

DEPARTMENT OF PHILOSOPHY

BA (HONS.) PHILOSOPHY

DISCIPLINE SPECIFIC CORE COURSE -7 (DSC-7) – Western Philosophy: Descartes to Kant

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Western Philosophy: Descartes to Kant DSC 7	4	3	1	0	12 th Pass	Sem 1 and II, UG, BA Hons, Philosophy

Learning Objectives

The Learning Objectives of this course are as follows:

- The paper introduces the seminal ideas of the western philosophers from the time of Descartes (1592-1650) onwards till David Hume (1711-1776)
- The readings will enhance the study of six philosophers grouped under two traditions of thought: Rationalism and Empiricism
- The course will aim at analysing the main arguments surrounding the reasons for accepting rationalism vs empiricism
- The course will increase an understanding of the genesis of modern debates in philosophy and allied disciplines like cognitive science, artificial intelligence.

Learning outcomes

The Learning Outcomes of this course are as follows:

- It will enable students to understand the debates between rationalism and empiricism through the reading of original texts
- Students will be able to critically analyse the arguments on each side of the rationalist-empiricist debate
- Students will be able to evaluate the modern significance of the historical debates that are still reverberating in contemporary research

UNIT 1: Introduction

(9 hours)

1. Rationalism
2. Empiricism
3. The main aspects of the debate

Essential Readings

Rationalism vs. Empiricism- Markie, Peter, *The Stanford Encyclopaedia of Philosophy*, 2017 ed. Zalta.N. Edward.

UNIT 2: Rationalism

(12 hours)

1. Descartes: Method of Doubt
2. Spinoza : Concept of God
3. Leibniz : The concept of Monads

Essential Readings

Rene Descartes- Meditations on First Philosophy, London: Penguin Classics, 1998.(Ch. 1 and 2)

Spinoza- Ethics, London, Penguin Classics, 2005 (Book-1)

G W Leibniz- Refer to any secondary source for the concept of Monads.

UNIT 3: Empiricism

(12 hours)

1. Locke: Critique of Innate Ideas
2. Berkeley: Immaterialism(denial of matter)
3. Hume : Ideas and Impressions (brief description) and Causation

Essential Readings-

Locke, John: An Essay Concerning Human Understanding, London, Penguin Classics, 1997 (**Book-1**)

Berkeley, George- Three Dialogues between Hylas and Philonous, London, Penguin Classics, 1988. (**First Dialogue only**)

Hume, David : An Enquiry Concerning Human Understanding, Oxford : Clarendon Press, 1975 (**Part 1- section 2 &3 and Part 2- section 7**)

UNIT 4: Critical Philosophy

(12 hours)

1. Classification of Propositions
2. Analytic, Synthetic,
3. Synthetic a priori

Essential Reading

Kant, Immanuel, Critique of Pure Reason, Cambridge Ed. of the works of Immanuel Kant, Guyer, Paul and Wood, Allen, 1999, (Introduction- pp-127-152)

Suggestive Readings

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

DISCIPLINE SPECIFIC CORE COURSE -8 (DSC-8) – Social and Political Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Political Philosophy DSC-8	4	3	1	Nil	12 th Pass	Sem I and Sem II UG Philosophy Hons

Course Objective

- This course aims at introducing the students to fundamental issues, and concepts in modern social and political philosophy.
- This course will enhance the understanding of social and political structures that govern our world, and understand the underlying theoretical frameworks.
- This course will discuss concept like liberty, justice, democracy, dignity, civilisation, and nationalism, inter alia.

Course Learning Outcomes

- The student will learn to analyze political concepts and understand their critical role in our intellectual and practical lives
- The course will enable to the student to reflect on the theoretical presuppositions of our social and political structures
- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.

UNIT-I: INTRODUCTION

(9 hours)

1. Understanding Political Philosophy.
2. Basic Concepts

Essential/Recommended Readings:

Strauss, L. (1957). What is Political Philosophy? *The Journal of Politics*, 19(3), 343–368.
<https://doi.org/10.2307/2126765>

UNIT-II: MODERN LIBERAL THOUGHT

(12 hours)

1. Fundamentals of Modern Western Liberal Thought.
2. Enlightenment, State of Nature, Slavery
3. The Beginning of Political Societies

Essential/Recommended Readings:

Kant, I. (2006). An Answer to the Question: What is Enlightenment? In Kleingeld, P., & Colclasure, D. L. *Toward Perpetual Peace and Other Writings on Politics, Peace, and History (Rethinking the Western Tradition)*. (pp. 17–23). Yale University Press.

