Popper: Falsificationism
- Lakatos: Scientific Research Programmes

Recommended Readings:

- Popper, K., *Conjectures and Refutations*, 2nd ed., Routledge,1963, pp.33-46.
- Popper, K., *The Logic of Scientific Discovery*, Routledge, 1959, pp. 10-20, 57-54.
- Lakatos,I., "The Methodology of Scientific Research Programmes", *Philosophical Papers*, vol. 1, John Worrell and Gregory Curie, Cambridge University Press, U K, 1978, pp.47-67.

Further Readings:

- Dilworth, C.(1981), *Scientific Progress*, London: D. Reidel.
- Hanson, N. R,(1972)*A Guide to Philosophy of Science*, London. George Allen &Unwin.
- Ladyman, James,(2002) *Understanding Philosophy of Science*, London Routledge.
- Nola, R. and Sankey, H. (eds.)(2000), *After Popper, Kuhn and Feyerabend* London Kluwer Academic Publishers.
- Smith, Peter G.(2003.), *Theory and Reality*, The University of Chicago Press, Chicago.
- Swinburne, R, (ed.)(1974)*The Justification of Induction*, Oxford ,Oxford University Press.
- Popper, K., *Conjectures and Refutations*, 2nd ed., Routledge,1963, pp.33-46.
- Popper, K., *The Logic of Scientific Discovery*, Routledge, 1959, pp. 10-20, 57-54.
- Lakatos,I., "The Methodology of Scientific Research Programme" in *Philosophical Papers*, vol. 1, John Worrell and Gregory Curie, Cambridge University Press, U K, 1978, pp.47-67

UNIT IV: The Methodology of Science-II

- Kuhn: Paradigm and Paradigm Change
- Feyerabend: Epistemological Anarchism

Recommended Readings:

- Kuhn, T., *The Structure of Scientific Revolutions*, International Encyclopedia of Unified Sciences, vol.II, Chicago University Press, U. S. A., 1962, chapters 1-2, 11-12.
- Feyerabend, P., "How to Defend Society Against Science" in *Introduction to Philosophy*, J. Perry and M. Bradman (ed.), 3rd edition, Oxford University Press, 1999, pp. 277-283.
- Dilworth, C.(1981), *Scientific Progress*, London: D. Reidel
- Hanson, N. R.(1972)*A Guide to Philosophy of Science*, London. George Allen &Unwin,
- Ladyman, James,(2002) *Understanding Philosophy of Science*, London Routledge.
- Nola, R. and Sankey, H. (eds.)(2000), *After Popper, Kuhn and Feyerabend* London Kluwer Academic Publishers
- Smith, Peter G.(2003.), *Theory and Reality*, The University of Chicago Press, Chicago,
- Kuhn, T., *The Structure of Scientific Revolutions*, International Encyclopedia of Unified Sciences, vol.II, University Chicago Press, U. S. A., 1962, chapters 1-2, 11-12.
- Feyerabend, P., "How to Defend Society Against Science" in *Introduction to Philosophy*, J. Perry and M. Bradman (ed.), 3rd edition, Oxford University Press, 1999, pp. 277-283.

References

Recommended Readings

UNIT I

- Feynman, R. P., *The Feynman Lectures in Physics* (California: Pearson Education, 2012) vol.-1 27-30, 52-56.
- Hume, D.: *An Inquiry Concerning Human Understanding*, section IV, (parts I-II), Also in *Epistemology: Contemporary Readings*, ed. by Michael Huemer, (London:Routledge, 2002) 298-306.

UNIT II

- Hanson, N. R., *Patterns of Discovery* (Cambridge: Cambridge University Press, 1958) 4-30.
- Cartwright, Nancy. "The Truth Can't Explain Much". *American Philosophical Quarterly* 17 (1980): 159-163.

UNIT III

- Popper, K., *Conjectures and Refutations*, 2nd ed., (London: Routledge,1963) 33-46.
- Popper, K., *The Logic of Scientific Discovery*, (London: Routledge, 1959) 10-20, 57-54.

- Lakatos, I., "The Methodology of Scientific Research Programme" in *Philosophical Papers*, vol. 1, John Worrell and Gregory Curie, Cambridge University Press, U K, (1978).47-67.

UNIT IV

- Kuhn, T., *The Structure of Scientific Revolutions*, International Encyclopedia of Unified Sciences, vol.II, University Chicago Press, U. S. A., 1962, chapters 1-2, 11-12.
- Feyerabend, P., "How to Defend Society Against Science" in *Introduction to Philosophy*, J. Perry and M. Bradman (ed.), 3rd edition, Oxford University Press, 1999, 277-283.

Additional Resources:

Further Readings

- Dilworth, C., *Scientific Progress*, London: D. Reidel, 1981
- Hanson, N. R. *Patterns of Discovery*, Cambridge: Cambridge University press.1958.
- Hanson, N. R, *A Guide to Philosophy of Science*, London: George Allen &Unwin.1972.
- Ladyman, James, *Understanding Philosophy of Science*, London Routledge. 2002.
- Nola, R. and Sankey, H. (eds.), *After Popper, Kuhn and Feyerabend* London Kluwer Academic Publishers. 2002.
- Smith, Peter G., *Theory and Reality*, The University of Chicago Press, Chicago, 2003.
- Swinburne, R, (ed.)*The Justification of Induction*, Oxford ,Oxford University Press. 1974.
- Feynman, R.P.: "*The Feynman Lectures on Physics*" Vol 1, pp-27-30, 52-56, Pearson Education, 2012.
- Hume: *An Enquiry Concerning Human Understanding*, section IV (parts I-II), also in *Epistemology: Contemporary Readings* ed. By Michael Huemer, Routledge, London, 2002, 298-306.
- Hanson, N. R., *Patterns of Discovery*, Cambridge University Press, Cambridge, 1958, 4-30.
- Cartwright, Nancy. "The Truth Can't Explain Much". *American Philosophical Quarterly* 17 (1980): 159-163.
- Popper, K., *Conjectures and Refutations*, 2nd ed., Routledge,1963, .33-46.
- Popper, K., *The Logic of Scientific Discovery*, Routledge, 1959, 10-20, 57-54.
- Lakatos, I., "The Methodology of Scientific Research Programme" in *Philosophical Papers*, vol. 1, John Worrell and Gregory Curie, Cambridge University Press, U K, 1978, 47-67.
- Kuhn, T., *The Structure of Scientific Revolutions*, International Encyclopedia of Unified Sciences, vol.II, University Chicago Press, U. S. A., 1962, chapters 1-2, 11-12.
- Feyerabend, P., "How to Defend Society Against Science" in *Introduction to Philosophy*, J. Perry and M. Bradman (ed.), 3rd edition, Oxford University Press, 1999, 277-283.

