Parvatibai Chowgule College of Arts and Science
(Autonomous)
Accredited by NAAC with Grade 'A+'
Best Affiliated College-Goa University Silver Jubilee Year Award

DEPARTMENT OF PHILOSOPHY

SYLLABUS FOR FOUR YEAR (DOUBLE MAJOR) UNDERGRADUATE DEGREE HONOURS PROGRAMME IN PHILOSOPHY

(Implemented from the Academic Year 2023-2024 onwards)

COURSE STRUCTURE

SEMESTER	MAJOR CORE	MINOR/ VOCATIONAL	MULTIDISCIPLINARY COURSE (MDC)	VALUE ADDED COURSES (VAC)	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENHANCEMENT COURSE (SEC)
I	**UG-PHI-101:** MORAL PHILOSOPHY	NA	**UG-PHI-MDC1:** CURRENT ETHICAL ISSUES	**UG-PHI-VAC1:** VALUE EDUCATION **UG-PHI-VAC2:** PROFESSIONAL ETHICS	NA	**UG-PHI-SEC1:** PHILOSOPHY AND FILMS
II	**UG-PHI-102:** PRACTICAL ETHICS	NA	**UG-PHI-MDC2:** ECO-PHILOSOPHY	**UG-PHI-VAC3:** APPLIED PHILOSOPHY (YOGA & PRACTICE)	NA	**UG-PHI-SEC2:** PHILOSOPHY AND THEATRE
III	**UG-PHI-201:** LOGIC		**UG-PHI-MDC 3:** PHILOSOPHY OF HUMAN RIGHTS		NA	**UG-PHI-SEC 3:** PRACTICAL LOGIC
IV	**UG-PHI-202:** PHILOSOPHY OF RELIGION	**UG-PHI-VOC1:** PHILOSOPHY OF MIND				
	UG-PHI-203: POLITICAL PHILOSOPHY					
V	**UG-PHI-301:** CLASSICAL INDIAN PHILOSOPHY	**UG-PHI-VOC2:** PHILOSOPHY OF MANAGEMENT				
	UG-PHI-302: ORTHODOX INDIAN PHILOSOPHY					
VI	**UG-PHI-303:** ANCIENT GREEK &	**UG-PHI-VOC3:** PHILOSO				

		MEDIEVAL PHILOSOPHY	PHY OF LAW				
		UG-PHI-304: MODERN WESTERN PHILOSOPHY					
		UG-PHI-PRJ					
VII		**UG-PHI-401:** CONTEMPORARY INDIAN PHILOSOPHY					
		UG-PHI-402: PROBLEMS OF PHILOSOPHY					
VIII		**UG-PHI-403:** INTRODUCTION TO FEMINIST PHILOSOPHY					
		UG-PHI-404: CONTEMPORARY WESTERN PHILOSOPHY					
		UG-PHI-405: PHILOSOPHY OF SCIENCE					
		UG-PHI-406: SYMBOLIC LOGIC					

* Implementation of Fourth year (Semester VII & VIII) is subject to approval from DHE

SEMESTER I

<div align="center">DISCIPLINE SPECIFIC CORE COURSE</div>

Course Title : Moral Philosophy

Course code : UG-PHI-101

Credits : 04

Marks : 100

Duration : 60 hours

Course Objective: The course is designed with the following objectives–

1) To enable the students realize the importance of ethics and morality in life
2) To introduce the basic concepts and theories of ethics to students
3) To enable the students to analyse and evaluate a situation from moral perspective

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

CLO 1: Define various concepts related to ethics such as Ethical relativism, absolutism, dharma, free will and determinism.

CLO 2: Describe and analyse the various theories of ethics, so as to reduce personal bias.

CLO 3: Analyse any situation in terms of different ethical theories such as Kantian ethics, Utilitarianism and Virtue ethics.

CLO 4: Illustrate the nature of moral evil and various forms of punishments, and look at different ways of taking ethical positions in such situations.

<div align="center">**COURSE CONTENT**</div>

Module I: About Ethics   **(15 hours)**

1.1. Man, Society and Ethics
1.2. Meaning, nature and importance of ethics.
1.3. Sub-divisions of ethics.
1.4. Meaning of moral concepts.
1.5. Ethical relativism v/s absolutism.
1.6. Concept of Dharma

Module II: Freedom and moral responsibility   **(15 hours)**

2. 1.   Problem of free-will
2. 2.   Freedom and determinism
2. 3.   Freedom as indeterminism

2. 4.   Freedom as self-determinism
2. 5.   Customary morality and reflective morality

Module III: Ethical theories.   (15 hours)

3.1. Consequentialist theories
3.2. Deontological theories.
3.3. Virtue theories.
3.4. Indian Theories

Module IV: Crime and punishment.   (15 hours)

4.1.Nature and types of moral evil.
4.2.Justification for punishment.
4.3.Evaluation of capital punishment

References

Mandatory Reading:

