PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), MARGAO - GOA

SYLLABUS FOR PROGRAMME BACHELOR OF ARTS IN PHILOSOPHY

SEMESTER III

Course Title: Classical Indian Philosophy (up to schools of Buddhism)

Course Code: PHI-III.C-5

Credits:04

Marks:100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e., four hours per week over a period of fifteen weeks of a semester

Course Objective: The objective of the paper is to–

1) Expose students to the foundations of Indian Philosophy
2) Enable the students to understand some of the classical systems of Indian Philosophy

Course Outcome–At the end of the course students should–

CO 1: Discover the epistemological, metaphysical and ethical foundation of different schools of Indian Philosophy.

CO 2: Quote and examine philosophical concepts of materialism through different materialistic schools of Indian Philosophy.

CO 3: Demonstrate the inter-linking bonds between Indian and Western perspectives through theory of relativism.

CO 4: Recommend ways in which Indian philosophical concepts can be applied to modern consciousness to create a holistic approach to Indian philosophy.

SYLLABUS

Unit I: Foundations of Indian Philosophy (15 hours)

1:1 The Vedas
1:2 The Upanisads
1:3 The Bhagwad Gita
1:4 Sutras and Prasthana-trayas

Unit II: Charvaka Philosophy (15 hours)

2. 1. Epistemology
2. 2. Metaphysics
2. 3. Ethics

Unit III: Jaina Philosophy (15 hours)

3. 1. Epistemology

3. 2. Metaphysics
3. 3. Relativism

Unit IV: Buddhist Philosophy (15 hours)

4. 1. Four Noble Truths
4. 2. Philosophical Doctrines of Buddhism.
4. 3. Schools of Buddhism

References

Mandatory reading:

1. Chatterjee.S and D M Datta.(1968).*AnIntroductiontoIndianPhilosophy*.UniversityofCalcutta.
2. Hiriyana, M. (1973) *Essentials ofIndian Philosophy*. Bombay: George Allen & Unwin (India) Pvt. Ltd.
3. Chandradhar, Sharma (1979). A Critical Survey of Indian Philosophy. New Delhi: MotilalBanarasidass Publishers Pvt. Ltd.

Supplementary reading:

1. Bishop, Donald H.(Ed).(1975).*Indian thought an Introduction* .Delhi:WilleyEastern pvt. Ltd.
2. Ramakrishna, Puligandla(2008). *Fundamentals ofIndian Philosophy*. New Delhi: D.K.PrintworldPvt.Ltd.
3. Das gupta, Surendranath.(2010Reprint).*A history of Indian Philosoph y*(VolI).NewDelhi:MotilalBanarasidassPublishersPvt.Ltd.
4. Radhakrishnan, Sarvepalli. - *Indian Philosophy* – (all 4 Volumes). Oxford. 2 edition .2008
5. Barlingay, S S. *Re-understanding Indian Philosophy*. D.K. Print World Ltd; 1 edition. 1998

Web Links:

1. The Vedantic Solution (pp. 75-84)From: *The Age of the Sages: The Axial Age in Asia and the Near East* **.** MARK W. MUESSEAugsburg Fortress, Publishers (2013)https://www.jstor.org/stable/j.ctt22nm7nh

Course Title: STUDY OF WORLD RELIGIONS

Course code: PHI-III.E-1

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to:

1) Introduce the students to the major religions of the world.

2) Study the belief system and teachings in particular religion.

3) Enable the students to compare different religions.

Course Outcome: At the end of this course students should be able to-

CO 1: Awareness of multiple religious traditions and cultures.

CO 2: Knowledge of rituals used in different religious traditions.

CO 3: Awareness of the concept of "religion" and its evolution in multifaceted ways.

CO 4: General appreciation for the different religious traditions all over the world.

SYLLABUS

Unit I: Hinduism (15 hours)

1:1 History
1:2 Concepts
1:3 Myths, beliefs, Customs and Practices
1:4 Sacred Texts and Scriptures.

Unit II: Buddhism, Jainism and Sikhism (15 hours)

2. 1. Buddhism: Origin, History and Development, Schools, Practices
2. 2. Jainism: History, Schools, Principles, Teachings, Ethics and Sects
2. 3. Sikhism: History, Pro-founders, Worship, Beliefs and Practices

Unit III: Judaism, Christianity and Islam (15 hours)

3. 1. Judaism: History; Old testaments; Torah; Ten Commandments; Beliefs and practices.
3. 2. Christianity: Origin; Concepts of Christianity; Beliefs and Practices; New Testament; Major Denominations.
3. 3. Islam: Origin; Beliefs and Practices; Five pillars; Sects.

Unit IV: Confucianism Taoism and Universal Religion (15 hours)

4. 1. Confucianism: Founders and Teachings; Beliefs and Practices
4. 2. Taoism: Founders and Teachings; Beliefs and Practices
4. 3. Elements of Universal religion

References

Mandatory reading:

1. Chetterjee,PB.(1971).*StudiesinComparativeReligion*.Calcutta.
2. Mohapatra,A.R.*PhilosophyofReligion*(AnApproachtoWorldReligions).NewDelhi: SterlingPublishersPvt.Ltd.
3. Y. Masih. (1991). *Introduction to Religious Philosophy*. MotilalBanarsidass Publisher.

Supplementary reading:

1. BakshiS.R. and LipiMahajan. (2000). *EncyclopaedicHistoryofIndian Culture andReligion:Religionsof India*.
2. India:Deep&DeepPublications.Eliade,Mircea.(2005).*Encyclopediaof Religions.*USA:McMillanPublishers.
3. George,Galloway.(2009).*PhilosophyofReligion*.Charleston:BiblioBazar.
4. HaneefSuzanne.(1994).*WhateveryoneshouldknowaboutIslamandMuslims.*UnitedStates.
5. Helm,E.Thomas.The*ChristianReligionAnIntroduction:*WesternIllinoisUniversity, PrenticeHall, Englewoodcliffs.
6. Jacob,Hermann(1990).*JainaSutras*.AtlanticPublishersandDistributors,NewDelhi.
7. Krisnamurthy,V.(1989).*Essentialsof Hinduism.*NarosaPublishingHouse.
8. Robert S. Ellwood,Gregory D. Alles. (2008). *TheEncyclopedia of World Religions*InfobasePublishing.
9. Shushtery,A.M.A(1954).*OutlinesofIslamicCulture-HistoricalandCulturalAspects*:TheBanglorePrintingandPublishingCo,Ltd.
10. Singh,Karan.(1983).*Religionsof India.*UniversityofMichigan.ClarionBooks
11. WrightBeth.(2013).*AStudyCompaniontoIntroductiontoWorldReligions.*Augsburg FortressPublishing

Web Links:

1. Confucianism and Taoism (pp. 54-57) From: *Atlas of World Religions* .Tim DowleyAugsburg Fortress, Publishers (2018) https://www.jstor.org/stable/j.ctt1tm7gnj

2. Hinduism' and 'Taoism' in Singapore: ' Seeing Points of Convergence Vineeta Sinha*Journal of Southeast Asian Studies*, Vol. 39, No. 1 (Feb., 2008), pp. 123-147 https://www.jstor.org/stable/20071873

Course Title: PHILSOPHY OF MIND

Course code: PHI-III.E-2

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to:

1) Introduce the students to various theories of mind.

2) Study the nature of mind, mental functions and mental events.

3) Enable the students to have knowledge about the current issues in philosophy of mind.

Course Outcome: At the end of this course students should be able to-

CO 1: Enumerate and elaborate various basic concepts of the mind-body problem in philosophical thought.

CO 2: Interpret how different theories have evolved and developed over centuries with regard to philosophy of the mind.

CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.

CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to philosophical study of the human mind.

SYLLABUS

Unit I: Introduction (15 hours)

1:1 Nature of Philosophy of Mind.
1:2 Survey of the Problems of Philosophy of Mind.
1:3 Ancient and modern concepts of mind.

II: Psychological Aspect of Mind (15 hours)

2. 1. Theory of personality- Freud, Adler and Jung.
2. 2. Theory of Dreams-Freud.
2. 3. Parapsychology-Telepathy, clairvoyance, Psychokinesis

Unit III: Mind and Body Problem (15 hours)

3. 1. Mind-body relation- Interactionism, Psycho-physical parallelism and Epiphenomenalism.
3. 2. Personal Identity-Memory criterion and Bodily criterion.
3. 3. Our Knowledge of other minds.