Teaching Learning Process

- Lectures
 - PPT Presentations
 - Open book tests
 - Assignments
 - Discussion in Tutorials
-

Assessment Methods

presentations and home assignments, projects

Keywords

Kuhn, Popper, Paradigm Shift, The Problem of Induction, Falsificationism, Scientific Revolution, Anarchist Epistemology

**Philosophy of Law
(DSE (3))
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

The course in Philosophy of Law, seeks to:

- a. Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- b. Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- c. Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does

it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?”, “Is capital punishment wrong?” will be explored with a view to enhance student sensitivity and understanding of a legal issue of common and general interest.

Course Learning Outcomes

The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities. Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.

Unit 1

UNIT I

Law: Concept, Meaning and Definition

1. The Concept of Law; the Nature of Law - The Case of the Speluncean Explorers – Lon Fuller
2. Traditional Natural Law Theory - Thomas Aquinas
3. Legal Positivism: John Austin- -Law as Command
4. H. L. A. Hart - Law as a System of Rules; Primary and Secondary Rules; Criticism of Austin
5. Ronald Dworkin - Law as Integrity

The Case of the Speluncean Explorers - Lon Fuller, Harvard Law Review Vol. 62, No. 4, February 1949

(2-5 from Altman, Andrew. *Arguing about Law: An Introduction to Legal Philosophy*. Australia: Wadsworth, 2001.)

The Rule of Law and the Importance of Procedure, Jeremy Waldron, *Nomos*, Vol. 50, Getting to the Rule of Law (2011), pp. 3-31 Published by: American Society for Political and Legal Philosophy

Unit 2

UNIT II

Sources of Law

1. Constitutional Law - law laid down in a Constitution - Comparative Constitutional Law, Gunter Frankenberg, Cambridge University Press, 2012
2. Conventional Law - The Common Law & Civil Law -
3. Statutory Law - Law made through Govt. Legislation
(For 2 & 3 - The Identity of Legal Systems , Joseph Raz, California Law Review, Vol. 59, No. 3, A Tribute to Hans Kelsen (May, 1971), California Law Review, Inc. publishers; pp. 795-815)

Unit 3

UNIT III

Law and Morality

1. What is Legal Obligation?
2. Voluntarist theories to Obey the Law: Consent, Fair play
3. Non-voluntarist theories to Obey the Law: Necessity; Instrumental justification
4. Do We have a Moral Obligation to Obey the Law?

The Obligation to Obey the Law, J. L. Mackie, Virginia Law Review, Vol. 67, No. 1, The Symposium in Honor of A. D. Woozley: Law and Obedience (Feb., 1981), pp. 143-158

Law and Morality: Readings in Legal Philosophy, 3rd edn, David Dyzenhaus, Sophia Reibetanz Moreau & Arthur Ripstein, (eds), University of Toronto Press, 2007

Unit 4

UNIT IV

Criminal Responsibility, Desert & Punishment

1. Definitions: Crime, Punishment, Responsibility, Mens Rea
2. Theories of Punishment
3. Capital Punishment Legal Perspective

(The Oxford Handbook of Philosophy of Criminal Law, John Deigh and David Dolinko (eds), 2011) - Chapters 8, 9, 14, 15 & 17)

References

Altman, Andrew. *Arguing about Law: An Introduction to Legal Philosophy*. Australia: Wadsworth, 2001. (Chapter 2)

Mackie, J. L. "Obligations to Obey the Law." *Virginia Law Review* 67, no. 1 (1981): 143-58. doi:10.2307/1072837.

Paranjape, N. V. *Criminology and Penology*. 12th ed. Allahabad: Central Law Publications, 2005. (Chapter 1- The Concept of Crime)

An Analysis of Hart's Theory of Primary and Secondary Rules, MIT Open Course Ware

The Oxford Handbook of Philosophy of Criminal Law, edited by John Deigh and David Dolinko, 2011

Additional Resources:

Golding, Martin Philip., and William A. Edmundson. *The Blackwell Guide to the Philosophy of Law and Legal Theory*. Oxford: Blackwell, 2005.

Coleman, Jules L., and Scott J. Shapiro. *The Oxford Handbook of Jurisprudence and Philosophy of Law*. Oxford: Oxford University Press, 2002.

Marmor, Andrei. *Philosophy of Law*. Princeton Univ Press, 2011.

Masterman, Roger, and Robert Schütze. *The Cambridge Companion to Comparative Constitutional Law*. Cambridge, United Kingdom: Cambridge University Press, 2019.

Frankenberg, Günter. "Comparative Constitutional Law." Chapter. In *The Cambridge Companion to Comparative Law*, edited by Mauro Bussani and Ugo Mattei, 171–90. Cambridge Companions to Law. Cambridge: Cambridge University Press, 2012. doi:10.1017/CBO9781139017206.011.

Teaching Learning Process

Lectures, Tutorials and preceptorials

Assessment Methods

As per University guidelines:

Assessment will include: a) class assignments, quizzes, and group discussions;

b) Term Papers both long and short to be submitted as home assignments;

c) MCQ/Short answer type assignments both as class work and home work

Keywords

Law, legal obligation, natural law, positivism, crime, punishment, Constitutionalism, legal rules

Indian Materialism
(DSE(4))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

The objective is to familiarise the student with the nature, significance and import of materialism as a strong philosophical motif present in the Indian philosophical traditions and to critically evaluate its theoretical framework in the activity of philosophizing in the contemporary human predicament.

Course Learning Outcomes

The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of materialism as a philosophical theory and its significance in reading the Indian intellectual traditions today.

Unit 1

1. Ancient Indian Materialism and Its sources: Pre-Carvaka (Sanjaya, Ajita Kesakambili, Makkala Gosala, Raikwa, Satyakama Jabali, Purana Kashyapa), Early Samkhya and Vaisheshika Atomism. Mlechhas/Asuras/Dasyas

Unit 2

2. Characteristic Features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics.

The Materialistic View: Rational, Realistic, Naturalistic, Scientific, Humanistic, Anti-dogmatic and Anti-ritualistic; Refutation of Idealism, Spiritualism and Religion

Unit 3

3. Indian Materialism and Its Influence in Contemporary Social Movements - Marxist/Atheist/Rationalist/Self-Respect/ Popular Science/ Anti Caste-Movements

Unit 4

4. Contemporary Thinkers of Indian Materialism: M.N.Roy, Rahul Sankrityayan, Periyar, Debiprasad Chattopadhyaya, D D Kosambi, Gora, A T Kovoov (Rationalist Movement), Narendra Dabhilkar (Andha Shraddha Nirmoolan Samiti)

References

1. Franco, Eli (2011), "Lokayata" in *Brill's Encyclopedia of Hinduism, Vol. III*, ed. Knut A. Jacobsen. Lieden/Boston: Brill, pp. 629-642.