1. Grcic, Joseph (1989).*Moral Choices–Ethical Theories and Problems*. New Delhi: West publishing Co.
2. Lillie, William (1984). *An Introduction to Ethics*. New Delhi: Allied publishers, Pvt. Ltd.
3. Sinha, J. N. (1978). *A Manual of Ethic.* New Delhi: New central Book Agency Pvt. Ltd.
4. Edwards, Paul (1968). *The Encyclopedia of Philosophy,* University of Pennsylvania Press. https://www.jstor.org/stable/2708299

Supplementary Reading:

1. Dowd, Joseph S.K. (2011). *Maximizing Dharma: Krsna's Consequentialism in the Mahabharata*. Praxis Journal of Philosophy (vol-3:1), Department of Philosophy, University of Manchester, U.K.
2. Maitra, S.K. (1978) – *The Ethics of Hindus.* Delhi: Asia Publication Services.
3. Teichman, Jenny & Evans, Katherine C. (1999). *Philosophy-A Beginner's Guide*. U.K..: Wiley -Blackwell Publishers.

Online Resources:

1. Crimes of Misery and Theories of Punishment. John B. Mitchell*New Criminal Law Review: An International and Interdisciplinary Journal*, Vol. 15, No. 4 (Fall 2012), pp. 465-510 https://www.jstor.org/stable/10.1525/nclr.2012.15.4.465
2. Ethical Types (pp. 133 – 164) From: Ethical Life: Its Natural and Social HistoriesWebb KeanePrinceton University Press (2016) https://www.jstor.org/stable/j.ctt1h4mhxw

<div align="center">MULTIDISCIPLINARY COURSE (MDC)</div>

Course Title : Current Ethical Issues

Course Code : UG-PHI-MDC 1

Credits : 03

Marks : 75

Duration : 45 hours

Course Objective: The course is designed with the following objectives–

1) To make learners familiarize with the current ethical issues faced by our present society, to comprehend various ethical precepts, principles through contemporary ethical dilemmas.
2) To challenge the learners to address ethical issues not in an abstract or impersonal sense, but to practically apply them in specific case studies through class discussions, papers and presentations.
3) To equip and motivate students to communicate ethical values to their families, communities and society.
4) To generate awareness about ambiguities that arises along with ethical issues that will help the learners to evaluate them accordingly.

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

CLO 1: Elaborate various ethical issues that influence individuals and society today.
CLO 2: Apply concepts of ethical thinking to create empathy to the general human condition in daily life situations.
CLO 3: Critically analyse and assess moral dogma that impedes basic human rights.

<div align="center">**COURSE CONTENT**</div>

Module I: Applied Ethics & Individual and Social Ethics **(15 hours)**

    1:1 Meaning, nature and scope of Applied Ethics
    1:2 LGBTQ++
    1:3 Prostitution
    1:4 Euthanasia and Suicide (Self-Killing)

Module II: Science, Technology and Environmental Ethics **(15 hours)**

    2. 1.   Cloning, Abortion and Surrogacy
    2. 2.   Bio Diversity and Chemical waste
    2. 3.   Animal Rights and welfare
    2. 4.   Ecological Associate Movements – Chipko, Bishnoi & Narmada Bachao

Module III: Ethics in Business, Research, Politics and Media   **(15 hours)**

   3. 1.   Business Ethics
   3. 2.   Plagiarism
   3. 3.   Political Violence - Naxalism and Terrorism
   3. 4.   Ethics in Media – Deception and Yellow journalism

References

Mandatory Reading:

1. Frey, R. G. And Christopher Heath Wellman (eds). (2003). *A Companion to Applied Ethics*. USA: Blackwell Publishing Ltd.
2. Hugh La Follette (ed.) (2003). *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.
3. Helga Kuhse and Peter Singer (eds.) (1999). *Bioethics: An Anthology*. USA: Blackwell publisher.

Supplementary Reading:

1. Bowie, Norman. (1989). *Business Ethics*. 2d ed. Englewood Cliffs, NJ: Prentice-Hall.
2. Küng, Hans. (2009). *A Declaration towards Global Ethics*. Geneva: Globethics.
3. Paul, Oliver. (2010). *The Student's Guide to Research Ethics*. USA: Open University press.
4. Rawls, John. (2001). *Justice as Fairness*: A Restatement, Cambridge MA: Belknap Press.
5. Weston. Anthony. (2001). *A Practical Companion to Ethics*. Oxford: Oxford University Press.
6. Cudd, Ann E; Andreasen, Robin O. (2005). *Feminist theory: A Philosophical Anthology*. Blackwell philosophy anthologies: 23. Malden, MA: Blackwell Publication.

Online Resources:

1. "*Business Ethics*." *Ethics for A-Level*, by Mark Dimmock and Andrew Fisher, 1st ed., Open Book Publishers, Cambridge, UK, 2017, pp. 143–155. *JSTOR*, www.jstor.org/stable/j.ctt1wc7r6j.12
2. Singh, Gopal. "*Psychology of Political Violence*." *Social Scientist*, vol. 4, no. 6, 1976, pp. 3–13. *JSTOR*, www.jstor.org/stable/3516257.