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of Slavery. In Laslett, P. *Two Treatises of Government*. (sections 22- 24) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Rawls, J (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

UNIT- III: LIMITS OF MODERN WESTERN POLITICAL THOUGHT (12 hours)

- 1) Social structures
- 2) The Possibility of a classless society

Essential/Recommended Readings:

Arendt, H. (1976). A Classless Society. In *The Origins of Totalitarianism*. (pp. 305-340). Harvest Book.

UNIT-IV: INDIAN POLITICAL THOUGHT (12 hours)

- 1) Critique of Nationalism.
- 2) Critique of Modern Western Civilisation.
- 3) Democracy and Annihilation of Caste.
- 4) Radical Humanism.

Tagore, R. (2005). Nationalism in the West. In *Nationalism*. (Chapter 1) Rupa & Co. Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press. Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

Suggestive Readings

Lof Der Zotheid Psychologenpraktijk. (2016). The Milgram Experiment 1962 Full Documentary [Video]. You Tube. <https://www.youtube.com/watch?v=rdrKCilEhC0>

I

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.

Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .

DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC-9): Applied Ethics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
AppliedEthics DSC 9	4	3	1	Nil	12 th Pass	Sem I and II UG Philosophy Hons

Learning Objectives

- This course is about an evolving interdisciplinary domain dealing with ethical issues in diverse areas
- This incorporates social, political, normative, business, computer, medical, bioethics, and environmental ethics.
- The course will inculcate a sense of inquiry into new areas that students feel interested in but don't know how to inquire into systematically.

Course Learning Outcomes

- This course will develop skills of comprehension of real life ethical situations
- This course will equip students with the intellectual ability to deal with dilemmas and problems faced in actual situations of ethical import
- This course will enhance the student's capacity to handle complex situations involving many variables of decision making in an ethical manner
- This course will create a better understanding of the complex world of decision making faced in professional life

Unit 1 An Introduction to Applied Ethics

(9 hours)

1. Introduction
2. Basic concepts
3. Dilemmas and problems

Essential/Recommended Readings

Singer Peter, Applied Ethics, Oxford University Press, 1986

Unit 2 Value of Human Life

(12 hours)

1. Human Rights
2. Punishment

Essential/Recommended Readings:

Benn, S. I. (1958). An Approach to the Problems of Punishment. *Philosophy* 33 (127):325 - 341.

Ewing, Alfred C. (1929). *The Morality of Punishment : With Some Suggestions for a General Theory of Ethics*. Routledge.

Flew, Antony (1954). The Justification of Punishment. *Philosophy* 29 (111):291 - 307.

Unit 3 Environmental Ethics**(12 hours)**

1. Nature as Means or End.
2. Respect for animals and ecology.

Essential/Recommended Readings:

Singer, Peter (2009). *Animal Liberation: The Definitive Classic of the Animal Movement*. Ecco Book/Harper Perennial.

Vibha Chaturvedi, Pragati Sahni (2019), Understanding ethics, Motilal Banarsidass Publishers, Private Limited, Delhi.

Unit 4 Professional Ethics and Public Policy**(12 hours)**

1. Medical Ethics - Surrogacy, Euthanasia and Doctor-Patient Relationship
2. Privacy: The Public Interest and a Prurient Public in Media Ethics.

Essential/Recommended readings

Campbell, Alastair V. (2013). Clinical Ethics. In *Bioethics: The Basics*. New York: Routledge, pp. 79-114

Tong, R. (2005). Surrogate Motherhood. In *A Companion to Applied Ethics* (eds R.G. Frey and C. Heath Wellman). <https://doi.org/10.1002/9780470996621.ch27>

Archard, David (1998), Privacy, The Public Interest and a Prurient Public in Media Ethics, Ed. Kieran Mathew, Routledge, pp. 82-94

Suggestive Readings

Singer Peter, Applied Ethics, Oxford University Press, 1986

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

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

Cohen I. Cohen and Wellman Christopher Heath, Contemporary Debates in Applied Ethics, Wiley Blackwell, 2014
Patterson and Lee Wilkins, Media Ethics:Issues and Cases, Rowman and Littlefield Publishers, 2018
Rachel James, The Elements of Moral Philosophy, Oxford University Press, 2011

BA (HONS.) PHILOSOPHY - DISCIPLINE SPECIFIC ELECTIVE

DISCIPLINE SPECIFIC ELECTIVE -1 (DSE-1) – Jainism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 1 Jainism	4	3	1	Nil	12 th Pass	

Learning Objectives.