Parasher-Sen (2011), "Foreigner (Mleccha) in *Brill's Encyclopedia of Hinduism, Vol. III*, ed. Knut A. Jacobsen. Lieden/Boston: Brill, pp. 76-81.

Bhattacharya, R (2013) "Development of Materialism in India" *Esercizi Filosofici* 8, pp. 1-12

2. Bhatta, Jayarasi, *Tattvopaplavasimha*, Section on 'Refutation of Inference', in *A Source Book in Indian Philosophy*, eds. S. Radhakrishnan & Charles A. Moore, 6th Printing, Princeton, New Hersey: Princeton University OPess, pp. 236-246.

Madhava Acarya, *Sarvadarsanasamgraha*. Section on 'Carvaka'. trans. E.B. Cowell & A.E. Gough. London: Kegan Paul, Trubner & Co. Ltd, 1904, pp .2-11.

Chattopadhyaya, Debiprasad (2008). *Lokayata - Study in Anceint Materialism*. Bombay: Peoples Publishing House.

3. Tambas-Lyche, Harald (2011), "Caste" in *Brill's Encyclopedia of Hinduism, Vol. III*, ed. Knut A. Jacobsen. Lieden/Boston: Brill, pp. 25-38.

4.. Roy, M.N. (1987). *Materialism*. Delhi: Ajanata Publications.

Additional Resources:

Chattopadhyaya, D. (1976), *What is Living and What is Dead in Indian Philosophy*

Chattopadhyaya, D. (2008). *Lokayata* (selected excerpts only)

Dale, M Reipe (1961). *Naturalistic Tradition in Indian Thought*

Gokhale, P.P. (1993). "Carvaka's Theory of Pramanas: A Restatement" *Philosophy East & West*, Vol. 43, No.I, pp. 675-682.

Mills, Ethan (2015), 'Jayarasi's Delightful Destruction of Epistemology" *Philosophy East & West*, Vol. 65, No.2, pp. 498-541.

Quack, Johannes (2012). *Disenchanted India - Organised Rationalism and Criticism of Religion in India*. Delhi: Oxford University Press, pp 3-21.

Teaching Learning Process

The teaching learning process consists of a close reading of the primary sources as well as the chosen secondary material so as to critically appreciate the presence of materialism and its variegated nuances in the Indian intellectual history.

Assessment Methods

Class room lectures, debates and panel discussions on chosen themes, seminars, periodical tests and thematic presentations.

Keywords

Materialism/Lokayata/Carvaka; Carvaka Critique of Metaphysics, Epistemology and Ethics; Mleccha; Critique of Idealism and Religion; Jayarasi's critique of Inference in *Tattvopaplavasimha*, Caste, Atheist movements, Social Movements for Equality, Contours of Indian Materialism.

Bio Ethics
(DSE (5))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Aim:

The course aims at ethical analysis of the topics within the realm of bio-medical sciences and legal studies.

Learning Outcome:

It is a career-oriented curriculum which enables students to develop competence in policy making and participation in ethics committee of various medical and care institutes. It sensitizes the minds towards the ongoing ethical dilemmas.

Course Learning Outcomes

The learning outcomes of this course are multidimensional. It forms a strong base in the field of research of ethics and medicine care. It would also increase the students ability to identify their role in capacity building . It directly enforces students role in social responsibility

Unit 1

UNIT 1- DEFINING BIOETHICS

1. Introduction

Khuse, H and P. Singer. "What is Bioethics? A Historical Introduction." In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 3-11. UK: Wiley Blackwell, 2009.

2. Human Dignity and Human Rights

Barilan, Yechiel M. *Human Dignity, Human Rights and Responsibility*. Cambridge: MIT Press, 2014

Recommended Readings

1) Sumner L.W., and Joseph Boyle, eds. *Philosophical Perspectives on Bioethics*. University of Toronto Press, 1996.

2) R.Andorno. "Human Dignity and Human Rights as a common ground for a global bioethics", *Journal of medicine and philosophy*. 34 (3): (2009) 223-240.

3) Kuhse, H., and Singer, P, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press. 2008.

Unit 2

UNIT 2- CORE CONCEPTS

1. Concept of Personhood

Tooley, Michael. "Personhood". In *A Companion to Bioethics* 2nd ed., Edited by H. Kuhse and P. Singer, 129-139 .UK: Wiley Blackwell, 2009.

2. Consent and Informed Consent

Williams, J. R. "Consent". In *Cambridge Textbook of Bioethics*, Edited By P. Singer and A. M. Viens, 11-16. Cambridge: Cambridge University Press, 2008.

Beauchamp, Tom L. "Informed consent: Its Historical Meaning and Present Challenges" In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 635-641. UK: Wiley Blackwell, 2015.

3. Autonomy, Privacy and Confidentiality

Slowther, Anne and Irwin Kleinman. "Confidentiality" In *Cambridge Textbook of Bioethics*, Edited By P.Singer and A. M. Viens, 43-48. Cambridge: Cambridge University Press, 2008.

4. Life and Death: Sanctity of Life, Right to Life, Right to Die

Harris, John. "Value of Life". In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 397-405. UK: Wiley Blackwell, 2015.

Recommended Readings:

1) Kuhse, H., and P. Singer, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press. 2008.

2) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.

Unit 3

UNIT 3- ETHICAL DILEMMAS

1) Medical experimentation and research(humans and animals)

Bernard. E. Rolling. "The Moral status of Animals and their use as Experimental Subjects." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 495-509 . UK: Wiley Blackwell, 2009.

Florencia Luna and Ruth Macklin. "Research Involving Human Beings." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 457-468 . UK: Wiley Blackwell, 2009.

2) Ethical issues in organ donation after medical assisted death

Janet Radcliffe Richards. "A world of Transferable Parts" In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 375-389 . UK: Wiley Blackwell, 2009.

3) Cloning

Tooley, Michael. "The Moral Status of the Coning of Humans." In *Bioethics: An Anthology* 3rd ed. Edited by Helga Kuhse, Udo Schuklenk and Peter Singer, 156-171. UK: Wiley Blackwell, 2015.

Pence, Gregory."Cloning." In *A Companion to Bioethics* 2nd Ed. Edited By Helga Kuhse and Peter Singer, 193-203 . UK: Wiley Blackwell, 2009.