<u>VALUE ADDED COURSES (VAC)</u>

Course Title	:	Value Education
Course Code	:	UG-PHI-VAC 1
Credits	:	02
Marks	:	50
Duration	:	30 hours

Course Objective: The course is designed with following objectives–

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

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

CLO 1: Enumerate various processes of value formation and understand their impact on individual values and social phenomena.
CLO 2: Integrate Psychological, Ethical and Aesthetic Values for ethics of sustainability.
CLO 3: Interpret Individual-Group Behavior: conformity and nonconformity to values in various relationships.
CLO 4: Appraise various traditional value systems with minimal personal bias, and their practical applicability in the modern scenario.

COURSE CONTENT

Module I Introduction & Different Values   **(15 hours)**

    1.1 Value education- its purpose and significance
    1.2 Value enculturation: Family, School, Society
    1.3 Role of Culture and Civilization.
    1.4 Psychological, Ethical and Aesthetic Values (Maturity, Identity, Creativity & Imagination)

Module II Personality Development & Sustainability   **(15 hours)**

    2. 1.Leadership & Communication
    2. 2.Attitude, Aptitude & Self-esteem
    2. 3.Social Equality and Peace (Gender Equality)
    2. 4.Conservation and Development (Environmental Awareness)

References

Mandatory Reading:

1. Chakravarthy,S.K.(1999).*Values And Ethics For Organizations:TheoryandPractice*.New Delhi: Oxford University Press.
2. Chitakra, M.G. (2003). *Education and Human Values*, New Delhi: A.P.H. Publishing Corporation.
3. Das, M.S. &Gupta, V. K. (1995). *Social Value Samong Young adults: A changing Scenario*.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.

Online Resources:

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   **:**   Professional Ethics

Course code   **:**   UG-PHI-VAC 2

Credits   **:**   02

Marks   **:**   50

Duration   **:**   30 hours

Course Objective: The course is designed with the following objectives–

1) To expose students to multiple view points on ethical situations in professional settings.
2) To give guidance in analysing the conflicting ethical positions.
3) To develop ethical decision-making skill among the students.

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

CLO 1:   Enumerate and elaborate various ethical situations in professional settings through which one can have a   stronger moral code – as an individual and as a member of society.

CLO 2:   Interpret different ethical situations in the professional context to understand the uniqueness of the ethical context.

CLO 3:   Apply the concepts of logical thinking in professional situations when faced with ethical dilemmas.

CLO 4:   Critically analyse and assess unethical situations and challenge their validity in professional settings in the context of today's world.

COURSE CONTENT

Module I: Medical Ethics and Legal Ethics   **(15 hours)**

1.1. Medical Ethics
         1.1.1.   The Nature and Importance of Medical Ethics
         1.1.2.   Medical Professionals, Medical System, and Patients – Relationship and Responsibility
         1.1.3.   Golden Principles of Medical Ethics – Autonomy, Non-Maleficence, Beneficence, Justice

1.2. Legal Ethics
         1.2.1.   The Nature and Importance of Legal Ethics
         1.2.2.   Legal Professionals, Legal System, and Clients – Relationship and Responsibility
         1.2.3.   Golden Principles of Legal Ethics – Independence, Honesty, Integrity

Module II: Media Ethics and Business Ethics   **(15 hours)**

2.1. <u>Media Ethics</u>

    2.1.1. The Nature and Importance of Media Ethics

    2.1.2. Media Professionals, Media (Print and Visual), and Public – Relationship and Responsibility

    2.1.3. Golden Principles of Media Ethics – Independence, Transparency, Commitment, Accountability

2.2. <u>Business Ethics</u>

    2.2.1. The Nature and Importance of Business Ethics

    2.2.2. Business Professionals, Business World, and Clients – Relationship and Responsibility

    2.2.3. Golden Principles of Business Ethics – Honesty, Fairness, Integrity, Law Abiding, Transparency

References

Mandatory Reading:

1. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
2. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
3. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
4. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
5. BMA Medical Ethics Department - *Everyday Medical Ethics and Law* – BMJ Books (2013)
6. Anne T. Lawrence_ (Business ethics professor) James Weber – *Business and society – Stakeholders, Ethics, Public Policy* (2020)

Supplementary Readings:

1. Subramanian, R., Professional Ethics: Need for the 21st Century (OUP, 2017)
2. Naagarazan, R.S., A Textbook On Professional Ethics And Human Values (New Age International Private Limited, 2020)
3. Senthilkumar, V. S., Professional Ethics and Human Values (PHI Learning, 2015)
4. Alavudeen, A., Jayakumaran, M., & Rahman, R. Kalil, Professional Ethics and Human Values (Laxmi Publications, 2015)
5. Raghavan, B. S., Human Values and Professional Ethics (S Chand, 2003)

Online Resources:

1. Dr. Manoj Kumar, Importance of ethics in Professions, http://data.conferenceworld.in/25FebEMSSH/21.pdf

Course Title :   Philosophy and Films

Course Code :   UG-PHI-SEC 1

Credits   :   03

Marks   :   75

Duration   :   45 hours

Course Objective: The course is designed with the following objectives–

1) To explore philosophical problems surrounding films: as a form of entertainment and also as a work of art.
2) To approach the cognitive, psychological and ethical dwellings of film and inherent relationship between film and philosophy.
3) To 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) To stimulate innovative interactions between students that will allow students to make enriching connections between two disciplines, i.e. Philosophy and Films.