Unit IV: Indian Concept of Mind (15 hours)

4. 1. Concept of mind in Yoga, Nyaya and Vedanta.
4. 2. Difference between mind and self in Indian philosophy.
4. 3. Difference between Antahkarana and the western concept of mind.

References:

Mandatory reading:

1. Chennakesavan, Saraswati (1960). *Concept of mind in Indian Philosophy*. Bombay: Asia Publishing Housing.
2. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind.* USA: Wiley- Blackwell.
3. Hospers, John (1971). *Introduction to Philosophical Analysis*. Madras: Allied Publishers private Limited.
4. Paul Edwards (1972 Reprint edition). *Encyclopedia of Philosophy*. New York: Macmillan Publishing co. and Free Press.
5. Shaffer, Jerome (1968). *Philosophy of Mind*. Prentice-Hall. California

Supplementary reading:

1. Datta, D.M. (1972) *Sixways of knowing: A Critical Study of the Vedanta Theory of Knowledge*. Calcutta: University of Calcutta.
2. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind*. U.K: Blakwell Publishers Ltd.
3. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind*. UK: Cambridge University Press.
4. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research*. California: Wiley- Blackwell.

Web Links:

1. Adlerian Theory (pp. 168-193). From: *Transpeople: Repudiation, Trauma, Healing* . CHRISTOPHER SHELLEY . University of Toronto Press (2008) https://www.jstor.org/stable/10.3138/9781442689503
2. Imitation-Man and the 'New' Epiphenomenalism . Eric Russert Kraemer . *Canadian Journal of Philosophy*, Vol. 10, No. 3 (Sep., 1980), pp. 479-487 https://www.jstor.org/stable/40231162
3. Yoga and Metaphysics (pp. 41-78). From: *Yoga, Karma, and Rebirth: A Brief History and Philosophy* . Stephen H. Phillips . Columbia University Press (2009) https://www.jstor.org/stable/10.7312/phil14484

Course Title: Symbolic Logic

Course Code: PHI-III.E-3

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to–

1. Expose the students to modern logic
2. Enable the students to realize the difference between traditional and modern logic
3. Enable the students to realize the advantage of modern logic over traditional logic
4. Enable the students to understand and use symbolic logic procedures for analyzing and assessing deductive arguments.

Course Outcome: At the end of the course students should be able to–

CO 1: Enumerate and elaborate the basic concepts of logic – what it means for an argument to be valid and consistent.

CO 2: Interpret on different theories have evolved and developed to recognize and construct correct logical deductions and refutations.

CO 3: Apply the concepts of philosophy to evaluate normal language sentences in precise symbolic format.

CO 4: Critically analyze and assess the value of logical thinking in a practical context.

SYLLABUS

Unit I–Propositional Logic **(15 hours)**

1.1. Simple and compound propositions

1.2. Symbolizing the statements

1.3. Truth-Table

1.4. Identifying statement forms using truth-table

1.5. Testing the validity of truth functional arguments using truth-table

Unit II-Method of Formal Proof–I **(15 hours)**

2.1. Formal proof of validity

2.2. Rules of Inference

2.3. Rules of Replacement

Unit III– Method of Formal Proof–II **(15 hours)**

3.1. Rule of Conditional Proof

3.2. Rule of Indirect Proof

3.3. Proving in validity by the method of assigning truth value.

Unit IV–Predicate Logic **(15 hours)**

4.1. The need for quantification

4.2. Universal and Existential quantifiers.

4.3. Rules of quantification

4.4. Testing the validity of quantificational arguments.

References

Mandatory reading:

1. Bason, A.H. &DanielJohnO'Conner.(1968).*IntroductiontoSymbolicLogic*.
    a. UniversityTutorialPress.
2. Copi, Irving M. (1979), *Symbolic Logic (*8th & 9th edition). New York: Macmillan Publishing Co.
3. Hurley, Patrik J. (2007) Introduction to Logic. New Delhi: CengageCourse Indian Pvt.Ltd.

Supplementary reading:

1. Copi,IrvingM.,Cohen,Carl&McMahon(2013),*IntroductiontoLogic*(14thedition).New York:Pearson
2. Goswami,Chinmay&SinghArindamSymbolicLogic
3. Langer,SusanneK.(2013).*AnIntroductiontoSymbolicLogic*.LiteraryLicensing,LLC
4. Hausman, Alan &Kahane, Howard &Tidman, Paul. (2012). 12th Edition. *Logic and Philosophy – A modern Introduction*. CengageCourse publisher.
5. Cohen, Morris R. & Nagel, Ernest. (1934). *An Introduction to Logic and Scientific Method*. Simon Publications

Web links:

1. Introduction to Symbolic Logic and its Applications by Rudolf Carnap. Review by: Hugues Leblanc . *The Journal of Philosophy*, Vol. 57, No. 9 (Apr. 28, 1960), pp. 311-313;https://www.jstor.org/stable/2022247

Course Title: Value Education (Elective/GEC)

Course Code: PHI-III.E-4

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours i.e. Four hours per week over a period of fifteen weeks of a semester.

Course Objective: The paper is designed with following objectives–

1) Inculcating education of morals and values as fundamentally important aims at making a life meaningful in all its dimensions.
2) Values are related to the norms of a culture hence values tend to influence attitudes and behavior and help to solve common human problems.
3) Enables the learners to select within the contexts of debate and struggle, those values that support the Good Society and its citizens
4) Persuading others that on ground level values such as peace, love, respect and justice can be understood theoretically.

Course Outcome: At the end of the course the students should be able to–

CO 1: Enumerate various processes of value formation and understand their impact on individual values and social phenomena.

CO 2: Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.

CO 3: Appraise various traditional value systems with minimal personal bias, and their practical applicability in the modern scenario.

CO 4: Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.

SYLLABUS

Unit – I Value Education **(15 hours)**

1.1 Value education- its purpose and significance
1.2 Value Education: Then and Now
1.3 Value enculturation: Family, School, Society
1.4 Role of Culture and Civilization.
1.5 Present deterioration in Value System

UNIT- II Psychological, Ethical and Aesthetic Values **(15 hours)**

2.1 Emotional Maturity
2.2 Virtues for Self
2.3 Creativity
2.4 Imagination

UNIT–III Personality Development **(15 hours)**

3.1. Leadership
3.2. Communication

3.3. Attitude and Aptitude
3.4. Self-esteem

UNIT-IV towards an Ethics of Sustainability (15hours)

4.1 Social Equality and Peace
4.2 Conservation and Development
4.3 Women Empowerment.
4.4 Environmental Awareness

References

Mandatory reading:

1. Chakravarthy,S.K.(1999).*ValuesandethicsforOrganizations:TheoryandPractice*.New Delhi:OxfordUniversityPress.
2. Chitakra, M.G. (2003). *Educationand Human Values*, New Delhi: A.P.H. PublishingCorporation.
3. Das, M.S. &Gupta, V. K. (1995). *Social Valuesamong Young adults: A changingScenario*.NewDelhi:M.D. Publications.

Supplementary reading:

1. Gardner,R.,Cairns,J.andLawton,D.(2003).*Educationforvalues:morals,ethicsand citizenshipincontemporaryteaching*,UK:Rutledge.
2. Halstead,J.M.andPike,M.A.(2006).*Citizenshipandmoraleducation:valuesinaction*, UK.Rutledge.
3. Meyer John, Brian Burnham, John Cholvat(Eds). (1975). *ValuesEducation: Theory, Practice,Problems,Prospects.*Canada:WilfridLaurierUniv.Press.
4. Newman,Julie.(2011).*GreenEthicsandPhilosophy:AnA-to-ZGuide*.California:SagePublicationsInc.
5. Satchidananda,M.K.(1991).Ethics,*Education,IndianUnityandCulture*.Delhi:AjanthaPublications.
6. Wringe, C. (2006). *Moraleducation: beyond the teaching of right and wrong*. UK: Springer.