4) Eugenics

Darr, Judith. "The Reproductive Revolution. In *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*. 1-27. USA: Yale University Press, 2017.

Recommended readings:

- 1) John D. Arras, Elizabeth Fenton, and Rebecca Kukla, eds. *The Routledge Companion to Bioethics*. New York and Oxon: Routledge, 2015.
- 2) Udo Schuklenk, Helga Kuhse and Peter Singer, eds. *Bioethics: An Anthology*, 3rd edition. UK: Wiley Blackwell, 2016.

Unit 4

UNIT 4- HEALTH AND SOCIAL RESPONSIBILITY

1. Concept of mental well being

Kennett, Jeannett . "Mental Disorder, Moral Agency and the Self." In *The Oxford Handbook of Bioethics*. Edited by Bonnie Steinbock, 90-113. New York: Oxford University Press. 2007.

2. Assisted reproduction and social dilemmas

Mykitiuk, Roxanne and Jeff Nisker. "Assisted Reproduction" In *Cambridge Textbook of Bioethics*, Edited By P.Singer and A. M. Viens, 112-120. Cambridge: Cambridge University Press, 2008.

3. Healthcare for the underprivileged and the elderly

Dennis Mckerlie. "Justics and the Elderly." In *The Oxford Handbook of Bioethics*. Edited by Bonnie Steinbock, 190-208. New York: Oxford University Press. 2007.

Recommended readings:

- 1) Steinbock, Bonnie, ed. *The Oxford handbook of Bioethics*. New York: Oxford University Press. 2007.
- 2) Kuhse, H., and P. Singer, eds. *A Companion to Bioethics*, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009

References

- 1) Kuhse, H., and P. Singer, eds. *A Companion to Bioethics*, 2nd ed. U.K.: Blackwell Publishing Ltd., 2009.
- 2) Jecker, Nancy S., Albert R. Johnson, and Robert A. Pearlman, eds. *Bioethics : An Introduction to the history, method and practice*. New Delhi: Jones and Barlett, 2010.
- 3) Arthur L. Caplan and Robert Arp, eds. *Contemporary debates in Bioethics*. UK: Blackwell Publishing Ltd, 2014.

Additional Resources:

- 1) Chapple, Christopher Key. "Eternal Life, Death, and dying in Jainism." In *Religion, Death, and Dying: Perspectives on Dying and Death*, vol 1. Edited by Lucy Bregman. Santa Barbara: Praeger, 2009.
 - 2) Crawford, S. Cromwell. *Hindu Bioethics for the Twenty-first Century*. New York: SUNY, 2003.
 - 3) Keown, Damein. *Buddhism and Bioethics*. U.K.: Palgrave Macmillan, 2001.
 - 4) Donaldson, Brianne. "Outlawing the Jain Fast-Unto-Death is a Bioethical issue," *Patheos* 2015. Retrieved on 1 May 2019.
<https://www.patheos.com/blogs/religionnow/2015/08/outlawing-the-jain-fast-unto-death-is-a-bioethical-issue/>
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Teaching Learning Process

Lectures, tutorials, presentations by students. As per the university mandate

Assessment Methods

As per the university mandate

Keywords

Informed consent, Medically Assisted suicide, Confidentiality, Right to Die, Cloning, Eugenics, Mental Well-Being, Assisted Reproduction

Semester VI

**Philosophy of Religion: Indian and Western
(CC (13))
Core Course - (CC) Credit:6**

Course Objective(2-3)

To familiarise the students with basic concepts of religion and its philosophical significance.

To develop a wider vision for contemporary issues in religion.

Course Learning Outcomes

The students will acquire a general understanding of religious issues .

They will learn to think critically about religious issues.

Unit 1

Unit-1- Nature of Religion and Arguments for the Existence of God

1)Study of Religion and its relation to Philosophy of Religion

2.a) Proofs for the existence of God: Ontological Argument (with reference to St. Anselm, Gaunilon's Criticism, Descartes version, Kant's and Bertrand Russell's critique)

b) Cosmological Argument (Thomas Aquinas' version, J.L.Mackie's critique of cosmological argument).

c)Teleological Argument (William Paley: Classic version, David Hume's critique)

3. Overview of Religious language in the article : Religious language.

Recommended Readings-

Baruch A Brody ed, Reading in Philosophy of Religion, , Part-1, 1.17, , New Jersey PHI Publication, 1974, pp 168-186

Meister Chad, (ed.),Philosophy of Religion Reader, New York, Routledge, 2008

Unit 2

Unit-2- Challenges to Religion

1)Religious Diversity and responses to it. (Inclusivism, Exclusivism and pluralism)

2. Science and Religion: by Daniel C. Demmett

3. Evidentialism- 'Ethics of Belief' by William Clifford

Recommended Readings-

Meister Chad, (ed.),Philosophy of Religion Reader, New York, Routledge, 2008

Quinn Philip L, and Talliaferro Charles, A companion To Philosophy Of Religion, Blackwell Publishers , 1997

Unit 3

Unit-3 - Religious Implications of Bhakti and Dharma

1)The Concept of Bhakti: Naradbhaktisutra by Subrahmanya Sarma

Sarma, Subrahmanya, ed., Narada's Aphorisms On Bhakti, The Adhyatmaprakasha press, Bangalore, India, 1938

2. The Concept of Dharma (Pūrva-mīmāṃsā)

Olivelle, Patrick, *Dharma: Studies in its Semantic, Cultural and Religious History*, MLBD , 2009

Unit 4

Unit-4- Understanding the Concept of Isvara and Brahman and God

1)The concept of Brahman(Absolute) and Isvara(God) according to Samkara and Ramanuja

2)Debate between Russell and Copleston on the existence of God.