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

CLO 1:   Elaborate upon the concepts in the philosophy of movies.
CLO 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.
CLO 3:   Design videos, plays, etc. that depict human life in the aesthetic context of movies.

COURSE CONTENT

Module 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

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

     2. 1.   Photography and Representation
     2. 2.   Beauty, Symbolism and Metaphors
     2. 3.   Presentation: Reality and Fiction
     2. 4.   Authorship and copyright

Module 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.   Film Criticism & Ethics

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.

Online Resources:

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 II

Course Title : PRACTICAL ETHICS (Core)

Course code : UG-PHI-102

Credits : 04

Marks : 100

Duration : 60 hours

Course Objective: The course is designed with the following objectives–

1) To expose students to multiple view points on situations of daily life.
2) To give guidance in analyzing the conflicting positions.
3) To develop decision making skill among the students.

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

CLO 1: Enumerate and elaborate various ethical situations through which one can have a stronger moral code – as an individual and as a member of society.

CLO 2: Interpret different ethical situations so as to understand the uniqueness of morality based on context.

CLO 3: Apply the concepts of logical thinking in daily life situations when faced with moral dilemmas.

CLO 4: Critically analyse and assess unethical situations and challenge their validity in the context of today's world.

COURSE CONTENT

Module I: Bio-ethics (15 hours)

    1:1 Euthanasia
    1:2 Abortion
    1:3 Animal experimentation
    1:4 Cloning
    1:5 Surrogacy

Module II: Professional Ethics (15 hours)

  2. 1. Medical ethics
  2. 2. Legal ethics.
  2. 3. Media ethics
  2. 4. Business ethics

Module III: Social Ethics (15 hours)

3. 1. Homosexuality, gay and lesbian marriages
3. 2. Racism
3. 3. Gender discrimination.
3. 4. Corruption

Module IV: Environmental Ethics (15 hours)

4. 1. Eco-crisis
4. 2. Dominion Perspective
4. 3. Participation Perspective
4. 4. Stewardship Perspective.

References

Mandatory Reading:

1. LaFollette, Hugh. (1997). *Ethics in Practice – An Anthology*. U.K: Blackwell Publishers.
2. Piet, John & Ayodhya, Prasad. (2000) *An introduction to Applied Ethics*. New Delhi: Cosme Publications.
3. Singer, Peter. (1995). *Practical Ethics*. New York: Cambridge University Press
4. Titus, H.H. (1994). Living Issues in Philosophy. New Delhi: Cenagage Course India Pvt. Ltd.

Supplementary Reading:

1. Day, Louis Alvin. (2003). *Ethics in Media Communication-Cases and Controversies*. U.S.: Wadsworth / Thomas Course.
2. Des Jardins, Joseph. (2011). *An introduction to Business Ethics*. New Delhi: Tata Mc Grow Hill Education Pvt. Ltd.
3. Reich, Warren T.(1995). *Encyclopedia of Bio-Ethics* (relevant articles). New York: Macmillan Publishing Company.
4. Kush, Helga & Singer, Peter. (2006). *Bioethics – An Anthology.* Blackwell Publishing; 2nd edition (March 20, 2006)
5. Theory and Bioethics. Stanford Encyclopaedia. Published Tuesday May 18, 2010. https://plato.stanford.edu/entries/theory-bioethics/

Online Resources:

1. Applied Ethics (pp. 517-538) From: *Biblical Studies, Theology, Religion and Philosophy: An Introduction for African Universities*.Joseph B. R. GaieZapf Chancery Publishers Africa Ltd. (2010) https://www.jstor.org/stable/j.ctvgc6054

<u>MULTIDISCIPLINARY COURSE (MDC)</u>

Course Title : Eco-Philosophy

Course Code : UG-PHI-MDC 2

Credits : 03

Marks : 75

Duration : 45 hours

Course Objective: The course is designed with the following objectives–

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

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

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

CLO 2: 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.

CLO 3: Assess issues related to environmental crises and the measures that can be generated from ecological spirituality.

COURSE CONTENT

Module I – Introduction & Contemporary Movements in India (15 hours)

1:1 Meaning, nature and scope of Ecological Philosophy
1:2 Buddhist & Jain Perspectives
1:3 Spiritual Ecology and Holism: Hinduism
1:4 Sustainable living: Diversity and stability in Gandhi, Ambedkar, Vivekananda

Module II – Global Contemporary Movements (15 hours)

2. 1. Contradictions and Limitations: Yin and Yang, Nietzsche, Heidegger, and Merleau-Ponty
2. 2. Eco- Feminism
2. 3. Deep Ecology
2. 4. Social Ecology and Bioregionalism

Module III – Environmental Crises (Case Studies)   **(15 hours)**

3. 1.   Climate Change, Global warming, Green-house effect
3. 2.   Effects of Pesticides, Eco-farming
3. 3.   Obligation towards Future Generation
3. 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. Kingsland, S.E. (1985) *Modelling Nature: Episodes in the History of Population Ecology*. University of Chicago Press.
3. Næss, Arne. (1973) "The Shallow and the Deep Long-Range Ecology Movement: A Summary". *Inquiry, 16:95-100*.
4. Taylor, Paul W. (1986). *Respect for Nature: A Theory of Environmental Ethics*. Princeton NJ: Princeton University Press.
5. 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.
6. Mies, Maria, and Shiva, Vandana. (1993) Ecofeminism, London: Zed Books Ltd.
7. Shiva, Vandana. (2005, 2015) Earth Democracy: Justice, Sustainability, and Peace. Berkeley: North Atlantic Books.