Web Links:

1. Value Education in the Social StudiesJack R. Fraenkel*The Phi Delta Kappan*, Vol. 50, No. 8 (Apr., 1969), pp. 457-461 https://www.jstor.org/stable/20372415

2. Sustainability (pp. 91-132) From: *Environment, Economy, and Christian Ethics:* Alternative Views on Christians and MarketsAlistair YoungAugsburg Fortress, Publishers (2015) https://www.jstor.org/stable/j.ctt9m0tgc
3. Shiva, Vandana. (1988). *Staying Alive – Woem, Ecology and Survival in India*. KALI FOR WOMEN. New Delhi 110 017. https://archive.org/stream/StayingAlive-English-VandanaShiva/Vandana-shiva-stayingAlive_djvu.txt

Course Title: PHILOSOPHY AND FILMS (SEC)

Course Code: **PHI.INT-02**

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to –

1. Explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2. Approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3. Enable the students to approach a movie not only as a mode of entertainment but also as a spectator to evaluate it as a critique so that they get exposed to the field of interdisciplinary work in aesthetics and cognitive science.
4. Stimulate innovative interactions between students that will allow students to make enriching connections between two disciplines, i.e. Philosophy and Films.

Course Outcome: At the end of the course student should be able to –

CO 1: Elaborate upon the concepts in the philosophy of movies.

CO 2: Interpret a film plot in the context of philosophical thinking and apply the concepts of philosophy that are learnt from films in practical situations.

CO 3: Design videos, plays, etc. that depict human life in the aesthetic context of movies

CO 4: Assess arguments for and against concepts that crop up through a study of films.

SYLLABUS

Unit I – Analytic and cognitive approaches **(15 hours)**

1:1 Philosophy around films
1:2 Document, Documentary and Narratives
1:3 Thought orientation through motion picture
1:4 Text, Context and Non-text

Unit II – Film and Practical Approach **(15 hours)**

2. 1. Photography and Representation: Beauty, Symbolism and Metaphors
2. 2. Presentation: Reality and Fiction
2. 3. Teachings through Cinema
2. 4. Film Criticism and Virtue theory

Unit III – Development of Psychological Elements in Films **(15 hours)**

3. 1. Films and Emotions: Fear, Comedy, Empathy, Suspense
3. 2. Imagination, Identification and Spectatorship
3. 3. Communication and Persuasion
3. 4. Photographic Psychology: Image and Psyche

Unit IV– Ethics in films **(15 hours)**

4. 1. Ethics in Filmmaking
4. 2. Authorship and copyright
4. 3. Evils and Issues: Pornography, Freewill
4. 4. Civil Rights Ordinance

References

Mandatory reading:

1. Carroll, Noël and Jinhee Choi. (2006). *Philosophy of Film and Motion Pictures*. Malden: Blackwell Publishing.
2. Colman, Felicity. (ed). (2009). *Film, Theory and Philosophy: the key thinkers*. Montreal and Kingston: McGill-Queens University Press.
3. Freeland, Cynthia A. and Thomas E. Wartenberg (eds.). (1995). *Philosophy and Film*. New York: Routledge.
4. Tredell, Nicholas, (ed.). (2002). *Cinemas of the Mind: A Critical History of Film Theory*. Cambridge: Icon Books.

Supplementary readings:

1. Allen, Richard and Malcolm Turvey (eds.). (2001).*Wittgenstein, Theory and the Arts*. London: Routledge.
2. Bordwell, David. (1997). *Narration in the Fiction Film*. New York: Routledge.
3. Currie, Gregory. (1995). *Image and Mind: Film, Philosophy, and Cognitive Science*. Cambridge: Cambridge University Press.
4. Plantinga, Carl. (1997). *Rhetoric and Representation in Nonfiction Film*. Cambridge: Cambridge University Press.
5. Tan, Ed S. (1996). *Emotion and the Structure of Narrative Film: Film As An Emotion Machine*. London: Routledge.

Web links:

1. Choi, Jinhee. "*Apperception on Display: Structural Films and Philosophy*." The Journal of Aesthetics and Art Criticism, vol. 64, no. 1, 2006, pp. 165–172. JSTOR, www.jstor.org/stable/3700501.

SEMESTER IV

Course Title: ORTHODOX INDIAN PHILOSOPHY

Course Code: PHI-IV.C-6

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

CourseObjective: The objective of the paper is to –

1. Introduce the different orthodox systems to the students.
2. Enable the students to understand the commonalities and differences among the different orthodox systems.
3. Enable the students to frame their own opinion on different philosophical issues.

Course Outcome: At the end of the course students should be able to –

CO 1: Identify and describe the orthodox systems of Indian Philosophy, and assess the process of evolution of thought in each of these schools.

CO 2: Critically analyze various theories given by the orthodox schools, **a**pply their practical aspects to modern society.

CO 3: Compare between the orthodox systems of Indian Philosophy and between Indian and Western Schools.

CO 4: Formulate creative alternatives to the philosophical arguments given in the Orthodox Indian schools of thought

SYLLABUS

Unit I –Nyāya-Vaiśeṣika Philosophy. (15 hours)

1.1. Nyāya Philosophy – Epistemology and Causation.
1.2. Vaiśeṣika Philosophy – Padārthas and Atomism.

Unit II –Sāṃkhya-Yoga Philosophy. (15 hours)

2.1. SāṃkhyaPhilosophy – Concepts of Prakṛti and Puruṣa, Theory of evolution.
2.2. Yoga Philosophy – Aṣṭāṅga Yoga and The problem of God.

Unit III –Mīmāṃsā and Advaita Philosophy (15 hours)

3. 1. Mīmāṃsā Philosophy – Theory of truth and validity, Theories of error.

3. 2. Advaita Philosophy – Concept of Brahman, Māyā and the world, Brahman and Ātman.

Unit IV – Viśiṣṭādvaitaand Dvaita Philosophy (15 hours)

4.1. Viśiṣṭādvaita Philosophy - Concept of God, nature and status of the world, liberation and means to attain it.

4.2. Dvaita Philosophy – Concept of Difference and five-fold differences, Concept of God, Liberation and means to attain it.

References

Mandatory reading:

1. Chatterjee, S.C. and D.M.Datta. (1968). *An Introduction to Indian Philosophy*. University of Calcutta.
2. Sinha, J.N. (2006). *Indian Philosophy* (Vol-1&II). New Delhi: MotilalBanarsidass Publishers Pvt. Ltd.
3. Dasgupta, Surendranath. (2010 Reprint). A History of Indian Philosophy (Vol I). New Delhi: MotilalBanarsidass Publishers Pvt.Ltd.
4. Hiriyanna M. (1973). Essentials of Indian Philosophy. Mumbai: George Allen & Unwin (India) Pvt. Ltd.
5. Sharma. C.D. (1979). A Critical Survey of Indian Philosophy. New Delhi: MotilalBanarsidass Publishers Pvt. Ltd.

Supplementary reading:

1. Bishop, Donold H. (ed).(1975). *Indian Thought and Introduction.* Delhi: Wiley Eastern Pvt.Ltd.
2. Mohanty, J.N. (2000). *Classical Indian Philosophy*. U.K; Oxford University Press.
3. Puligandla, Ramakrishna. (2008). *Fundamentals of Indian Philosophy.* New Delhi: D.K.PrintworldPvt.Ltd.

Web Links:

1. THE PHILOSOPHY OF MADHVA DVAITA VEDĀNTANagraj Rao*Annals of the Bhandarkar Oriental Research Institute*, Vol. 23, No. 1/4 (1942), pp. 379-385 https://www.jstor.org/stable/44002578

Course Title: PROBLEMS OF PHILOSOPHY

Course Code: PHI-IV. E-5

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

CourseObjective: The objective of the paper is to –

1. Introduce to the students some of the main philosophical topics.
2. Introduce the students to the philosophical modes of thought.

Course Outcome: At the end of the course student should be able to –

CO 1: To describe the distinctive agendas of different areas of philosophy.

CO 2: To identify the different Philosophical issues.

CO 3: To apply philosophical methods in understanding society

CO 4: Explain various meta-ethical theories.