Recommended Readings-

Dasgupta, S.N.,*History of Indian Philosophy*. Vol.1, OUP, 1922-1955

Russell, Bertrand , *Why am I not a Christian*, Routledge , Indian edition, 2004

References

Baruch A Brody ed. ,*Reading in Philosophy of Religion*, , Part-1, 1.17, , New Jersey PHI Publication, 1974, pp 168-186

Meister Chad, (ed.),*Philosophy of Religion Reader*, New York, Routledge, 2008

Hinnells, J.R.*The Routledge Companion to the Study of Religion* ,Oxon. Routledge 2005

Quinn Philip L, and Talliaferro Charles, *A Companion To Philosophy Of Religion*, Blackwell Publishers , 1997

Olivelle, Patrick, *Dharma: Studies in its Semantic and Cultural and Religious History*, MLBD,2009

Dasgupta, S.N.,*History of Indian Philosophy*. Vol.1, OUP, 1922-1955

Russell, Bertrand , *Why am I not a Christian*, Routledge , Indian edition, 2004

Sarma, Subrahmanya, ed., *Narada's Aphorisms On Bhakti*, The Adhyatmaprakasha press, Bangalore, India, 1938

Teaching Learning Process

Lectures

Debates and Discussion

Power Point Presentation

Field trips

Assessment Methods

Internal assessments

Projects

University Examination

Keywords

God, Religion, Belief, Self, Religious Language, Bhakti, Dharma, Absolute, Pluralism

**Philosophy of Language: Indian and Western
(CC (14))
Core Course - (CC) Credit:6**

Course Objective

This course enables students to develop the ability to read and interpret philosophical texts. In the section of Western text, the classical debate between Frege/ Russell/ Strawson, makes students have a meaningful intellectual encounter with the articles by these philosophers of language. The article by Donnellan helps further to understand these philosophers more intensely. The Indian text section exposes students to the problems of understanding language, meaning, reference and other related concepts in Indian philosophy. Getting a comparative understanding of Indian and Western perspectives of these philosophical issues is one of the objectives of this course.

Course Learning Outcomes

Students are equipped with an enhanced ability to explain key distinctions in theories of Frege, Russell and Strawson. Grasping the philosophical position of Nyaya school of philosophy and understanding the theory of meaning of words and sentences in Nyaya Siddhanta Muktavali. Students are able to know, towards the end of the course, what they learnt and communicate to others their understanding of the fundamental issues in philosophy of language.

Unit 1

UNIT I: Theories of Meaning

- Gottlob, Frege: On Sense and Reference
- Bertrand Russell: On Denoting

Essential Readings:

- Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and Trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

Further Readings:

- Lycan, William. (2008). *Philosophy of Language: A Contemporary Introduction*, New York: Routledge.
- Jerrold, Katz. J. (1971) *The Philosophical Relevance of Linguistic theory in The Philosophy of Language*, (ed.) Searle, Oxford University Press.
- Russell, Bertrand, (1918) *The Philosophy of Logical Atomism*, in R C Marsh, *Logic and Knowledge*, New York: Routledge.
- Morris, Michael. (2007). *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge.
- Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and Trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

Unit 2

UNIT II: Critique of the Theory of Meaning

- Strawson, P. F. "On Referring".
- Donnellan, K. "Reference and Definite Description".

Recommended Readings:

- Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.
- Donnellan, K., "References and Definite Descriptions" , *The Philosophical Review*, vol.-75, 1966, pp. 281-304.

Further Readings:

- Lycan, William. (2008). *Philosophy of Language: A Contemporary Introduction*, New York: Routledge.
- Jerrold, Katz. J. (1971) *The Philosophical Relevance of Linguistic theory in The Philosophy of Language*, (ed.) Searle, Oxford University Press.
- Russell, Bertrand, (1918) *The Philosophy of Logical Atomism*, in R C Marsh, Logic and Knowledge, New York: Routledge.
- Morris, Michael. (2007). *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge.
- Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.
- Donnellan, K., "References and Definite Descriptions" , *The Philosophical Review*, vol.-75, 1966, pp. 281-304.

Unit 3

UNIT III: Verbal Knowledge

- Nature of Verbal Knowledge
- Means of Knowing Denotative Function
- Division of Words
- Implication (lakṣaṇa)

Recommended Readings:

- *Nyaya Siddhanta Muktavali* of Visvanatha, English Translation: Nyaya Philosophy of Language, Tr. by John Vattanky , S. J. , Sri Satguru Publications, Delhi, 1995. Sections 1A, 2A, 3A, 5A, 6A, 6B.

Further Readings:

- Jha, V. N. (1992) *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13.
- Kunjuni Raja, K. (1963). *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Matilal, B. K. (1996). *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi.
- Shastri, D. N. (1964) *Critique of Indian Realism*, Agra: Agra University.

- *Nyaya Siddhanta Muktavali* of Visvanatha, English Translation: Nyaya Philosophy of Language, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

Unit 4

UNIT - IV Causes of Verbal Knowledge

- Contiguity (āsatti)
- Semantic Competency (yogyatā)
- Syntactic Expectancy (ākāṅkṣā)
- Intention of the Speaker (tātparya)

Recommended Readings:

- *Nyaya Siddhanta Muktavali* of Visvanatha, English Translation: Nyaya Philosophy of Language, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995. Sections 8A, 9A, 10A, 11A,

Further Readings:

- Jha, V. N. (1992) *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13.
- Kunjuni Raja, K. (1963). *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Matilal, B. K. (1996). *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi.
- Shastri, D. N. (1964) *Critique of Indian Realism*, Agra: Agra University.
- *Nyaya Siddhanta Muktavali* of Visvanatha, English Translation: Nyaya Philosophy of Language, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

References

UNIT I

- Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and Trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

UNIT II

- Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.
- Donnellan, K., "References and Definite Descriptions", *The Philosophical Review*, vol.-75, 1966, pp. 281-304.

UNIT III & UNIT IV

- Nyaya Siddhanta Muktavali of Visvanatha, English Translation: Nyaya Philosophy of Language, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

Additional Resources:

- Donnellan, Keith. "Reference and Definite Descriptions", *Philosophical Review*, (1966), pp 281-304.
- Jerrold, Katz. J. (1971) *The Philosophical Relevance of Linguistic theory in The Philosophy of Language*, (ed.) Searle, Oxford University Press.
- Jha, V. N. (1992) *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13.
- Kunjuni Raja, K. (1963). *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Lycan, William. (2008). *Philosophy of Language: A Contemporary Introduction*, New York: Routledge.
- Matilal, B. K. (1996). *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi.
- Russell, Bertrand, (1918) The Philosophy of Logical Atomism, in R C Marsh, *Logic and Knowledge*, New York: Routledge.
- Shastri, D. N. (1964) *Critique of Indian Realism*, Agra: Agra University.
- Frege, G., "On Sense and Reference", tr. by M. Black in *Translations from the Philosophical Writings of Gottlob Frege*, P. Geach and M. Black (eds. and Trans.), Oxford, Blackwell, 3rd edition, 1980, pp. 1-11.
- Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.
- Jerrold, Katz. J. (1971) *The Philosophical Relevance of Linguistic theory in The Philosophy of Language*, (ed.) Searle, Oxford University Press.
- Russell, Bertrand, (1918) *The Philosophy of Logical Atomism*, in R C Marsh, *Logic and Knowledge*, New York: Routledge.
- Morris, Michael. (2007). *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge.