Online Resources:

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

<u>VALUE ADDED COURSE (VAC)</u>

Course Title : Applied Philosophy (Yoga & Practice)

Course code : UG-PHI-VAC 3

Credits : 02

Marks : 50

Duration : 30 hours

Course Objective: The course is designed with the following objectives–

1) To explore philosophical understanding on applied philosophy and Indian ethics
2) To approach the cognitive, psychological and ethical dwellings of philosophy of Yoga and its applicability on the person's life
3) To learn the fundamentals of Yoga for harmonizing the body, mind and emotions by demonstrate the value and the practice of holistic living.

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

CLO 1: Understand the basic of Applied Philosophy and the different concepts of Indian Ethics Indian Ethics

CLO 2: Enable to discipline the mind through practicing Yoga and will understand the consciousness through practical training.

COURSE CONTENT

Module I: Introduction to Applied Philosophy & Indian Ethics (15 hours)

1.3. Meaning, Definition and Nature of Applied Philosophy
1.4. Importance of Applied Philosophy Today
1.5. Sadharna (Samanya) Dharma & Varnashram Dharma
1.6. Purusartha & Karma Niyam

Module II: Yoga & Practice (15 hours)

2.1. History of Yoga & Yoga-Sutra
2.2. Asana: Significance, Basic Asana, Application
2.3. Pranayama: Effects, Basic Techniques, Application
2.4. Dhyana: Importance, Methods of Concentration

References

Mandatory Reading:

1. Swami SatyanandaSaraswati. *Āsanas, Prāṇāyāmaand Mudra Bandh*. Yoga Publications Trust, Munger, Bihar, India, 2004.
2. Dasgupta, Surendranath. (2010 Reprint). *A History of Indian Philosophy (Vol I)*. New Delhi: MotilalBanarsidass Publishers Pvt.Ltd
3. Mohapatra, P. K. (2019). *An Applied Perspective on Indian Ethics*. Singapore: Springer Singapore.
4. Francis, T. C. (2013). *Patanjali's healing: an interpretation of the Yoga Sutra of Patanjali*. Oxford, USA: Andrews UK;Arthur H. Stockwell.
5. Kak, S. (2016). *Mind and Self: Patañjali's Yoga Sutra and Modern Science*. New York: Mount Meru Publishing.
6. Patanjali. (2009). *Yoga Sutra*. Delhi: Indian Penguin, Penguin Classics.

Supplementary Reading:

1. Bachman, N. (2005). The Language of Yoga: Complete A to Y Guide to Asana Names, Sanskrit Terms, and Chants. Sounds True.
2. Lasater, P. J. (2009). Yogabody: Anatomy, Kinesiology, and Asana. Rodmell Press.
3. Saraswati, S. S. (1995). Asana, Pranayama, Mudra and Bandha. New Delhi: Bihar School of Yoga,India.M. Hiriyanna, *The Indian Conception of Value*, Mysore Kavyalaya, Mysore, 1975.
4. K.R. Srinivasa Iyengar, The Metaphysics of Value, The Mythic Society, Bangalore, 1942.

Online Resources:

1. Goodwin, W. F. (1955). ETHICS AND VALUE IN INDIAN PHILOSOPHY. *Philosophy East and West*, 4(4), 321–344. https://doi.org/10.2307/1396742
2. Rao, G. H. (1926). THE BASIS OF HINDU ETHICS. *International Journal of Ethics*, 37(1), 19–35. http://www.jstor.org/stable/2378204
3. Widgery, A. G. (1930). THE PRINCIPLES OF HINDU ETHICS. *International Journal of Ethics*, 40(2), 232–245. http://www.jstor.org/stable/2377977
4. Eliade, M. (1963). YOGA AND MODERN PHILOSOPHY. *The Journal of General Education*, *15*(2), 124–137. http://www.jstor.org/stable/27795868
5. Macy, R. J., Jones, E., Graham, L. M., & Roach, L. (2018). Yoga for Trauma and Related Mental Health Problems: A Meta-Review With Clinical and Service Recommendations. *Trauma, Violence & Abuse*, *19*(1), 35–57. https://www.jstor.org/stable/27010960
6. Whicher, I. (2010). A RE-EVALUATION OF CLASSICAL YOGA. *Annals of the Bhandarkar Oriental Research Institute*, *91*, 133–154. http://www.jstor.org/stable/41692166

Course Title :   Philosophy and Theatre

Course code :   UG-PHI-SEC 2

Credits :   03

Marks :   75

Duration :   45 hours

Course Objective: The course is designed with the following objectives–

1) To explore philosophical problems surrounding theatre as both a form of entertainment and a work of art.
2) To approach the cognitive, psychological and ethical dwellings of theatre and inherent relationship between theatre and philosophy.
3) To enable the students to approach theatre not to evaluate and critique it so that they are exposed to the aesthetics and cognitive science involved in it.
4) To stimulate innovative interactions between students that will allow students to make enriching connections between Philosophy and Theatre.