- This course aims at providing students with a comprehensive understanding of Jain Philosophy.
- This course will bring out the various aspects of Jainism such as the origin of Jainism, their metaphysics, Epistemology and ethics. It will also discuss the doctrine of Ahimsha and aspects of Karma theory.
- This course will also have contain some glimpses into ecology as influenced by Jain thinking

Course Learning Outcomes

1. Students will learn a basic set of concepts and ideas relating to Jainism both from the perspectives of a lay man and monastic.
2. At the end of the course, a student should be able to demonstrate a clear understanding of the Jain philosophy.

3. Students will develop a sound understanding of Jain epistemology, metaphysics, ethics, its practical relevance in today's contemporary scenario and shall be able to go for further research in the subject.

Unit1 Jainism: An overview

(9 hours)

1. Introduction to Jainism & Jain Studies (Film: Frontiers of Peace)
2. Symbols in Jainism and their implications

Essential/ Recommended Readings:

- Jain, J.P. (2005), Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-1, pp, 1-19.
- Chatterjee, S. & Datta, D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp, 68-70.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 169-175

Unit 2: Jain Epistemology

(12 hours)

1. Pramana and Naya
2. Syādvāda

Essential/ Recommended Readings:

- Jain, Veersagar, (2013). Bharatiye Chintane Syadavada (Syadavada in Indian Thought), SHRI LAL BAHADUR SHASTRI RASHTRIYA SANSKRIT VIDYAPEETHA, New Delhi.
- Chatterjee, S. & Datta, D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University of Calcutta, Calcutta, Chapter-3, pp, 70-77.
- Dasgupta, S.N. (2004), A History of Indian Philosophy, vol.1, Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp, 175-186.

Unit 3 Jain Metaphysics

(12 hours)

1. Ahimsha and Anekāntavāda
2. Concept of Substance
3. Karma and rebirth

Essential/ Recommended Readings:

- Jaini, Padmanabh (2000). Collected Papers on Jaina Studies. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](https://www.isbn-international.org/number/81-208-1691-9).
- Chatterjee, S. & Datta, D.M. (1984), An Introduction to Indian Philosophy, 8th ed., University

of Calcutta, Calcutta, Chapter-3, pp,81-93.

- Dasgupta,S.N.(2004),A History of Indian Philosophy, vol.1,Motilal Banarasi Dass Publishers, Delhi, Chapter-4, pp,187-203.
- Jain,J.P.(2005),Fundamentals of Jainism, Radiant Publishers, New Delhi, Chapter-2, pp,19-52, Chapter-5, pp,113-144 and Chapter-11, pp,265-295.

Unit 4 Jain Ethics

(12 hours)

1. Triratna and Panchamahavrata
2. Ecology
3. Fear of Food: Jaina Attitudes on Eating

Essential/Recommended Readings:

- ChappleChristopher key. (2006). (ed) , Jainism and Ecology (Non-violence in the Web of Life), "The living earth of Jainism and the new story: rediscovering and reclaiming a functional cosmology", Motilal Banarasidass Pvt Ltd. pp.119 to 140.
- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8thed., University of Calcutta, Calcutta, Chapter-3, pp,94-103
- Jaini, Padmanabh S. 2000. *Collected Papers on Jaina Studies*. Delhi: Motilal Banarsidass Publ. [ISBN 81-208-1691-9](#).Ch. 16.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi,Chapter-6, pp,145-169, Chapter-7, pp,170-191 and Chapter-8, pp,192-222.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan, Chapter-12, pp,155-172.

Suggestive Readings

- Chatterjee,S.&Datta.D.M.(1984),AnIntroductiontoIndianPhilosophy,8thed., University of Calcutta, Calcutta.
- Dasgupta,S.N.(2004),AHistoryofIndianPhilosophy,Vol.1,MotilalBanarasiDass Publishers, Delhi.
- Jain,J.P.(2005),Fundamentals of Jainism,RadiantPublishers,NewDelhi.
- Mahapragya,Acharya.(2010),Anekanta:Philosophy of Co-Existence,JainVishva Bharti, Ladnun-Rajasthan.

DISCIPLINE SPECIFIC ELECTIVE -2 (DSE-2) – Information Ethics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 2 Information Ethics	4	3	1	Nil	12th Pass	

Learning Objectives

- The course aims to give students a thorough understanding of the primary philosophical concepts and arguments of information ethics.
- Information Ethics deals with the ethical, legal, and social aspects of the use of information and information and communication technology.
- Students will learn the key ethical theories and frameworks that have shaped the field of information ethics. In addition to learning about a variety of ethical theories, students will have the opportunity to explore significant information ethics concerns linked to social justice, surveillance, the digital divide, privacy, and access to information.