Teaching Learning Process

Lectures, PPT Presentations. Open book tests, Assignments, Discussion in Tutorials

Assessment Methods

Presentations and home assignments, projects

Feminism
(DSE (6))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objectives:

A course in Feminism is needed to sensitise students to a perspective of thought that acts as a filter—a lens through which all subjects must be studied. It seeks to create gender sensitization and develops a wholistic approach towards education. This course addresses the concerns of women in terms of debates on consciousness and soul, analyses their connect with nature and culture; and explains the development of feminist ideologies.

Course Learning Outcomes

Course Learning Outcomes:

Study of Feminism arms the student with analytical skills to develop valid arguments to counter gender discrimination, sexism and patriarchal dominance. Feminist theory has a social agenda i.e. to initiate transformation in social structures, customs and practices. Thus the study of Feminism is not only an empowering tool against gender oppression but also against other systems of oppression such as race, class and colour

Unit 1

Unit I

Patriarchy and the Origin of Feminism

*Lerner, Greda. “Introduction’ and “The Creation of Patriarchy”. In *The Creation of Patriarchy* by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.

*Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. London: Fourth Estate, 2014.

Unit 2

Unit II

Epistemology

*Anderson, Elizabeth. "Feminist Epistemology: An Interpretation and a Defence", *Hypatia* 10, no.3(1995):50-84.

*Gatens, Moira. "The Feminist Critique of Philosophy." In *Feminism and Philosophy: Perspective on Difference and Equality* by Moira Gatens, 85-99. UK: Polity Press, 1991.

Unit 3

Unit III

Body and Gender

*Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and sensibility: gender enquiry,1780-1945* edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.

* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

Unit 4

Unit IV

Women, Society and Environment

*Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History* edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.

* Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

References

Unit I

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*Lerner, Greda. "Introduction" and "The Creation of Patriarchy". In *The Creation of Patriarchy* by Gerda Lerner, 3-14 & 212-229. New York: OUP, 1986.

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* Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

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Women, Society and Environment

*Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History* edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.

* Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

*Mies Maria and Shiva Vandana. "Ecofeminism." In *Feminisms* edited by Sandra Kemp and Judith Squires, 497-502. New York: OUP, 2009.

Additional Resources:

Additional Resources:

*Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.

*Hooks, Bell. "Feminism: A Movement to End Sexist Oppression". In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.

*Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.

*Mies, Maria and Vandana Shiva. *Eco-Feminism*. Jaipur: Rawat Publications, 1993.

*Padia, Chandrakala, ed. *Feminism, Tradition and Modernity*. Shimla: IAS, 2002.

Teaching Learning Process

Lectures, tutorials, film screenings, seminars, interactions with experts in the field and workshops.

Assessment Methods

As per the guidelines of University of Delhi.

Keywords

Sex, gender, biological determinism, sexism, patriarchy, feminist method.

**Indian Theories of Consciousness
(DSE (7))
Discipline Specific Elective - (DSE) Credit:6**

Course Objectives:

The objective of this course is to make students familiar with Indian Classical texts. This course will be an introduction to the various schools of Indian philosophical traditions and their theories of consciousness. The formulation of this paper is to clearly exhibit that there also exists an amazing variety of the theories of consciousness in Indian philosophy. Focus

will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key arguments and doctrine in a manner that enables them for contemporary engagement and reflection.

- i. The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (Atman/Brahman), paravidya and aparavidya, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
 - ii. To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
 - iii. The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
 - iv. Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..
 - v. Lastly, this paper helps to enhance students' ratiocinative abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.
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Course Learning Outcomes

COURSE LEARNING OUTCOME

- Students will have knowledge of the Indian Theories of Consciousness given in Mandukyopanishad, Bhagavadgita, Buddhism, Jainism, Samkhya , Charvaka, Nyaya and Advaita Vedanta.
 - In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills.
 - Students will develop strong oratory and writing skills through the effective presentation of projects, debates, as well as through Seminars, conference, workshops.
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Unit 1

UNIT-I

1. *Mandukyopanishad.*, Tr. and Annotated by Swami Nikhilananda, Advaita Ashram, Calcutta, 2000, PP. 7-85.

2. *Bhagavadgītā*: Chapter II, Verses 11-30; The Bhagavadgītā (Text and Translation) by R. C. Zahner, Oxford University Press, New York, 1973.

Unit 2

UNIT-II

3. *The Questions of King Milinda*, Book II, Translated from Pali by T. W. Rhys David, Motilal Banarsidas, Delhi, 1965, pp 40-99.

4. *Tattvārtha Sūtra of Umāsvātī*: Chapter II, The Institute of Jainology, Harper Collins Publishers, USA, 1994, pp 33-63.

Unit 3

UNIT-III

5. *Nyāyamañjarī of Jayanta Bhaṭṭa*, Dehātmavāda (Śārīrātmavādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

6. *Samkhya Karika of Ishvara Krishna*, Verse. 15-38, tr. by Larson, *Classical Samkhya*, MLBD, Delhi, 1969.

Unit 4

UNIT-IV

7. Sankara's introduction to the *Brahmasutra* called *Upodghata*, pp.1-4, *Brahmasutrasamkarabhashya* (edited by Vasudeva Sharma) Published by Tukaram Javaji, Nimaya Sagara, Bombay.

References

Recommended Readings:

- Hume, R.E. *Thirteen Principal Upaniṣads*. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. *The Principal Upaniṣads*. London: George Allen & Unwin, 1974.

- Swami, Gambhirananda, trans. *Brahmasūtra-sāṃkara-bhāṣya*. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. *Brahmasūtra-sāṃkara-bhāṣya*. Calcutta : Advaita Ashram, 2003, pp 1-16.

Additional Resources:

- Organ, Troy Wilson. *The Self in Indian Philosophy*. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. *Pre-Samkara Advaita Philosophy*, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. *Buddhist Thought: A Complete Introduction to the Indian Tradition*. London: Routledge, 2000.
- Stcherbatsky, Theodore. *The Soul Theory of Buddhists*, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, *Cit Consciousness*. OUP.:New Delhi 2003.

Teaching Learning Process

Teaching-Learning Process:

This course demands interaction among the students and their ability to think independently of the various interpretation of the texts. An interactive mode of teaching will be used. The understanding is developed by reading the texts in classroom with focus on acquainting students with sanskrit language as well as their english translations. Word by word all the verses mentioned in the syllabus will be covered along with their explanations. Commentaries on the various texts will also be introduced to the students. The students will be encouraged to participate in discussions, group discussions and deliver seminars on relevant topics.