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

CLO 1:   **CO 1:** Elaborate upon the concepts in the philosophy of theatre.

CLO 2:   **CO 2:** Interpret a play in the context of philosophical thinking and apply the concepts of philosophy learnt from it in practical situations.

CLO 3:   **CO 3:** Design plays or scripts that depict human life in the aesthetic context of theatre.

CLO 4:   **CO 4:** Assess arguments for and against concepts that crop up through the study of theatre.

COURSE CONTENT

Module I: Analytic and Cognitive approaches   **(15 hours)**

    1:1 What is Theatre?
    1:2 Philosophy around Theatre – Past and Present
    1:3 The Script and the Narrative
    1:4 Thought Orientation in Theatre

Module II: Psychological Elements in Theatre   **(15 hours)**

    2. 1.   Presentation of Truth and Illusion
    2. 2.   Imitation and Imagination – Symbolism and Metaphors
    2. 3.   Theatre and Emotions – Comedy, Tragedy, Suspense
    2. 4.   The Audience – Identification and Communication of the Plot

Module III: Theatre in Practice   **(15 hours)**

      3.1. Theatre and Ethics
      3.2. Teachings through Theatre
      3.3. Evils and Issues
      3.4. Theatre as a Means of Social Change

References

Mandatory Reading:

1. Stern, Tom, *Philosophy and theatre: An Introduction* (Routledge, 2014)
2. Stern, Tom, *The Philosophy of Theatre, Drama and Acting* (Rowman & Littlefield, 2017)
3. Watt, Daniel, *Theatres of Thought: Theatre, Performance and Philosophy* (Cambridge, 2007)
4. Krasner, David, & Saltz, David. Z., *Staging Philosophy: Intersections of Theater, Performance, and Philosophy* (University of Michigan, 2006)
5. Woodruff, Paul, *The Necessity of Theater* (OUP, 2008)
6. Meyer-Dinkgrafe, Daniel, & Watt, Daniel Peter, *Ethical Encounters: Boundaries of Theatre, Performance and Philosophy* (Cambridge, 2020)
7. Lagaay, Alice, *Encounters in Performance Philosophy* (Palgrave Macmillan, 2014)

Supplementary Readings:

1. Soto-morettini, Donna, The Philosophical Actor – A Practical Meditation for Practicing Theatre Artists (University of Chicago Press, 2011)
2. Granzer, Susanne, Actors and the Art of Performance: Under Exposure (Performance Philosophy) (Palgrave Macmillan, 2016)
3. DeCoursey, Matthew, Embodied Aesthetics in Drama Education: Theatre, Literature and Philosophy (Bllomsbury Academic, 2018)
4. Gaut, Berys (Ed.), Lopes, Dominic (Ed.), McIver Lopes, Dominic (Ed.), The Routledge Companion to Aesthetics (Routledge, 2005)
5. Street, Anna (Ed.), Alliot, Julien (Ed.), Pauker, Magnolia (Ed.) Inter Views in Performance Philosophy: Crossings and Conversations (Palgrave Macmillan, 2018)

Online Resources:

1. Stanford Encyclopedia of Philosophy, Philosophy of Theatre,
   https://plato.stanford.edu/entries/theater/

SEMESTER III

Course Title : LOGIC

Course Code: UG-PHI-201

Credits: 04

Marks: 100

Duration: 60 hours

Course Objective: The paper is designed with following objectives–

1) Introduce to the students the basic elements and concepts in logic.
2) Develop logical thinking skill among the student.

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

CLO 1: Enumerate and elaborate various methods to reason better logically.

CLO 2: Interpret different arguments so as to design stronger and better logical arguments.

CLO 3: Apply the concepts of logical thinking to identify mistakes in the points opponents make.

CLO 4: Critically analyze and assess logical arguments in the context of their relevance in today's world.

COURSE CONTENT

Module I: About Logic   (15 hours)

1.1. Meaning, nature and importance of logic.
1.2. Argument : Identifying reason (premise and conclusion)
1.3. Sentences and propositions (its types)
1.4. Deductive and Inductive arguments.
1.5. Truth, Validity and Soundness.

Module II: Propositions   (15 hours)

2. 1. Meaning and Nature of standard form categorical propositions
2. 2. Distribution of terms.
2. 3. Reduction of sentences to standard form categorical proposition.
2. 4. Representation through Venn diagram.

Module III: Inferences   (15 hours)

3.1. Meaning and types of inferences.
3.2. Opposition of proposition.
3.3. Eductions- its types (Obversion, Conversion, Contraposition, Obverted Converse, Inversion)
3.4. Categorical Syllogism – its structure and evaluation

Module IV: Ordinary Language Arguments   (15 hours)

  4. 1. Hypothetical Argument –its nature and rules of validity.
  4. 2. Disjunctive Argument – its nature and rules of validity.
  4. 3. Enthymeme- its meaning and types.
  4. 4. Sorites -its meaning and distinction between Aristotelian and Goclenian sorites.