Course Learning Outcomes

- This course will enable the students to have a comprehensive understanding of major ethical theories and frameworks that have shaped the field of information ethics.
- Students will get to explore ethical issues related to the design and use of information technology, thereby enabling them to acquire the requisite knowledge, skill, and attitude required for making informed ethical decisions about information production, management, and use.
- Students will also be able to explore and apply a wide range of ethical theories to examine critical ethical issues raised by recent information and communication technology advances.

UNIT 1: Introduction to Information Ethics

(9 hours)

1. Historical root of Information Ethics
2. What is Information Ethics?
3. Nature and scope of information ethics
4. Ethical issues of Information Age

Essential/Recommended Readings

Bynum, T. W. (2010). The Historical Roots of Information and Computer Ethics. In *Cambridge Handbook of Information and Computer Ethics* edited by Luciano Floridi, pp. 20 – 38. New York: Cambridge University Press.

Froehlich, T. (2005). A Brief History of Information Ethics. *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 11 – 13.

Floridi, L. (2006). Information ethics, its nature and scope. *Acm Sigcas Computers and Society*, 36(3), 21-36.

Mason, R. O. (2017). Four ethical issues of the information age. In *Computer ethics* (pp. 41-48). Routledge.

UNIT 2: Privacy, Accountability, and Surveillance Capitalism

(12 hours)

1. Privacy, Security and Information Ethics
2. Transparency and Information Ethics
3. Surveillance Capitalism

Essential/Recommended Readings

Brey, P. (2007). Ethical Aspects of Information Security and Privacy. *Security, Privacy, and Trust in Modern Data Management*, 21-36

Turilli, M., & Floridi, L. (2009). The Ethics of Information Transparency. *Ethics and Information Technology*, 11(2), 105-112.

Fuchs, Christian. (2016). Information Ethics in the Age of Digital Labour and the Surveillance-Industrial Complex. In *Information Cultures in the Digital Age: A Festschrift in Honor of Rafael Capurro* edited by Matthew Kelly & Jared Bielby, pp. 173 - 190. Springer

UNIT 3: Data, Digital Divide, and Information Ethics

(12 hours)

1. Access to Information
2. Social justice
3. Digital divide

Essential/Recommended Readings

Hongladarom, S. (2005). The digital divide, epistemology and global justice. In *National Conference on IT for Silk Industry*, Vol. 28, Issue 12, 5-6.

Johnson, J. A. (2014). From open data to information justice. *Ethics and Information Technology*, 16(4), 263-274.

Tavani, H. T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*. MCB UP Ltd, pg 99-108

Floridi, L. (2002). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-45.

Webster, F. (2007). Information and democracy: Jürgen Habermas. In *Theories of the Information Society* (pp. 169-210). Routledge.

Unit 4 Plurality in Information Ethics

(12 hours)

1. Global Information Ethics
2. Inter-cultural Information ethics
3. Future of Information Ethics

Essential/Recommended Readings

Ess, C. (2006). Ethical pluralism and global information ethics. *Ethics and Information Technology*, 8(4), 215-226.

Hongladarom, S. (2016). Intercultural information ethics: a pragmatic consideration. In *Information cultures in the digital age* (pp. 191-206). Springer VS, Wiesbaden.

Ess, Charles. (2010). Brave New Worlds? The Once and Future Information Ethics. *International Review of Information Ethics*, Vol 12, 37 - 44.

DISCIPLINE SPECIFIC ELECTIVE (DSC-3): Indian Materialism

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE 3 Indian Materialism	4	3	1	Nil	12th Pass	

Learning Objectives

- The primary objective of this course is to familiarize the students with the nature, significance and import of Materialism as a strong philosophical motif present in the Indian philosophical knowledge systems
- This course will also critically evaluate the theoretical framework in the activity of philosophizing in Indian materialism
- This course will bring out the contemporary relevance of Indian materialism and throw fresh light on its historical role in Indian Philosophy and knowledge systems.

Course Learning Outcomes

- The student after having done this course is expected to have a fair understanding of the theoretical construct as well as the argumentative force of Materialism as a philosophical theory in the Indian context.
- The students will have understood a vital element in the Indian knowledge systems
- The student will be able to appreciate the plurality and diversity of Indian knowledge systems.

Unit 1: Introduction

(9 hours)

1. Ancient Indian Materialism and Its sources.
2. Characteristic features of Carvaka/Lokayata: Metaphysics, Epistemology and Ethics

Essential/ Recommended Readings:

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, MotilalBanarasi Dass Publications, Delhi.