SYLLABUS

Unit I – **Metaphysics** **(15 hours)**

1.1. Realism v/s Idealism
1.2. Appearance and Reality
1.3. Substance and Universals
1.4. Causation and Human Freedom

Unit II – **Epistemology** **(15 hours)**

2.1. Rationalism v/s Empiricism
2.2. Knowledge and its sources
2.3. Skepticism
2.4. Truth : Western Theories

Unit III – **Meta-ethics** **(15 hours)**

3.1. Normative Ethics and Meta-ethics
3.2. Meta-ethical theories: Emotivism, Prescriptivism, Naturalism, Intuitionism

Unit IV – **Philosophical Methods** **(15 hours)**

4.1. Introduction to Philosophical Methods
4.2. Phenomenology
4.3. Hermeneutics
4.4. Apophasis/ *Via-Negativa*

References

Mandatory reading:

1. Hospers, John. (1994). *An Introduction to Philosophical Analysis*. Mumbai: Allied Publishers Pvt. Ltd.
2. Rai, Chhaya. (1980). *Studies in Philosophical Methods.* University of Jabalpur
3. Russell, Bertrand. (1912). *The Problems of Philosophy*. U.K: Oxford University Press.
4. Edward, Paul. (1972). *Encyclopedia of philosophy*. New York: Macmillan
5. Gensler, Harry. J. (1988). *Ethics: A ContemporaryIntroduction.* London and New York: Routledge Publishers

Supplementary reading:

1. Moran, Dermot. (2000). *Introduction to phenomenology*. USA: Routledge Publishers.
2. Miller, Alexander (2003). *An Introduction to Contemporary Meta ethics*. UK: Blackwell Publishers.
3. Sherrat, Yvonne. (2006). *Continental Philosophy of Social Science*. Cambridge: Cambridge University Press.
4. Cunningham, G. Watts. (1956). *Problems of Philosophy – An Introductory survey*. Chuckervertty, Chatterjee& CO, Ltd. Calcutta.
5. *Introduction to Philosophy*. (2010). University of Ibadan Distance Course Centre Open and Distance CourseCourse Series Development. Prof. BayoOkunade (editor). Nigeria

Web links:

1. The Methods and Problems of Philosophy . Jared S. Moore . *Philosophy*, Vol. 16, No. 61 (Jan., 1941), pp. 56-73 https://www.jstor.org/stable/3747645

2. Moral Philosophy and Meta-Ethics . Mary Mothersill . *The Journal of Philosophy*, Vol. 49, No. 18 (Aug. 28, 1952), pp. 587-594 https://www.jstor.org/stable/2020439

3. On Philosophical Subjects and Methods . Fuchun Peng, Xuemeng Cheng . *Frontiers of Philosophy in China*, Vol. 1, No. 3 (Sep., 2006), pp. 432-454 https://www.jstor.org/stable/30209981

Course Title: POLITICAL PHILOSOPHY
Course Code: PHI-IV.E-6
Credits: 04
Marks: 100.
Duration: 60 hours
This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to –

1. Introduce the students to the ancient, modern and contemporary political thinkers and the theories.
2. To study the theories as foundations of the political set up.

Course Outcome: At the end of the course students should be able to –

CO 1: Critically analyze the political ideas, concepts and theories of different thinkers, and understand the necessity, evolution and their application in modern society.

CO 2: Examine various concepts involved in political philosophy and the roots of political ideologies.

CO 3: Demonstrate the underlying philosophy behind a particular political system and form of governance.

CO 4: Rank the efficacy of a political ideology in a given society, while integrating creative suggestions to help enhance political governance through following of the same.

SYLLABUS

Unit I – Ancient Political Philosophers **(15 hours)**

1.1. Plato
1.2. Aristotle
1.3. Cicero
1.4. Kautilya

Unit II – Contemporary Political Philosophers. **(15 hours)**

2. 1. J. S. Mill
2. 2. John Rawls
2. 3. B.R Ambedkar
2. 4. Mahatma Gandhi

Unit III – Political ideology - I **(15 hours)**

3.1. Monarchism
3.2. Contractualism
3.3. Democracy
3.4. Communism

Unit IV – Political ideology - II **(15 hours)**

- **4.1.** Fascism
- **4.2.** Sarvodaya
- **4.3.** Radicalism
- **4.4.** Multiculturalism

References

Mandatory reading:

1. Cahn, Steve. M (2010.). *Political Philosophy* – (3rd Ed.).U.K: Oxford University Press.
2. Coleman, Janet. (2000). *A History of Political Thought: From Ancient Greece to Early Christianity.* U.K: Blackwell Publishers Ltd.
3. Dunning, William. A. (1902). *A History of Political Theories-Ancient andMedieval*. New York: The Macmillan Company.
4. Jayapalan, N. (2003). *Indian Political Thinkers.* New Delhi: Atlantic Publishers.
5. Shamasastry, R. (1956). *Kautilya'sArthasastra*. Mysore: Mysore Printing and Publishing House.

Supplementary reading:

1. Eva, Pfostl. (2014). *Between Ethics and Politics: Gandhi Today*. New Delhi: Routledge.
2. Ghoshal, Upendra. N. (1959). A *History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Age.* London*:* Oxford University Press.
3. Gokhle, B.K. (1985). Study of Political Theory. Mumbai: Himalaya Publishing House.
4. Haworth, Alan. (2012*).Understanding the political philosophers: From ancient to modern times* – (2nd Ed). New York: Routledge.
5. Mashruwala, K.G. (195). *Gandhi and Marx.* Ahmadabad: JivanjiDahyabhai Desai Navajivan Press.
6. Owen, David and Laden, Anthony Simon. (2007). *Multiculturalism and PoliticalTheory*. Cambridge: Cambridge University Press.
7. Rawls, John. (1973). *A Theory of Justice*. Oxford: Oxford University Press.
8. Raphael, D. D. (2nd edition). (1990). Macmillan Publishers Limited. Palgrave, London.

Web links:

1. Why Political Philosophy? (pp. 1-9). From: Political Philosophy. STEVEN B. SMITHYale University Press (2012) https://www.jstor.org/stable/j.ctt32bv21
2. FASCISM (pp. 151-170); From: Karl Polanyi's Political and Economic Thought: A Critical Guide. Gareth Dale, Mathieu Desan. Agenda Publishing (2019) https://www.jstor.org/stable/j.ctvnjbfgk
3. SARVODAYA. BUDDHADEB BHATTACHARYYA. The Indian Journal of Political Science, Vol. 19, No. 4 (October-December 1958), pp. 375-387 https://www.jstor.org/stable/42753640
4. Multiculturalism (pp. 21-26). From: Significant difference? A comparative analysis of multicultural policies in the United Kingdom and the Netherlands. Laura Coello. Amsterdam University Press (2010) https://www.jstor.org/stable/j.ctt6wp5j3

Course Title: PHILOSOPHY OF HUMAN RIGHTS (Elective/GEC)
Coursecode: PHI-IV.E -7

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

CourseObjective: The objective of the paper is to –

1. Enable the students to study the historical evolution and to understand the types and basic concepts involved in human rights.
2. Introduce the students to the nature and practical importance of human rights.
3. To make them aware of national and international human rights policies.

Course Outcome: At the end of the course students should be able to –

CO 1: Analyze the historical evolution of human rights and its changing nature, as well as the need for responsibility and freedom to help its growth.

CO 2: Examine basic concepts of human rights such as Freedom, Equality and Justice, Individual Rights and Universal Rights

CO 3: Compare various types of human rights and apply them in a given situation.

CO 4: Evaluate the process of governance of human rights in an international context, and formulate suggestions to facilitate, protect and promote human rights at the national and international level.

SYLLABUS

Unit I – Introduction **(15 hours)**

1.1. Meaning, nature and ethical foundation of Human Rights
1.2. Philosophical Evolution of Human Rights
1.3. Rights, Responsibilities and Freedom

Unit II – Basic Concepts **(15 hours)**

2. 1. Freedom, Equality and Justice
2. 2. Individual Rights v/s Group Rights
2. 3. Universal Rights v/s Relativism

Unit III – Types of Human Rights **(15 hours)**

3.1. Social and Economic Rights.
3.2. Rights of Women and Children

3.3. Civil and Political Rights
3.4. Minority Rights

Unit IV – Governance of Human Rights (15 hours)

4.1. Universal declaration of human rights
4.2. Indian Constitution and Human Rights
4.3. Human Rights in International Context

References

Mandatory reading:

1. Benn, S.I. and Peters, R.S. (1959). *Social Principles and the Democratic State*. London: Allen and Unwin.
2. Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. New York: Cornell University Press.
3. Morsink, Johannes. (1999). *TheUniversal Declaration of Human Rights: Origins, Drafting and Intent*. Philadelphia: University of Pennsylvania Press.