Assessment Methods

Assessment Methods:

Students should strictly follow the course policies.

Grade will be determined on the basis of graded assignments as specified below: Evaluation:

- i. Four Assignments/ Projects: 10% each
 - ii. Three in-class quizzes/oral tests: 5% each
 - iii. Paper Presentations: 5%
 - iii. final exam: 10%
 - iv. Attendance and participation 5%
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Keywords

Keywords:

Materialism, Idealism, Brahman, Atman, Cit, Consciousness, Turiya, Karma, Rebirth, Self, Upanishad, Prakriti, Purusha, Jiva, Ajiva etc.

Aesthetics
(DSE (8))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

Course Objective (2-3) The course is aimed to make students understand various philosophical traditions and approaches to contextualise the nature, meaning and definition of art, craft, beauty, creativity and aesthetic experience. The course also includes an eclectic collection of textual references.

Course Learning Outcomes

Course Learning Outcomes

The course prepares the students to pursue and qualify for a career in art, culture and media studies.

Unit 1

Unit-1:

An Introduction to the Nature and Meaning of Aesthetics:

- 1.Philosophy of Art, Beauty, Creativity and Imagination
- 2.Art and Craft, Comparison of Art Forms
- 3.Art, Emotion, Rasa, Disinterestedness and Empathy

Recommended Readings:

Gupta, S. Art, Beauty and Creativity, (Delhi: D.K Printers, 1999) Chapters I,3,4,5,7,8 and 9
Saxena, SK, Art and Philosophy: Seven Aestheticians (Pragati Publications, 1995). Chapter on 'Langer'

Ghosh , R. K. ,Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom(Delhi: Sundeep PrakashanBlack and White, 2006) Relevant chapters

Unit 2

Unit-2: Axiological Aspect

Art and Morality: Comparison and Contrast

Recommended Readings:

Hiriyanna, M. 'Art and Morality' in Art Experience, (Indira Gandhi National Centre for the Arts: Manohar, Revised edition: 1997)

Sartre, Jean Paul, 'The Work of Art' in Aesthetics, Harold Osborne, (London: Oxford University Press, 1972).

Clark, Kenneth. 'Introduction' in The Nude: A Study in Ideal Form. (Bollingen Series 35.2. New York: Pantheon Books, 1956).

Unit 3

Unit-3: Aesthetic Delight and Art activity in relation to Spiritualism: Indian Texts

1. Rasa in comparison with Spiritual bliss
2. Art as a Spiritual Activity

Recommended Readings:

Hiriyanna, M. Art Experience,(Indira Gandhi National Centre for the Arts, Manohar: Delhi, This edition: 1997). Chapters 1 and 5.

Coomaraswamy, A.The Transformation of Nature in Art,(Sterling Publishers, 1995) Chapter-1

Unit 4: Art, Craft and Aesthetic Attitude: Western Texts

1. Idea of Art
2. Kant's Disinterestedness
3. Psychical Distance

Recommended Readings:

Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne(London: Oxford University Press,1972).

'Disinterestedness and Desire in Kant's Aesthetics' in The Journal of Aesthetics and Art Criticism, Paul Guyer (Vol. 36, No. 4 (Summer, 1978), pp. 449- 460. Online source: Stable URL: <http://www.jstor.org/stable/430485>

'Edward Bullough and the Psychical Distance' by George Dickie in Philosophy and Phenomenological Research, Vol. 22, No. 2 (Dec., 1961), pp. 233-238. Online Source: <https://www.jstor.org/stable/2104844>

Unit 5

only four units in the curriculum

Practical

Practical This course has a lot of content to engage in discussions and deliberations about art and culture issues. So, real life instances can enrich the class room discussions and assignments for a better comprehension of the course.

References

References :

Recommended Readings:

- Coomaraswamy, A. K. *The Transformation of Nature in Art*. Sterling Publishers, 1995.

- Ghosh, R. *Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom*. Delhi: Sandeep Prakashan (Black and White), 2006.
 - Gupta, S. *Art, Beauty and Creativity*. Delhi: D.K Printers, 1999.
 - Saxena, SK. *Art and Philosophy: Seven Aestheticians*. Pragati Publication ,1995.
- Gupta, Shyamala. *Saundarya Tatva Mīmāṃsā*. Seema Sahitya Bhavan, 1993. Hindi Source.
- Saxena, Manjula. *Aesthetics: Saundraya aur kala ka Darshanika Vivechana*. New Delhi: DK Printworld : New Delhi, 2008. A good source book in Hindi.
 - Hiriyanna, M. *Art Experience*. Indira Gandhi National Centre for the Arts,Manohar, 1997.
 - Osborne, H. *Aesthetics*. London: Oxford University Press, 1972.

Additional Resources:

Aldrich, V.C ,*Philosophy of Art*,(Prentice Hall, 1963).

Gnoli,R. *Aesthetic Experience according to Abhinavagupta*, (Artibus Asiae Publishers, 1957).

- Hanfling, O. ed. *Philosophical Aesthetics: An Introduction*, (Blackwell, 1992)

Coomaraswamy, A K, *The Dance of Shiva*(Fourteen Indian Essays with an Introductory Preface by Romain Rolland) (Munshiram Manoharlal: Delhi, This edition,2012)

Teaching Learning Process

Since it is a study of arts and beauty, students need to bring to class room discussions and in their assignments, a reference to artistic experience. Visit to museums and galleries etc. discussions about literature , music and cinema will add value to understanding of Aesthetics.

Assessment Methods

Assessment Methods: The method of assessment is as per the University system of semester exams for 75% and Internal assessment which comprises of class attendance, tests and assignment assessment forms the rest 25%

Keywords

Aesthetics, Art and craft, Art and emotion, Kant, Bullough, Hiriyana , Coomaraswamy, Paul Valery, Sartre, Rasa , Aesthetic Experience

Knowledge and Skepticism
(DSE (9))
Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

.We all want knowledge, but do we know what knowledge is? This is a course in epistemology: the theory of knowledge which aims to acquaint students with the various aspects of knowledge and to instruct them on the biggest challenge it faces viz. scepticism. We will come to know about various theories related to what knowledge is, we will see what definitions of knowledge have been offered, whether knowledge is even possible, how to refute those who say that knowledge is not possible at all.