Bhattacharya, R. (2013), Development of Materialism in India”, *EserciziFilosofici* 8, pp. 1-12.

MadhavaAcarya(1904), “Sarvadarsana-samgraha: Section on ‘Carvaka’”, trans. E.B.Cowell& A.E. Gough, London, Kegan Paul, Trubner& co. ltd, pp. 2-11.

Unit 2: Shades of Materialism

(12 hours)

1. The Materialistic view: Rational, Realistic
2. Naturalistic, Anti-dogmatic and Anti-ritualistic.

Essential/Recommended Readings:

1. Franco, Eli (2011), “Lokayata” in Brill’s Encyclopedia of Hinduism, Vol. III, ed. Knut A. Jacobsen, Lieden/Boston, Brill, pp. 629-642.
2. Dale, M Reipe (1961), “Naturalistic Traditions in Indian Thought.
3. Mills, Ethan (2015), “Jayarasi’s Delightful destruction of Epistemology”, Philosophy East & West, Vol. 65, pp. 498-54.

Unit 3: Influence on Contemporary Times

(12 hours)

1. Indian Materialism and Its Influence in Contemporary Social Movements:
2. Marxist, Atheist, Rationalist

Essential/Recommended Readings:

Quack, Jihannes (2012), “Disenchanted India- Organized Rationalism and Criticism of Religion in India, Oxford University Press, Delhi, pp. 3-21.

Unit 4: Contemporary Indian Materialists

(12 hours)

1. Contemporary Thinkers of Indian Materialism: M.N.Roy, Periyar,
a. D.P. Chattopadhyaya.

Essential/Recommended Readings:

Roy, M.N. (1987), "Materialism", Ajanta Publications, Delhi.

Chattopadhyaya, Debiprasad (2008), "Lokayata- Study in Ancient Materialism", Peoples Publishing house, Bombay.

Suggestive Readings

Chattopadhyaya, D.P., (1964), Indian Philosophy: A Popular Introduction, People's Publishing House, New Delhi.

Ewing, A.C. (1951), Fundamental Questions of Philosophy, Routledge & Kegan Paul Ltd., London.

Raju, P.T. (1985), Structural Depths of Indian Thought, Asian Publishers, New Delhi.

Hiriyana, M. (1951), Outlines of Indian Philosophy, Allen & Unwin, London.

Gokhale, P.P. (1993), "Carvaka's Theory of Pramanas: A Restatement", Philosophy East & West, Vol. 43, pp. 675-682.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Ba (Prog) with Philosophy as Major

Category II

(Courses for Undergraduate Programme of study with Philosophy discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Ethics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 5 Ethics	4	3	1	Nil	Class XII	NIL

Learning Objectives

- The course is designed to grasp the traditional ethical (Western and Indian) theories
- This course will also ensure that students will be able to apply ethics on the practical front.
- It is a curriculum which enables students to develop ability for moral reasoning and act with ethical deliberations.

Course Learning Outcomes

- The student will be able to understand and analyse ethical theories
- The student will appreciate the role of reasoning in ethics
- The student will be able to evaluate different theories of ethics
- The student will be able to apply ethical theories in practical situations

UNIT 1: Introduction to Ethics

(9 hours)

1. Domain of Ethics
2. Conventional and Reflective Morality

Essential/Recommended Readings:

- 1) Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press Bombay, Chapter-1, "Scope of Ethics", pp.1-14.
- 2) Sinha, Jadunath, (2004), A Manual of Ethics, New Central Book Agency, Chapter-1, pp.1-13,

UNIT 2: Theories of Ethics

(12 hours)

1. Virtue Ethics with especial reference to Aristotle's Eudemonia
2. Teleological Ethics with especial reference to Mill's Utilitarianism
3. Deontological Ethics with especial reference to Kant's Categorical Imperatives

Essential/Recommended Readings

1. Aristotle, (1926) Nicomachean Ethics, Harvard University Press.
2. Mill, J.S. (1863): Utilitarianism, London, in Mary Warnock. Ed.1962.
3. Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London

UNIT 3 : Ethical Issues

(12 hours)

1. I) Nature of Free-will and Responsibility
2. II) Deterrent and Retributive Punishment

Essential/Recommended Readings

1. Thiroux, J. ETHICS: Theory and Practice, Chapter 6 pp.131-142
2. Thiroux, J. ETHICS: Theory and Practice, Chapter 5, pp.101-114

UNIT 4 : INDIAN ETHICS

(12 hours)