Supplementary reading:

1. Cook, Rebecca J. (1994). Human Rights of Women: National and International Prespectives. Philaldelphia: University of Pennsylvania Press.
2. Douzinas, Costas. (2007). *Human Rights and Empire.* U.K: Routledge.
3. Philip, Alston. (1992). *The United nations and Human Rights: A Critical Appraisal.* Oxford: Clarendon Press.
4. Philip, Alston. (1991). *The International Covenant on Economic, Social and Cultural Rights. Manual of Human Rights*. New York: United Nations Centre for Human Rights.
5. Philip, Alston and Goodman, Ryan. (2013). *International Human Rights.* U.K: Oxford University Press.
6. Raphael, D. D. (1970). *Problems of Political Philosophy.*London: Pall Mall Press
7. Rosenbaum, S. (1980)**.** *The Philosophy of Human Rights: International Perspectives.* Westport: Greenwood Press.

Web Links:

1. Cultural Relativism and Universal Human Rights Author(s): Jack Donnelly Source: Human Rights Quarterly, Vol. 6, No. 4 (Nov., 1984), pp. 400-419 Published by: The Johns Hopkins University Press Stable URL: https://www.jstor.org/stable/762182
2. Individual Rights Revisited Author(s): WulfGaertner, Prasanta K. Pattanaik and Kotaro Suzumura Source: Economica, New Series, Vol. 59, No. 234 (May, 1992), pp. 161-177 Published by: Wiley on behalf of The London School of Economics and Political Science and The Suntory and Toyota International Centres for Economics and Related Disciplines Stable URL: https://www.jstor.org/stable/2554744
3. Individual, collective and group rights: History, theory, practice and contemporary evolution Author(s): B. G. RAMCHARAN Source: International Journal on Group Rights, Vol. 1, No. 1 (1993), pp. 27-43 Published by: Brill Stable URL: https://www.jstor.org/stable/24674494

Course Title: ECO-PHILOSOPHY (Elective/GEC)
CourseCode: PHI-IV.E-8
Credits: 04
Marks: 100
Duration: 60 hours
The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

CourseObjective: The objective of the paper is to –

1. Offer a uniform and synthesized understanding of thes philosophy and ecology.
2. Break up the anthropocentric attitudes towards environment and emphasize the concern for environment.
3. Differentiating Shallow with Deep ecology as an eco-philosophy with the notion of development in twenty-first century.

Course Outcome: At the end of the course student should be able to –

CO 1: Describe important concepts in eco-philosophy and the importance of theoretical basis of ecological perspectives.

CO 2: Discover the spirituality of ecology and its implications in the 21st century.

CO 3: Apply religious teachings to ecological problems as experienced in modern society, while connecting Indian and Western ecological movements for a holistic understanding of eco-criticism.

CO 4: Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

SYLLABUS

Unit I – Origins **(15 hours)**

1.1. What is Ecology?
1.2. Genesis: Religious
1.3. Nature and Value
1.4. Metaparadigm
1.5. Ecological Humanism

Unit II – Contemporary Movements: Indian **(15 hours)**

2.1. Simple Living: Buddhist Perspective
2.2. Ethics and Standards: Jaina Perspective
2.3. Spiritual Ecology and Holism: Hinduism
2.4. Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda
2.5. Twenty first century India and Ecology

Unit III – Contemporary Movements: Global **(15 hours)**

3.1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
3.2. Eco- Feminism
3.3. Deep Ecology
3.4. Social Ecology and Bioregionalism

Unit IV – Environmental Crises (Case Studies) (15 hours)

- **4.1.** Climate Change, Global warming, Green-house effect
- **4.2.** Effects of Pesticides, Eco-farming
- **4.3.** Obligation towards Future Generation
- **4.4.** Biodiversity, E-waste

References

Mandatory Reading:

1. Joseph R. Des Jardins. (2001). *Environmental Ethics: An Introduction to Environmental Philosophy*3rd Ed. Belmont CA: Wadsworth.
2. Frey, R. G. and Christopher Heath Wellman. (eds.) (2005). A Companion to Applied Ethics. USA: Blackwell Publishing.
3. Louis P. Pojman. (2001). Environmental Ethics: Readings in Theory and Application 3th Ed. USA: Wadsworth/Thomson Course.
4. Singer, Peter. (ed.) (1986). Oxford readings in Philosophy: Applied Ethics. Oxford: Oxford University Press.

Supplementary reading:

1. Drengson, A. and Y. Inoue (eds.). (1995). *The Deep Ecology Movement: An Introductory Anthology*. Berkeley: North Atlantic Publishers.
2. Drengson A. & B. Devall (eds.). (2008). *The Ecology of Wisdom: Writings by Arne Naess*. Berkeley: Counterpoint Press.
3. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
4. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry, 16:95-100*.
5. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.
6. Cooper, G.J. (2007). The Science of the Struggle for Existence: On the Foundations of Ecology, Cambridge University Press.
7. Hicks, C. Dietmara, R. Eugsterb, M. (2005). "The recycling and disposal of electrical and electronic waste in China—legislative and market responses" in Environmental Impact Assessment Review 25 (5): 459–471.
8. Mies, Maria, and Shiva, Vandana. (1993) Ecofeminism, London: Zed Books Ltd.
9. Shiva, Vandana. (2005, 2015) Earth Democracy: Justice, Sustainability, and Peace. Berkeley: North Atlantic Books.

Web Links:

1. An Assessment of Buddhist Eco-Philosophy. Donald K. Swearer. The Harvard Theological Review, Vol. 99, No. 2 (Apr., 2006), pp. 123-137 .https://www.jstor.org/stable/4125290
2. An Eco-Deconstructive Account of the Emergence of Normativity "Nature" (pp. 279 -302) .From: Eco-Deconstruction: Derrida and Environmental Philosophy. Matthias Fritsch. Edition: 1; Fordham University (2018). https://www.jstor.org/stable/j.ctt201mp8w

Course Title: Practical Logic (SEC)

Course Code: PHI-SEC-21

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e., four hours per week over a period of fifteen weeks of a semester.

Course Objective: The paper is designed with following objectives–

1. A practical introduction to the basic concepts of logic and various methods of argumentation will equip students with necessary analytical tools to understand and engage in critical reasoning.
2. Extensive in-class exercises on different language uses and definitional techniques which will build confidence in applying the methods in a wide variety of circumstances and in increasingly complex arguments.
3. A discussion on different fallacies in language combined with in-class exercises to illustrate the principles and ensure practical competency.
4. To enhance reasoning skills that will enable students to answer various competitive examinations.

Course Outcome: At the end of the course the students will be able to–

CO 1: Understand and summarize the different types of arguments by identifying its premises and conclusion.

CO 2: Apply critical thinking on denotative and connotative techniques to develop strong definitions.

CO 3: Categorize systematically the different means of communication by analyzing various functions of language.

CO 4: Distinguish different types of informal fallacies that will enable to reason skillfully and clarify obscurity in language.

SYLLABUS

UNIT – I: Propositions **(15 hours)**

1:1 Definition and nature of simple proposition and compound proposition
1:2 Types of simple propositions and compound propositions
1:3 Symbolic representation of simple propositions and compound propositions

UNIT – II: Meaning and Definitions **(15 hours)**

2. 1. Varieties of Meaning
2. 2. The intension and extension of terms
2. 3. Definition and their purposes: Stipulate, Lexical, Précising, Theoretical and Persuasive
2. 4. Definitional techniques: Denotative and Connotative

2. 5. Identifying different types of definitions

UNIT – III: Aspects of Language **(15 hours)**

3. 1. Language functions: Informative, Expressive, Directive, mixed functions of language
3. 2. Emotive words and Emotively Neutral language
3. 3. Dispute and Ambiguity
3. 4. Kinds of agreement and disagreements- belief and attitude
3. 5. Identifying the different types of agreement and disagreement

UNIT – IV: Fallacies **(15 hours)**

4. 1. Meaning of fallacy and its classifications
4. 2. Fallacies of Relevance
4. 3. Fallacies of Presumption, Ambiguity
4. 4. Identifying different kinds of fallacies

References

Mandatory Reading:

1. Copi, Irving M. & Cohen, Carl. (2006) – 8th& 9th edition. *Introduction to Logic*. New Delhi: Prentice Hall of India.
2. Hurley, Patrick J. (2007). *Introduction to Logic*. New Delhi: Cengage Course India Pvt. Ltd.