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: CengageCourse 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. *Use of Formal Logic* Alfred Sidgwick*Mind*, Vol. 41, No. 163 (Jul., 1932), pp. 341-3 https://www.jstor.org/stable/2250309
2. *Ancient Logic* A. C. Lloyd. *The Philosophical Quarterly (1950-)*, Vol. 5, No. 19 (Apr., 1955), pp. 175-178 https://www.jstor.org/stable/2217144

Course Title: PHILOSOPHY OF HUMAN RIGHTS

Course code: UG-PHI-MDC 3

Credits: 03

Marks: 75

Duration: 45 hours

Course Objective: The paper is designed with the following objectives -

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 –

CLO 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 at national and international levels.

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

CLO 3: Compare various types of human rights and apply them in relevant contexts.

COURSE CONTENT

Module 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

1:4 Human Rights in Indian & International Context

Module 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

2. 4. Universal Declaration of Human Rights

Module III: Types of Human Rights   **(15 hours)**

2.1. Social and Economic Rights.

3. 2. Rights of Women and Children

3. 3. Civil and Political Rights

3. 4. Minority Rights

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). *The Universal 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.

Online Resources:

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, 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: Practical Logic

Course Code: UG-PHI-SEC-3

Credits: 03

Marks: 75

Duration: 45 hours

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–

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

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

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

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

COURSE CONTENT

Module I: Propositions and Definitions   (15 hours)

1:1 Nature of simple proposition, Compound proposition and its types
1:2 Symbolic representation of compound propositions
1:3 Definitional techniques: Denotative and Connotative
1:4 Varieties of Meaning, the intension and extension of terms
1:5 Definition and their purposes: Stipulative, Lexical, Précising, Theoretical and Persuasive

Module II: Aspects of Language   (15 hours)

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

Module III: Fallacies   (15 hours)

    3. 1. Meaning of fallacy and its classifications
    3. 2. Fallacies of Relevance
    3. 3. Fallacies of Presumption
    3. 4. Fallacies of Ambiguity
    3. 5. 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

SEMESTER IV

DSC COURSE FOR SEMESTER IV

Course Title: PHILOSOPHY OF RELIGION

Course Code: UG-PHI-202

Credits: 04

Marks: 100

Duration : 60 hours

· **Course Objective:** The paper is designed with following objectives–

1) To introduce students to the central areas of debate in the Philosophy of Religion.
2) To introduce students to some of the basic issues and methods of Philosophy of Religion.
3) To develop students' analytic reasoning.

Course Outcome:

CLO 1: Examine the main issues, concepts and arguments of philosophy of religion such as the concept of God, religion, faith, revelation and immortality of the soul.

CLO 2: Differentiate and associate between Philosophy and theology, theism, atheism and agnosticism and the beliefs for and against the existence of God.

CLO 3: Construct arguments/defense in favor of and against the criticisms for the existence of God.

CLO 4: Engage in and assess critical analysis of religious phenomena, beliefs and practices on the one hand and conflicting interpretations of them on the other, developing one's own understanding of their unanimities and celebrating their differences.

COURSE CONTENT

Module I: Introduction   (15 hours)

1.1. Nature of Philosophy of Religion its scope and methods
1.2. Relation of Philosophy of Religion to Philosophy and Theology
1.3. Relation of Religion to Morality and Science

Module II: Religious Epistemology   (15 hours)

2.1. Sources of religious knowledge- Revelation, Faith, Mystical and Spiritual experiences
2.2. Religious concepts:
  i. Theism and its types
  ii. Atheism
  iii. Agnosticism

Module III: Problems of God   (15 hours)

3.1. Grounds for belief in God
  - Ontological, Cosmological, Teleological, Moral arguments.
3.2. Grounds for disbelief in God
  - Karl Marx's view
  - Sigmund Freud's view

- Challenges from science
- Challenges from evil

Module IV: The progress and destiny of man   (15 hours)

4.1.   The goal of human history
4.2.   The idea of immortality
4.3.   Law of Karma

References

Mandatory reading:

1. Hick, John. (1991).*Philosophy of Religion*. New Delhi: Prentice Hall of India Private Limited.
2. Mohapatra, A.R. (1985). *Philosophy of Religion - An Approach to World Religions.* New Delhi: Sterling Publishers Private Limited.
3. Wright, W. K. (1958). *AStudents'PhilosophyofReligion.* New York: Macmillan Company.
4. Edward, Paul. (1972). *Encyclopedia of Philosophy.* New York: Macmillan Publishing Co.
5. Masih, Y. (1995).*Introduction to Religious Philosophy.* New Delhi: Motilal Banarsi Dass Publishers Private Limited.

Supplementary reading:

1. Galloway, George. (1954). *Philosophy of Religion.* New York: Charles Scribner's Son's.
2. Honer, S.M.et.al. (2006).*Invitation to Philosophy.*USA: Thomson Course Academic Resource Center.
3. Lewis, H.D. (1975). *Philosophy of Religion.* London: St. Paul's House.
4. Davies, Brian. (2004*). An Introduction to   Philosophy of Religion.* Oxford University Press. Walton Street. Oxford OX2 6DP Oxford. New York
5. Hospers, John, (1997), *An Introduction to Philosophical Analysis* London. Routledge.