1. Ethics of Gita
2. Buddhist Ethics

Recommended Readings

1. Sharma, I.C. (1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII, and Chapter VII'
2. Keown, D. (2005). Buddhist Ethics: A very short introduction, OUP, Chapter 1 (Buddhist Morality)

Suggestive Readings

3. Mackenzie, J.S., (1977), A Manual of Ethics, Oxford University Press.
4. Lillie, W. [1948], An Introduction to Ethics, Methuen & Co. Ltd. London.
5. Nuttall Jon, Moral Questions: An Introduction to Ethics, Polity Press, 1993
6. Sharma, Bhanu (2019) The Conceptual Analysis of Karma, Kohenoor Publications, Chapter 7, pp.223-248.

DISCIPLINE SPECIFIC CORE COURSE – 6 (DSC-6):

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Political Philosophy DSC 6	4	3	1	Nil	Class XII	NIL

Learning Objective

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

Course Learning Outcomes

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT (15 hours)

1. Social Contract
2. Liberty
3. Justice

Essential/Recommended Readings

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.

Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.

Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A*

Restatement. (pp. 1-38). Harvard University Press.

UNIT-II: INDIAN POLITICAL THOUGHT

(15 hours)

1. Critique of Nationalism.
2. Critique of Modern Western Civilisation.
3. Democracy and Annihilation of Caste.
4. Radical Humanism.

Essential/Recommended Readings

Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.

Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.

Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.

Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7). Verso.

Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES

(15 hours)

1. Communitarianism
2. Feminism

Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

Suggestive Readings

- Raphael, D D. *Problems of Political Philosophy*, New York : Palgrave, 2009.
- Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi : Oxford University Press, 2006 .
- Ghoshal, U.N. A History of Indian Political Ideas, Oxford University Press, 1950.
- Benn, S. I., Peters, R. S. *Social Principles and The Democratic State*, London: George Allen and Unwin LTD.

Ba (Prog) with Philosophy as Non-Major
Category III

**Courses for Undergraduate Programme of study with discipline of
Philosophy as one of the Core Disciplines (Non-Major/Minor)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-3): Social and Political Philosophy

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Social and Political Philosophy DSC 3	4	3	1	0	Class XII	NIL

Learning Objective

- This course aims to provide the students with an understanding of the basic concepts of social and political philosophy, and their underpinnings.
- The course will introduce the students to some thinkers in both the Indian and western traditions, who have played a key role in setting the discourse for contemporary thought.

Course Learning Outcomes

- The student will understand the philosophical origin, and nature of some of the fundamental concepts used in contemporary political discourse.
- The student will be able to analyze political discourse by using concepts in both western and Indian traditions
- The student will appreciate the concepts and ideas of western and Indian political thought.

UNIT-I: BASIC CONCEPTS IN POLITICAL THOUGHT

(15 hours)

4. Social Contract
5. Liberty
6. Justice

Essential/Recommended Readings

- Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*. (sections. 4-15) Cambridge University Press.
- Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of Government*. (sections 95-104) Cambridge University Press.
- Berlin, I. (1969). Two Concepts of Liberty. In *Four Essays on Liberty*. (pp. 118-172) Oxford University Press.
- Rawls, J. (2001). Fundamental Ideas. In Kelly, E. (Ed.). *Justice as Fairness: A Restatement*. (pp. 1-38). Harvard University Press.

UNIT-II: INDIAN POLITICAL THOUGHT

(15 hours)

5. Critique of Nationalism.
6. Critique of Modern Western Civilisation.
7. Democracy and Annihilation of Caste.
8. Radical Humanism.

Essential/Recommended Readings

- Tagore, R. (2005). Nationalism in the West. in *Nationalism*. (Chapter 1) Rupa & Co.
- Gandhi, M. K. (1997). Hind Swaraj. In Parel, A. (Ed.). (Chapter 6-13). Cambridge University Press.
- Ambedkar, B.R. (2002). Caste, Class and Democracy. In Rodrigues, V. (Ed.). *The Essential Writings of B.R. Ambedkar*. (pp. 132-148). Oxford University Press.
- Ambedkar, B.R. (2014). Annihilation of Caste. In Anand, S. (Ed.). *Annihilation of Caste: The Annotated Critical Edition*. (Sections 14.1-14.7). Verso.
- Roy, M.N. (1981). A New Political Philosophy. In *A New Humanism: A Manifesto*. (Chapter 6, pp. 34-37). Ajanta Publications.