Supplementary reading:

1. Black, Max. Critical thinking. (1946). *An Introduction to logic and Scientific method*. Prentice-Hall, Inc., New York
2. K.T. Basantani, *Introduction to Logic*, (Bombay, A.R. Sheth & Co., 1973)

Web Links:

1. Miller, Barry. "*Logically Simple Propositions*." Analysis, vol. 34, no. 4, 1974, pp. 123–128. JSTOR, www.jstor.org/stable/3328014.
2. "*COMPOUND PROPOSITION*." The Massachusetts Teacher (1858-1871), vol. 11, no. 10, 1858, pp. 373–376. JSTOR, www.jstor.org/stable/45024334.
3. Walton, Douglas. "*Defeasible Reasoning and Informal Fallacies*." Synthese, vol. 179, no. 3, 2011, pp. 377–407. JSTOR, www.jstor.org/stable/41477428.
4. Hahn, Ulrike, and Mike Oaksford. "*A Bayesian Approach to Informal Argument Fallacies*." Synthese, vol. 152, no. 2, 2006, pp. 207–236. JSTOR, www.jstor.org/stable/27653391

Course Title: Philosophy of Existentialism in Literature and Films (GEC)

Course Code: PHI.INT-03

Course Credits: 04

Total Marks: 100

Duration: 60 hours

This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.

Course Objectives:

The main objectives of this course in Western Philosophy that developed in the 19th and 20th centuries are:

(i) To provide the students with basic knowledge in the main areas of existentialism.

(ii) To focus on human situations and its quest for authenticity through literature and films.

Course Outcomes:

CO 1: Enumerate and elaborate upon the concepts in the school of existentialism.

CO 2: Critically analyze the characteristics of the school of existentialism as a product of a war-torn western society.

CO 3: Apply the concepts of existentialism in practical situations of modern living, and assess how these concepts exist in existential tensions.

CO 4: Interpret a given literary text or film in the light of philosophy of existentialism.

SYLLABUS

UNIT 1: INTRODUCTION TO EXISTENTIALISM (15 hours)

1.1. Background of Existentialism as a Movement

1.2. Meaning and Characteristics of Existentialism

1.3. Relevance and Key Figures of Existentialism

UNIT 2: EXISTENTIALISM AND ONTOLOGY (15 hours)

2.1. The Importance of Existence over Essence

2.2. Notion of Truth

2.3. The Concept of God

2.4. Being and Becoming

UNIT 3: CONCEPTS IN EXISTENTIALISM (15 hours)

3.1. The Self and the Other

3.2. Freedom and Choices
3.3. Evil and Suffering
3.5. Alienation, Estrangement and Absurd
3.6. Authentic Self
3.7. Death

UNIT 4. EXISTENTIALISM IN CONTEMPORARY CULTURE (15 hours)

4.1. Albert Camus' *The Stranger* (1942)
4.2. Jean Paul Sartre's *No Exit* (1947)
4.3. Rick and Morty (Television Series)
4.4. Groundhog Day, Indian Cinema

References

Mandatory Readings:

1. Sartre, Jean-Paul. (1957) *Existentialism and Humanism*, trans. Bernard Frechtman, New York: The Philosophical Library, 1957.
2. Kaufmann, Walter. (1968) *ed*. *Existentialism from Dostoevsky to Sartre*, Cleveland: World Publishing Company.
3. Kafka, Franz. (2009) *The Trial*, trans. Anthea Bell. New York: Oxford University Press.
4. Sartre, Jean Paul. (1989) *No Exit and Three Other Plays.* New York: Vintage International.
5. Camus, Albert. (1942) *The Stranger*, trans. Stuart Gilbert. New York, Vintage International.
6. Heidegger, Martin. (1962) Being and Time, trans. John Macquarrie, London: SCM.

Supplementary Readings:

1. Kierkegaard, Soren. (1946) *Either/Or*, trans. David Swenson, London: Oxford University Press.
2. Collins, James. (1935) *The Mind of Kierkegaard*, Chicago: Regnery.
3. Danske, J. (1970) *Being, Man and Death: A key to Heidegger*, Kentucky: University of Kentucky Press.
4. Sartre, Jean-Paul. (1966) *Being and Nothingness*, trans. Hazel Barnes, New York: Washington Square Press.
5. Masters, Brian. (1970) *A Student's Guide to Sartre*, London: Heinemann.
6. Marcel, Gabriel. (1949) *Being and Having*, trans. K. Farrer, Westminster: Dacre.

Web links:

1. Six Existentialist Thinkers. H. J. BLACKHAM. HARPER TORCHBOOHS. THE ACADEMY LIBRARY. HARPER & BOW, PUBLISHEBS. NEW YORK. 1959. https://drive.google.com/file/d/1yc_u6WimBAx1bqpWexw4Miizbt7dVzk-/view

SEMESTER V

Course Title: ANCIENT GREEK AND MEDIEVAL PHILOSOPHY

Course Code: PHI-V.C-7

Credits: 04

Marks: 100

Duration: 60 hours

The Course shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objectives: The objective of the Course is to:

1. Acquaint the students with the ancient Greek and medieval philosophy.
2. Enable the students to understand the philosophical foundation of western philosophy.
3. Enable the students to understand the changes in the development of western Philosophical thought.

Course Outcomes: At the end of the course students should be able to –

- **CO 1:** Identify important philosophers and describe important concepts in Ancient Greek and Medieval Philosophy.
- **CO 2:** Compare Ancient Greek and Medieval Philosophy with Modern Western Philosophy in present day ideologies.
- **CO 3:** Connect contemporary Ancient Greek and Medieval Philosophy with Modern Western Philosophy as well as Eastern and Indian Philosophy
- **CO 4:** Critically analyze the contributions of Ancient Greek and Medieval Philosophers and their influence in today's world.

SYLLABUS

Unit I – Ancient Greek Philosophy (upto Socrates) (15 hours)

1.1 Philosophy of Thales, Anaximander, Anaximenes, Heraclitus, Parmenides, Empedocles, Anaxagoras and Atomists.

1.2 Sophists and Socrates

a) Sophists – Protagoras and Gorgias

b) Socrates - Socratic Method and Socratic ethics.

Unit II –Post - Socratic Ancient Greek Philosophy (15 hours)

2.1 Plato – Epistemology, Theory of ideas, Cosmology.

2.2 Aristotle – Criticisms of Plato's theory of ideas, Substance, Form and Matter, Theory of causation.

Unit III – St. Augustine, Anselm and Arabic Philosophy (15 hours)

3.1 St.Augustine – Epistemology, God and the problem of evil, Freedom of the will.

3.2 St.Anselm – The problem of God.

3.3 Arabic Philosophy (Islamic and Jewish philosophies).

Unit IV- Thomas Aquinas, John Duns Scotus and William of Occam (15 hours)

4.1 Thomas Aquinas- Epistemology, Metaphysics, Theology.

4.2 John Duns Scotus – Faith and knowledge, God and the moral law, Doctrine of universals.

4.3 William of Occam- Occam's Razor.

References

Mandatory reading:

1. Stace, W.C. (2015) *A Critical History of Greek Philosophy*. New York: Oxford University Press.
2. Thilly, Frank. (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
3. O'Conner, D.J. (1985) A Critical History of Western Philosophy. New York: Free Press.

Supplementary reading:

1. Copleston, Frederick(1993) *A Critical History of Philosophy*. New York: Image Publishers.
2. Masih, Y (2016) *A Critical History of Western Philosophy*. (Greek, Medieval, Modern). New Delhi: MotilalBanarasidas.
1. Solomon, R. and Higgins, K. (1996) *A Short History of Philosophy*. New York: Oxford University Press.
2. Russell, Bertrand. (1945). *A History of Western Philosophy*. Simon & Schuster. Inc. Rockefeller Center, 1230 6th Avenue. New York
3. Rogers, Arthur K. (1907). *A Student's History of Philosophy*. New York, The Macmillan company; London, Macmillan & co., ltd.

Web Links:

1. **INDIAN AND GREEK PHILOSOPHY**Francisco R. Adrados*Annals of the Bhandarkar Oriental Research Institute*, Vol. 58/59, Diamond Jubilee Volume (1977-1978), pp. https://www.jstor.org/stable/41691672

Course Title: PHILOSOPHY OF SCIENCE

Course Code: PHI-V.E-9

Credits: 04

Mark: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.

Course Objective: The objective of the paper is to –

1. Enable the students to understand and apply correctly the basic concepts of science
2. Acquaint the students with fundamental concepts and issues in philosophy of science.