Web Links:

1. Science and Religious Belief in the Modern World: 'Challenges and Opportunities' (pp. 35-46).*Science and Religion: Christian and Muslim PerspectivesDenis Alexander.*Georgetown   University   Press (2012) https://www.jstor.org/stable/j.ctt2tt5h4

Course Title: POLITICAL PHILOSOPHY

Course Code: UG-PHI-203

Credits: 04

Marks: 100

Duration   : 60 hours

Course Objective: The paper is designed with following objectives–

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 –

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

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

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

CLO 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.

COURSE CONTENT

Module I – Ancient Political Philosophers   (15 hours)
  1.1.   Plato
  1.2.   Aristotle
  1.3.   Cicero
  1.4.   Kautilya

Module II – Contemporary Political Philosophers.   (15 hours)
  2.1.   J. S. Mill
  2.2.   John Rawls
  2.3.   B.R Ambedkar
  2.4.   Mahatma Gandhi

Module III – Political ideology – I   (15 hours)
  3.1.   Monarchism
  3.2.   Fascism
  3.3.   Communism
  3.4.   Democracy

Module IV – Political ideology – II   (15 hours)
  5.1.   Sarvodaya
  5.2.   Contractualism
  5.3.   Radicalism
  5.4.   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 Political Theory*. 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.
9. Deutsch, Kenneth, L. & Pantham, Thomas, (1986) *Political Thought in Modern India* New Delhi. Sage India.

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

VOC FOR SEMESTER IV

Course Title: PHILOSOPHIZING MIND AND PERSONALITY

Course code: UGC-PHI-VOC I

Credits: 04

Marks: 100

Duration: 60 hours

Course Objective: The paper is designed with following objectives–

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-

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

CLO 2: Apply the concepts of philosophy of the mind to emphasize an understanding of the human condition and context.

CLO 3: Interpret how different theories have evolved and developed with regard to philosophy of the mind.

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

COURSE CONTENT

Module I: Introduction   **(15 hours)**
1:1 Nature of Philosophy of Mind.
1:2 Survey of the Problems of Philosophy of Mind.
1:3 The Mind and Vocational Training

Module II: Mind and Body Problem   **(15 hours)**
2. 1. Mind-body relation - Interactionism, Psycho-Physical Parallelism and Epiphenomenalism.

2. 2. Personal Identity - Memory criterion and Bodily criterion.

2. 3. Our Knowledge of Other Minds

Module III: Psychological Aspect of Mind   **(15 hours)**
3. 1. Theory of personality - Freud, Adler and Jung.
3. 2. Theory of Dreams - Freud.
3. 3. Other Theories – Maslow, Erikson, Piaget, Kohlberg

Module IV: Application of the Mind in Vocational Training   (15 hours)

4. 1. Vocational Choice and Adjustment

4. 2. The Mind and Job Satisfaction and Success

4. 3. The Mind in Decision Making at work

References:

Mandatory reading:

1. Maslin, Keith. (2007). *An Introduction to Philosophy of Mind.* USA: Wiley-Blackwell.

2. Hospers, John (1971). *Introduction to Philosophical Analysis.* Madras: Allied Publishers private Limited.

3. Paul Edwards (1972 Reprint edition). *Encyclopedia of Philosophy.* New York: Macmillan Publishing co. and Free Press.

4. Shaffer, Jerome (1968). *Philosophy of Mind.* Prentice-Hall. California

5. Savickas, M. L. and Spokane, A. R. 1999. Vocational Interests: Their Meaning, Measurement, and Counseling Use. Palo Alto, CA: Davies-Black.

6. Savickas, M. L., ed. 2001. "The Future of Vocational Psychology." [Special issue]. Journal of Vocational Behavior 59(2).

7. Walsh, W. B. and Savickas, M. L., eds. 2005. Handbook of Vocational Psychology. 3d ed. Mahwah, NJ: Lawrence Erlbaum.

8. Hurlock, Elizabeth B., (2006) Developmental Psychology (5th Ed.) Tata McGraw Hill, Customized Edition.

Supplementary reading:

1. Guttenplan, Samuel. (Reprinted 1996). *A Companion to Philosophy of Mind.* U.K: Blakwell Publishers Ltd.

2. Lowe, E.J. (2000). *An Introduction to the Philosophy of mind.* UK: Cambridge Universityn Press.

3. Lindzey, Gardner. N. (1978). *Theories of Personality: primary sources and research.* California: Wiley- Blackwell.

4. Mohapatra, P.K. (2000) *Personal Identity* New Delhi: D.K. Print World Ltd.

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

ANNEXURE I

(Summary of changes incorporated in the syllabus)

Semester	Course Title	Existing (Indicate only the unit where the change is proposed)	Changes Proposed	Specify the reason for the change
IV	Philosophizing Mind and Personality (UG-PHI-VOC1)		Course title was changed from "Philosophy of Mind" to "Philosophizing Mind and Personality".	Course title was changed to make the course more suitable to the Vocational Education & Training programme.