UNIT-III: SOME CONTEMPORARY POLITICAL ISSUES

(15 hours)

1. Communitarianism
2. Feminism

Essential/Recommended Readings:

Abbey, R., & Taylor, C. (1996). Communitarianism, Taylor-Made: An Interview with Charles Taylor. *The Australian Quarterly*, 68(1), 1–10. <https://doi.org/10.2307/20634713>

hooks, b. (1984). Feminism: A Movement to End Sexist Oppression. *Feminist Theory: From Margin to Centre*. (pp. 17-31) South End Press.

Suggestive Readings

- a. Raphael, D D. *Problems of Political Philosophy* , New York : Palgrave, 2009.
- b. Miller, D. *Political Philosophy - A Very Short Introduction*, New Delhi :Oxford University Press, 2006 .
- c. Ghoshal, U.N. *A History of Indian Political Ideas*, Oxford University Press,1950.
- d. Benn, S. I.,Peters, R. S. *Social Principles and The Democratic State*, London:George Allen and Unwin LTD.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

GENERIC ELECTIVES (GE-9): Formal Logic

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Formal Logic GE 9	4	3	1	Nil	UG 1 st year	None	Philosophy

Learning Objectives

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

Course Learning Outcomes

- The student's reasoning skill will be enhanced. The student will learn ways for testing and recognizing strong arguments.
- After this course, the student will be able to construct good arguments and helps them develop skills with which they can discern the distinction between the valid and the invalid argumentation through several different methods.

UNIT I: BASIC LOGICAL CONCEPTS

(9 hours)

1. Sentence and Proposition
2. Classification of Categorical Propositions
3. Quality, Quantity and Distribution of Terms
4. Truth and Validity

Essential/Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 2-5.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 170-173.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 174-177.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 1, pp 27-31.

UNIT II: - ARISTOTELIAN LOGIC

(12 hours)

1. Translating ordinary sentences into Standard Form Categorical Propositions
2. Traditional Square of Opposition
3. Immediate Inference (Conversion, Obversion and Contraposition)
4. Mediate Inference: Standard Form Categorical Syllogism -Mood and Figure
5. Testing Validity/Invalidity of Syllogism by Syllogistic Rules

Essential/Recommended Readings:

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 7, pp 259-268.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 180-184.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 184-192.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 211-216.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 230-240.

UNIT III: BOOLEAN LOGIC AND VENN DIAGRAM (12 hours)

1. Existential Import and the Boolean Interpretation of Categorical Propositions
2. Boolean Square of Opposition
3. Symbolic Representation of Categorical Propositions
4. Testing Validity/Invalidity of Categorical Syllogism by Venn Diagram

Essential/ Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp. 193-199.

Topic 2. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 201-202.

Topic 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 5, pp 203-206.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 6, pp 219-230.

UNIT IV: PROPOSITIONAL LOGIC (12 hours)

1. Importance of Symbolic logic
2. Logical constants, Variables and basic truth functions (Negation, Conjunction, Disjunction (Alternation), Conditional (Material Implication), Biconditional (Material Equivalence))
3. Symbolization of statements
4. Logical Status of Statements: Tautologous, Contingent, Contradictory
5. Proving Validity/Invalidity: Truth Table Method & Reductio ad absurdum

Essential/ Recommended Readings

Topic 1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 305-306.

Topics 2 and 3. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 306-327; pp. 344-345.

Topic 4. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 343-344.

Topic 5. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014. Ch 8, pp. 332-334.

Suggestive Readings

1. Copi, Irving M., Cohen, Carl, and McMahon, Kenneth. Introduction to Logic. 14th ed. Pearson New International Edition, 2014.
2. Cavendish, A. P., and O'Connor, D. J., Introduction to symbolic logic. London: University Tutorial Press, 1959. Additional Resources: Jain, Krishna. A Textbook of Logic. New Delhi: D.K. Printworld, 2018.

GENERIC ELECTIVES (GE-10):

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Readings in Western Philosophy GE 10	4	3	1	Nil	UG 1 st year	None	Philosophy

Learning Objectives

- This course will critically examine the basic text of some philosophers.
- This course will introduce students to selected themes in philosophy like existentialism, the value of philosophy, love, self, etc.
- The course will develop the student's curiosity to explore philosophy further in a more fruitful manner

Course Learning Outcomes

- After completing this course, the student will understand the central themes on which great philosophers have written
- The student will appreciate the genesis of the enlightenment and its reliance on reason
- The student will be able to connect ancient themes in philosophy with contemporary themes in a seamless way

Unit 1: Greek Philosophy

(9 hours)