Course Outcome: At the end of the course students should be able to –

1. Enumerate and elaborate various basic concepts of understanding scientific knowledge through philosophy.
2. Interpret how different theories have developed of the progress and evolution of scientific thought and theory.
3. Apply the concepts of philosophy of the mind to emphasize an understanding of the scientific enterprise and its understanding of the world around us.
4. Critically analyze and assess the value of philosophical ways of thinking with regard to generating well-organized and objective scientific argument through critical and analytical processes.

SYLLABUS

Unit I – Science and Scientific Explanation (15 hours)

1.1 Nature and types of sciences
1.2 Defining scientific explanation
1.3 Role of laws in scientific explanation
1.4 Scientific explanation and non-scientific explanation

Unit II- Scientific Method (15 hours)

1.1 Deduction and Induction
1.2 The problem and justification of induction
1.3 Induction as a method of science
1.4 Hypothesis

Unit III - Revolutions in science (15 hours)

3.1 Positivism v/s post-positivism
3.2 Karl Popper- Conjectures and refutations
3.3 Thomas Kuhn- Incommensurability, Relativism and Progress

Unit IV- Realism and anti-realism (15 hours)

4.1 Metaphysics of the external world
4.2 Scientific realism
4.3 Anti-realism
4.4 Under-determination.

References

Mandatory reading:

1. Curd, Martin and Cover, J.A. (eds) (2012) *Philosophy of Science: The central issues*. New York: W.W. Norton & Co.
2. Godfrey-Smith, Peter (2003) *Theory and Reality: An Introduction to Philosophy of Science*. U.S.A: University of Chicago Press Ltd.
3. Kuhn, Thomas. S. (1962). 2nd edition, *The Structure of scientific Revolutions*. The University of Chicago Press, Ltd., London
4. Ayer, A. J. (1935). *Language, truth and Logic*. 11 Foubert's Place, London

Supplementary reading:

1. Kyburg, Henry E.(1968) *Philosophy of Science- A Formal Approach*. New York: The Macmillan Company.
2. Ladyman, James (2002) *Understanding Philosophy of Science*. New York: Routledge
3. Okasha, Samir(2008) *Philosophyof Science: A very short Introduction*. New York: Oxford University Press.
4. Rosenberg, Alex (2012) *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.

Web links:

Karl Popper . JONATHAN LIEBERSON . *Social Research*, Vol. 49, No. 1, Modern Masters (SPRING 1982), pp. 68-115**https://www.jstor.org/stable/40970854**

THOMAS KUHN & THE SHADOW OF WITTGENSTEIN (pp. 13 – 34) .From: Social Inquiry After Wittgenstein and Kuhn: Leaving Everything as It Is . John G. Gunnell . Columbia University Press (2014) https://www.jstor.org/stable/10.7312/gunn16940

Course Title: Contemporary Indian Philosophy

Course Code: PHI-V. E-10

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to –

1. Acquaint the students with the philosophy of contemporary Indian thinkers.
2. Enable the students to connect the classical Indian Philosophy with contemporary Indian philosophy.

Course outcome: At the end of the course students should be able to –

CO 1: Identify important philosophers and describe important concepts in Contemporary Indian Philosophy.

CO 2: Compare Classical Indian Philosophy with Contemporary Indian Philosophy, and apply those concepts to modern social practices, practices in education, nationalism and religion.

CO 3: Connect contemporary Indian Philosophy with Modern and contemporary Western Philosophy

CO 4: Critically analyze the contributions of Contemporary Indian Philosophers and their influence on modern society, and integrate those views into present day Indian society, politics and ideologies.

SYLLABUS

Introduction – Characteristics of contemporary Indian Philosophy.

Unit I: **Mahatma Gandhi and S. Radhakrishnan** **(15 hours)**

1.1 Mahatma Gandhi- Truth, Non-violence, Satyagraha, Sarvodaya
1.2 S. Radhakrishnan- Nature of ultimate reality, Nature of soul, Essence of religion

Unit II: Swami Vivekanand and Aurobindo **(15 hours)**

1.1 Swami Vivekanand – Nature of religion, Ideal of universal religion, raj yoga, Practical Vedante.
1.2 Aurobindo – The super mind, Triple status of super mind, Integral yoga.

Unit III: Mohammad Iqbal and M.N.Roy **(15 hours)**

3.1 MohamadIqbal- Nature of intuition, Human destiny

3.2 M.N.Roy – New humanism

Unit IV: Rabindranath Tagore and K.C.Bhattacharya (15 hours)

4.1 Rabindranath Tagore – Humanism, Religion and God

4.2 K.C.Bhattacharya – Consciousness and its four grades, negation as a basis of philosophy.

References

Mandatory reading:

1. Chartterjee Margret (1998) *Contemporary Indian Philosophy*. New Delhi: MotilalBanarasidass.
2. Iqbal, Mohammad (1980) *Reconstruction of Religious Thought in Islam*. Delhi: New Taj Office
3. Nigam, R. (1988*) RadicalHumanism of M.N.Roy*. New Delhi: Indus Publishing Co.
4. Radhakrishnan, S. (2009*) An Idealistic view of Life*. Noida: Harper Collins Publishers India Ltd.
5. Sri Aurobindo(1972*) Integral Yoga*. Pondicherry: Sri Aurobindo Ashram.

Supplementary reading:

1. Krishna, Daya(2001) *New Perspectives in Indian Philosophy*. Jaipur: Rawat Publications.

2. Lal, Basant. K. (2010). *Contemporary Indian Philosophy*. MotilalBanarsidass Publishers Pvt. Ltd., New Delhi, India.

3. Mahadevan, T.M.P. &Saroja, G.V. (1981*) Contemporary Indian Philosophy*. New Delhi: Sterling Publishers Pvt.Ltd.
4. Nirvana, V.S. (1964*) Modern Indian Thought*. Mumbai: Asia Publishing House.
5. Sharma, R.N. (1996) *Contemporary Indian Philosophy*. New Delhi: Atlantic Publishers & Distributers.

Web Links:

1. THE MAN IN GANDHIAN PHILOSOPHYADI H. DOCTOR*The Indian Journal of Political Science*, Vol. 53, No. 2 (April - June, 1992), pp. 152-167 https://www.jstor.org/stable/41855605

2. Swami Vivekananda and the Mainstreaming of the Yoga Sutra (pp. 116-142) From: The "Yoga Sutra of Patanjali": A BiographyDavid Gordon WhitePrinceton University Press (2014) https://www.jstor.org/stable/j.ctt6wq06fn

SEMESTER VI

Course Title: MODERN WESTERN PHILOSOPHY

Course Code: PHI-VI.C-8

Credits: 04

Marks: 100

Duration: 60 hours

The paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of a semester.

Course Objective: The objective of the paper is to –

1. Acquaint the students with the developments in modern western philosophy
2. Acquaint the students with the major philosophical trends such as rationalism and empiricism.
3. Acquaint the students with the construction of conceptual structures and world views by different thinkers.

Course outcome: At the end of the course students should be able to –

CO 1: Identify important philosophers and describe important concepts in Modern Western Philosophy.

CO 2: Apply concepts of Modern Western Philosophy to contemporary understanding of philosophical thinking.

CO 3: Connect contemporary Modern Western Philosophy with Ancient Greek and Medieval Philosophy in general, and Eastern and Indian Philosophy in particular.

CO 4: Critically analyze the contributions of Modern Western Philosophers and their influence into present day ideologies and society.