Course Learning Outcomes

The learning outcomes aimed at are the following:

1. To learn about general issues in epistemology
 2. To learn about the problems regarding the definition of knowledge
 - 3.. To learn about the justification of knowledge
 4. To consider the challenge from radical scepticism and the responses
-

Unit 1

Unit 1: Knowledge and its Definition

1. Types of knowledge
2. Truth and Belief

3. The Problem of the Criterion

4. Gettier Cases

5. Responding to Gettier Cases

Recommended Readings:

Pritchard, Duncan. *What is this thing called Knowledge?, Third Edition*. RKP, 2013, Chapters 1 and 3 (Part 1)

Title of Chapter 1: Some Preliminaries

Title of Chapter 3: Defining Knowledge

Gettier, Edmund. *Is Justified True Belief Knowledge? Analysis* 23 (6), 121-123. 1963.

Unit 2

Unit 2: Knowledge and Justification

1. The nature of Justification

2. Infitism

3. Coherentism

4. Foundationalism

Recommended Reading:

Pritchard, Duncan. *What is this thing called knowledge?, Third Edition*. RKP, 2013, Chapter 4 (Part 1)

Title of Chapter: The Structure of Knowledge

Unit 3

Unit 3: The Problem of Other Minds

1. How do we have knowledge about other minds

2. Strategies and arguments regarding knowledge of other minds

3. Perceiving someone else's mind

Recommended Reading:

Pritchard, Duncan. *What is this thing called Knowledge?*, Third Edition. RKP, 2013, Chapter 14 (Part IV)

Title of Chapter: Scepticism about Other Minds

Unit 4

Unit 4: Radical Scepticism

1. Radical Scepticism and Closure
2. Mooreanism
3. Contextualism
4. The Refutation of Scepticism

Recommended Reading:

Pritchard, Duncan. *What is this thing called Knowledge?*, Third Edition. RKP, 2013, Chapter 15 (Part IV)

Title of Chapter: Radical Scepticism

Vogel, Jonathan. "The Refutation of Scepticism." In *Contemporary Debates in Epistemology*, edited by Steup Matthias and Sosa Ernest, 72-84. Blackwell, 2005.

References

- Pritchard, Duncan. *What is This Thing Called Knowledge?*. RKP, 2013.
- Gettier, Edmund. *Is Justified True Belief Knowledge?* *Analysis* 23 (6), 121-123. 1963.
- Vogel, Jonathan. "The Refutation of Skepticism." In *Contemporary Debates in Epistemology*, edited by Steup Matthias and Sosa Ernest, 72-84. Blackwell, 2005.

Additional Resources:

- Sosa, Ernest. *Epistemology*. Princeton University Press, 2017.
- Steup, Matthias & Ernest Sosa, ed. *Contemporary Debates in Epistemology*. Wiley-Blackwell, 2005.

- Dancy, Jonathan, Ernest Sosa and Matthias Steup, ed. *A Companion to Epistemology, Second Edition*. Blackwell, 2010.
 - Chisholm, R.M. *Theory of Knowledge*. U.S: Prentice Hall, 1966.
 - Hamlyn, D. *Theory of Knowledge*. London: Macmillan, 1970.
 - Lehrer, K. *Knowledge*. Oxford: Clarendon Press, 1974.
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Teaching Learning Process

Lectures and Tutorials

Assessment Methods

As per the university examination rules

Keywords

Knowledge, Conditions of knowledge, Scepticism, Foundationalism, Truth, Belief, Justification. Closure

**Philosophy of Logic
(DSE (10))
Discipline Specific Elective - (DSE) Credit:6**

Course Objective(2-3)

We reason using propositions all the time. And logic, broadly, is about good and bad reasons. The use of reason, and the investigation of that use, goes hand in hand in philosophy. Philosophy of logic considers questions that are taken to be at the heart of philosophy: what is a proposition? What is truth? What is an inference? What is necessity? Is it sensibly ascribed to propositions or objects? Is "existence" a predicate? What is logical form? What is the correct logical analysis of modal sentences? Is it possible to translate all

sentences of a natural language into an artificial language? Can logic be done without any information regarding the world? Can logic tell us anything about the world? These are some questions, and there are many more that arise as we wonder about the meaning of being a reasoning creature. IN the course we will undertake to study some of these questions.

Course Learning Outcomes

1. To learn about philosophy of logic, philosophical logic and philosophy and logic
 2. To understand basic theories and problems regarding the notion of a proposition
 3. To have a better understanding of terms like "analytic", "a priori", de dicto, de re, possible worlds, essentialism
 4. To grasp the fundamental problems regarding existence, reference and presupposition.
-

UNIT 1: Logic and Philosophy

A: Philosophy of Logic

B: Philosophical Logic

C: Philosophy and Logic

Chapter 1 of A.C. Grayling's *An Introduction to Philosophical Logic*, Blackwell Publishing, 2008, pp 1-11

UNIT 2: The Bearers of Truth

1: The Proposition

2. Sense, Reference and Opacity

3. Propositions as meanings and its criticism

4. Nominalism and realism

Chapter 2 of A.C.Grayling's *An Introduction to Philosophical Logic*, Blackwell, 2008, 12-32

UNIT 3: Necessity, Analyticity and the A Priori

1. Analyticity, Necessity, Possible Worlds

2. Problems with Possible Worlds

3. Essentialism, essence, origin and structure

4. Necessity again

Chapter 3 in A.C Grayling's *An Introduction to Philosophical Logic*, Blackwell, 2008, pp. 33-87

UNIT 4: Existence and Descriptions

1. Is "exists" a predicate?
 2. The theory of descriptions
 3. Strawson on Descriptions
 4. Referential and Attributive uses of Descriptions
- Chapter 4 in A.C. Grayling's *An Introduction to Philosophical Logic*, Blackwell, 2008, pp. 88-121

References

1. Grayling, A. C. (2008). *Introduction to Philosophical Logic*, Wiley-Blackwell. (Third Edition, 1997)

Additional Resources:

1. Strawson, P. F. (1952). *Introduction to Logical Theory*, Routledge.
2. Burgess, John P. (2009). *Philosophical Logic*. Princeton University Press.
3. Sainsbury, Mark (2000). *Logical Forms: An Introduction to Philosophical Logic*. Wiley-Blackwell.
4. Haack, Susan (1978). *Philosophy of Logics*. Cambridge University Press.
5. Cohnitz, Daniel & Estrada-González, Luis (2019). *An Introduction to the Philosophy of Logic*. Cambridge University Press.
6. Read, Stephen (1994). *Thinking About Logic: An Introduction to the Philosophy of Logic*. Oxford University Press.

Teaching Learning Process

Lectures and Tutorials, PPT Presentations

Assessment Methods

Examinations, Class tests, Weekly Quizzes

Keywords

Logic, Philosophy, Philosophical Logic, Propositions, Truth, Existence, Descriptions, Possible Worlds.