1. Love
2. Madness

Essential/Recommended Reading

“On Love and madness: *Phaedrus*” 227a-258 (in Plato’s *Phaedrus* translated by Walter Hamilton, Penguin Books, Harmondsworth 1973)

Unit 2: Modern Philosophy

(9 hours)

1. The Enlightenment
2. Private and Public Reason

Essential/Recommended Reading

“On Enlightenment” (in Immanuel Kant, *Perpetual Peace and Other Essays*, Hackett, 1983)

Unit 3: Post Kantian Theme

(9 hours)

1. Thinking
2. Self and world

Recommended Reading:

“On Thinking for Oneself” (in Schopenhauer, *Parerga and Paralipomena: Short Philosophical Essays*, Vol.2, trans. E.F.J. Payne, Oxford: Clarendon Press, 1974)

Unit 4: Contemporary Philosophy

(18 hours)

1. Jean-Paul Sartre
2. Bertrand Russell

Essential/Recommended Readings

1. “Existentialism is a Humanism” (in Walter Kaufmann, *Existentialism from Dostoevsky to Sartre*, Penguin USA, 1975)
2. “The Value of Philosophy” (in Russell, *The Problems of Philosophy*, 2nd edition, Oxford University Press, 1997)

GENERIC ELECTIVES (GE-11): Philosophical Debates: Western

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Philosophical Debates: Western GE 11	4	3	1	Nil	12th Pass	None	Philosophy

Learning Objectives

Course Objective

- The paper is designed to appreciate the profound ideas that sprung from the minds of the great philosophers of the Greek world, as well as modern western and contemporary philosophy.
- It allows students to learn the main issues, arguments and counter-arguments in the entire spectrum of western philosophical debates.
- The syllabus comprises of philosophers grouped under several traditions of thought. It begins with Descartes' seminal views on epistemology and metaphysics and traces the emergence of ideas in a kind of chronological order which demonstrates methodical development of philosophical thought.

Course Learning Outcomes

- It will develop skills of critical evaluation of key arguments of philosophers
- It will enable students to have a better understanding of how a philosopher develops and defends a theme
- It will create an understanding of philosophical themes and debates

Unit 1 Epistemology

(9 hours)

- 1) Knowledge and opinion/belief
- 2) Episteme and doxa

Essential/recommended readings

Plato, *Republic*, Translated by Lee (Penguin), Book VI & VII, pp. 502-521.

Unit 2 Metaphysics

(12 hours)

- 1) Descartes' Mind-Body dualism.
- 2) Gilbert Ryle on Descartes Myth.

Essential/Recommended Readings

Rene Descartes, *Meditations Concerning First Philosophy*, Meditation II, in J J Blom (Ed), *Descartes; Essential Writings* (Harper Torch Books, 1977).

Gilbert Ryle, *The Concept of Mind* (Hutchinson, 1949), Chapter I.

Unit 3 Empiricism about substance

(3 weeks)

- 1) John Locke's theory of material substance.
- 2) Berkeley's critique of Locke's material substance.

Essential/Recommended readings

John Locke, *An Essay Concerning Human Understanding* (London, 1706), Chapter XXIII.

George Berkeley, *The Principles of Human Knowledge* in G J Warnocke (Ed), (Fontana Press, 1985), Part I, Section 1-24.

Unit 4 Humanism; Emotion & God

(4 weeks)

- 1) Jean Paul Sartre's theory of emotion.
- 2) Russell and Copleston debate on the existence of God.

Essential/Recommended readings

- Jean Paul Sartre, *Sketch for a Theory of the Emotions* (London: Routledge).
- Bertrand Russell, *Why I am not a Christian?* (London: George Allen and Unwin), including the BBC debate between Russell and Copleston Broadcast in 1948.

Suggestive readings

- T Z Lavine, *From Socrates to Sartre: The Philosophic Quest* (New York: Bantam Books, 1984).
- F C Copleston, *History of Philosophy* (Image Books, 1993).
- R Falkenberg, *History of Modern Philosophy* (Jefferson Publications, 2015).
- Bruder Moore, *Philosophy: The Power of Ideas* (New Delhi: Tata McGraw Hill, 2011).
- D J O'Connor, *A Critical History of Western Philosophy* (Macmillan, 1964).
- W Stegmuller, *Main Currents in Contemporary German, British and American Philosophy* (Riedel Publishing, 1959).
- Thomson Garrett, *An Introduction to Modern Philosophy* (California: Wadsworth Publishing, 1993).
- Y Masih, *A Critical History of Western Philosophy* (New Delhi: Motilal Banarsidas, 2016)

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.