SYLLABUS

Unit I – The Beginning of Modern Western Philosophy. (15 hours)

1.1 The spirit of renaissance

1.2 Rene Descartes - Method of doubt, Theory of innate ideas, Mind-body problem, Proofs for God's existence.

Unit II – Spinoza and Leibniz (15 hours)

2.1 Benedict Spinoza - Substance, Attributes, Modes, Pantheism**.**

2.2 Gottfried Leibniz - Theory of monadology, Doctrine of pre-established harmony, Principles of non-contradiction, sufficient reason, identity of indescernibles

Unit III- Locke, Berkeley and Hume (15 hours)

1.1 John Locke - Refutation of innate ideas, Epistemology, Substance and its qualities

1.2 George Berkeley - Rejection of materialism, Esseestpercipi

1.3 David Hume - Impressions and ideas, Scepticism, Causality

Unit IV– Kant and Hegel **(15 hours)**

4.1 Immanuel Kant - Epistemology, Categories of understanding, Rejection of transcendent metaphysics
4.2 Georg Hegel - Dialectical method, Idea of the absolute

References

Mandatory reading:

1. Thilly, Frank (2009) *A History of Philosophy*. Allahabad: Central Book Depot.
2. Wright, W.K.(1958 *) A History of Modern Philosophy*. New York: The Macmillan Co.
3. Masih, Y. (2016) A Critical History of Western Philosophy (Greek, Medieval, Modern). New Delhi: MotilalBanarasidas.
4. O'Conner, D.J.(1985) A Critical History of Western Philosophy. New York: Free Press

Supplementary reading:

1. Copleston, Frederick (1993) *A History of Philosophy* (vol.4, 5, 6). New York: Image Publishers.
2. Falkenberg, Richard (2015) *History of Modern Philosophy*. U.S.A.: Jefferson Publication.
3. Rogers, A.K.(1935) *Students History of Philosophy*. New York: The Macmillan Co.
4. Scruton, Roger (2002*) A Short History of Modern Philosophy*. London: Routledge.
5. Solomon, R. and Higgins, K.(1996) A Short History of Philosophy. New York; Oxford University Press.

Web Links:

1. modern western philosophy. VI SEMESTER. CORE COURSE. BA PHILOSOPHY. (2011 Admission onwards). UNIVERSITY OF CALICUT. SCHOOL OF ... www.universityofcalicut.info › SDE › Modern Western Philosophy; VI Semester MODERN WESTERN PHILOSOPHY – University_ PDF

Course Title: PHILOSOPHY OF LAW
Course Code: PHI-VI.E-15
Credits: 04
Marks: 100
Duration: 60 hours

This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.

Course Objective: The objective of the paper is to –

1. Acquaint the students with issues and problems in the theory and practice of law.
2. Throw light on the basic ideas and principles of law.
3. Help in the logical analysis of legal concepts.
4. Train the critical faculties of the mind of the students.

Course Outcome: At the end of the course students should be able to –

CO 1: Demonstrate the necessity of law in the functioning of the society.

CO 2: Distinguish between Normative and Analytical Jurisprudence.

CO 3: Examine various concepts involved in the theories of law., and critically analyze the principles on which legal rules are based

CO 4: Evaluate the manner in which justice is derived, and the implication and applicability of legal reasoning to current socio-ethical phenomena.

SYLLABUS

Unit I – Analytic Jurisprudence **(15 hours)**

1.1. Natural law theory
1.2. Legal positivism- Conventionalist thesis, Social fact thesis, seperability thesis.
1.3. Ronald Dworkin's theory of law.

Unit II – Normative Jurisprudence **(15 hours)**

2.1. Freedom and limits of law- Legal moralism, Legal paternalism, the offence Principle.
2.2. The obligation to obey the law.
2.3. The justification of punishment.

Unit III- Critical theories of law **(15 hours)**

1.1.Legal realism
1.2.Critical legal studies
1.3.Law and economics
1.4.Outsider jurisprudence.

Unit IV – Legal Relations **(15 hours)**

4.1.Rights and Justice
4.2.Law and society
4.3.Law and morality
4.4.Individual rights and the state

References

Mandatory reading:

1. Feinberg, Joel (ed.) (1994) *Philosophy of Law*. California: Wadsworth publishing Co.
2. Marmor, Andrei. (2014*) Philosophy of Law.* U.S.A.: Princiton University Press.
3. Murphy, Mark C. (2013*) Philosophy of Law: The Fundamentals*. U.S.A.: Wiley-Blackwell.

Supplementary reading:

1. Patterson, dennis (ed.) (2010*) ACompanion to Philosophy of Law and Legal Theory*. U.S.A. :Wiley- Blackwell
2. Pound, Roscoe. (1982*) An Introduction to Philosophy of Law*. U.S.A.: Yale University Press.
3. Wacks, Raymond (2014) *Philosophy of Law*. New York: Oxford University Press.

Web Links:

1. Cardozo's Philosophy of Law. Edwin W. Patterson. *University of Pennsylvania Law Review and American Law Register*, Vol. 88, No. 1 (Nov., 1939), pp. 71-9. https://www.jstor.org/stable/3308899

Course Title: Introduction to Feminist Philosophy

Course Code: PHI.E-17

Credits: 04

Marks: 100

Duration: 60 hours

This paper shall have sixty hours of one hour duration i.e. four hours per week over a period of fifteen weeks of the semester.

Course Objectives:

1. To introduce students to the Philosophy of Feminism.
2. To offer a broad outline with regard to the nature and growth of women's movements in the modern age.

Course Outcomes:

CO 1: Enumerate and elaborate various basic concepts of Feminist Philosophy.

CO 2: Interpret how different theories have evolved and developed with regard to the role gender plays in daily life – individual and community.

CO 3: Apply the concepts of philosophy of the mind to emphasize an understanding of traditional philosophical thinking from a feminist and human standpoint.

CO 4: Critically analyze and assess the value of philosophical ways of thinking with regard to feminism transcends gender thereby seeing humanity empathetically, as well as towards campaigning for the rights of women.

SYLLABUS

UNIT 1: THE RISE OF FEMINIST THINKING (15 hours)

1.1. The world before Feminism
1.2. Meaning and Characteristics of Feminism
1.3. Relevance of Feminism in today's world

UNIT 2: HISTORICAL DEVELOPMENT OF FEMINISM (15 hours)

2.1. First, Second, and Third Wave Feminism
2.2. Feminism in the 21st Century: Fourth Wave?
2.3. Feminism in Africa and South America
2.4. Feminism in Asia (special reference to India)

UNIT 3: VARIETIES OF FEMINISM (15 hours)

3.1. Socialist Feminism
3.2. Radical Feminism
3.3. Liberal Feminism
3.4. Post-Modern Feminism

UNIT 4: CONTEMPORARY FEMINIST ISSUES (15 hours)

4.1. Work and Family
4.2. Woman's Body and Rights
4.3. Religion and Women
4.4. Politics and Gender

References

Mandatory Readings:

1. Beauvoir, Simone de. (1997) *The Second Sex,* London: Vintage.
2. Ingleheart, Ronald and Norris, Pippa. (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*, Cambridge: Cambridge University Press.
3. Johnson, Allan G. (1997) *The Gender Knot: Unraveling our Patriarchal Legacy,* London: Pearson Longman.
4. Kimmel, Michael S. (2008) *The Gendered Society (Third Edition),* New York: Oxford University Press.
5. Young, Iris Marion. (2005) *On Female Body Experience: "Throwing like a Girl" and Other Essays,* New York: Oxford University Press.
6. "Feminist Traditions" – The Internet Encyclopedia of Philosophy.
7. "Feminism" – Stanford Encyclopedia of Philosophy.

Supplementary readings:

1. Desai, Neera and MaithreyKrishnaraj. (1987) *Women and Society in India,* Delhi: Ajantha.
2. Helmi Jarviluoma, Pirkko Moisala & Anni Vilkko. (2003) *Gender and Qualitative Methods,* Chicago: The University of Chicago Press.
3. Mies, Maria. (1980) *Indian Women and Patriarchy,* Delhi: Concept.
4. Moore, Henrietta. (1988) *Feminism and Anthropology,* Minnesota: University of Minnesota Press.
5. Nanda, B.R. (1976) *Indian Women: From Purdah to Modernity*, Delhi: Vikas.
6. Ramazanoglu C. (2002) *Feminist Methodology: Challenges and Choices*, London: Sage.
7. Scott, Joan W. (1988) *Gender and the Politics of History,* New York: Columbia University Press.
8. Wallace, Ruth. (Ed.) (1989) *Feminism and Sociological Theory*, California: Sage.
9. De Souza, Alfred. (Ed.) (1987) *Women in Contemporary India*, Delhi: Ajanta.
10. John, Mary. (Ed.) (2008) *Women's Studies in India: A Reader,* New Delhi: Penguin.

Web Links:

1. Introduction to Feminist Philosophy and the Problem of Evil, Part I and Part II Robin May Schott*Hypatia*, Vol. 18, No. 2, Indigenous Women in the Americas (Spring, 2003), pp. 152-154 https://www.jstor.org/stable/3811018

'The feminist reader'MARGARET BEETHAM, HELEN BEETHAM*Critical Survey*, Vol. 4, No. 2, Feminist criticism (1992), pp. 168-173 https://www.jstor.org/stable/41555648