

SEMESTER - VI
DEPARTMENT OF PHILOSOPHY

Category I

(B.A. Honours in Philosophy in three years)

DISCIPLINE SPECIFIC CORE COURSE - 16 (DSC-16) – Philosophy of Religion

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		
Philosophy of Religion DSC 16	4	3	1	None	12th Passed	None

Learning Objective

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

Learning Outcomes

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion
- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Nature of Religion and its relation to Philosophy of Religion
2. Religious language.

Essential/Recommended Readings

John H. Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

Brody, Baruch A, *Readings in Philosophy of Religion*, Ed. Vol 1, New Jersey, PHI, 1974.

Nielson, Kai (2008). "The Problem of Religious Language", In *Routledge Companion to Philosophy of Religion* Edited By Chad Meister, Paul Copan, Chapter 39

Ambedkar, B R. *The Philosophy of Hinduism*, Critical Quest, New Delhi, pg. 3-22. ("Towards a Philosophy of Religion")

Unit 2 Existence of God

(12 Hours, 4 Weeks)

1. Proofs for the existence of God: Ontological Argument (with reference to St. Anselm,
2. Gaunilo's Criticism, Descartes version, Kant's and Bertrand Russell's critique)
3. Cosmological Argument (Thomas Aquinas' version).
4. Teleological Argument (William Paley: Classic version, David Hume's critique)
5. The idea of Divine in Indian Philosophy

Essential/Recommended Readings

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 15-41 ("Divine")

Baruch A Brody ed, *Reading in Philosophy of Religion*, New Jersey PHI Publication, 1974.

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

John H. Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

Unit 3 Challenges to Religion

(12 Hours, 4 Weeks)

1. Religious Pluralism.
2. Science and Religion

Recommended Readings

John H. Hick (2008) "Religious Pluralism", In *Routledge Companion to Philosophy of Religion* Edited by Chad Meister and Paul Copan, RKP, Chapter 20

Dawkins, R. "Science Discredits Religion" <http://www.stephenhicks.org/wp-content/uploads/2018/11/DawkinsR-Science-Discredits-Religion.pdf>

Unit 4: The tradition of religious experience**(12 Hours, 4 Weeks)**

1. Vedic and Upanishadic Tradition,
2. Yoga, Tantra and Bhakti

Essential/Recommended Readings

McDaniel, J. (2009), Religious Experience in Hindu Tradition. Religion Compass, 3: 99-115. <https://doi.org/10.1111/j.1749-8171.2008.00120.x>

Suggestive readings

- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Mahapatra, A R. *Philosophy of Religion*, Sterling Publishers, 1990
- Meister Chad, (ed.), *Philosophy of Religion Reader*, New York, Routledge, 2008.
- Russell, Bertrand, *Why am I not a Christian*, Routledge, Indian edition, 2004.
- William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.
- Stump and Murray, ed. *Philosophy of Religion : The Big Questions*, Blackwell Publications, 1999
- Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002
- Narasu, Lakshmi. *Religion of the Modern Buddhist*, Wordsmiths, 2002.

DISCIPLINE SPECIFIC CORE COURSE -17 (DSC-17) – Philosophy of Language**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		
Philosophy of Language DSC 17	4	3	1	NIL	12th Passed	None

Learning Objective

- This course is an introduction to the philosophy of Language. Philosophy of Language concerns quite a large no. of topics including meaning, truth, content, reference, the syntax and semantics of various linguistic constructions, etc.
- The objective of this course is to focus on some central topics which have far reaching consequences in other topics of philosophy of language in particular and other areas of philosophy in general.
- On the one hand, students will be exposed to some of the central theories of meaning proposed by a couple of philosophers of Language from the West, and on the other hand, to the epistemology of language understanding from a perspective of an Indian school of thought.

Learning Outcomes

After completing this course students will

1. Develop an understanding of classical philosophical theories of meaning and reference.
2. Acquire the ability to provide reasons for and against various positions in the philosophical debates over language and semantics.
3. Develop a rational insight into the intrinsic relation between language, language users and the world.

UNIT I: Theories of Meaning: Frege & Russell

(12 Hours, 4 Weeks)

1. Sinn und Bedeutung
2. Denotation
3. Descriptions and Names

Essential/Recommended Reading:

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

Russell, B., "On Denoting", *Mind*, 1905, pp. 479-493.

UNIT II: Critique of the Theories of Meaning: Strawson **weeks)**

(9 Hours, 3

1. Use
2. Presupposition and Entailment
3. Sentence, Statement, Utterance

Essential/Recommended Readings

Strawson, P. F., "On Referring", *Mind*, 1950, pp. 320-344.

**UNIT III: Language and the World: Indian Perspective
Weeks)**

(12 Hours, 4

1. Word and the world
2. The relation of language to reality

Essential/Recommended Readings:

Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990, pp. 3-7; 18-30, (Introduction, Words and their Meanings)

UNIT IV: Nature and causes of Word generated Knowledge (12 Hours, 4 Weeks)

1. Nyaya Philosophy of Language

Essential/Recommended Readings:

NyayasiddhantaMuktavali, Shabdakhandam, Karikavalli, Verse 81, 83, 84abc, 84cd (Sanskrit Text along with English Translation in John Vattanky SJ, *Nyaya Philosophy of Language*, [Sri Satguru Publications, Delhi, 1995] pp.113-115; 118-132; 458; 479-80; 496-97.

Suggestive Readings:

- Lycan, W. *Philosophy of Language: A Contemporary Introduction*, New York: Routledge, 2008.
- Jerrold, K. J. "The Philosophical Relevance of Linguistic theory" in *The Philosophy of Language*, (ed.) Searle, Oxford University Press, 1971.
- Russell, B. *The Philosophy of Logical Atomism*. London: Routledge, 2010.
- Morris, Michael. *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge, 2007.
- Donnellan, K., "References and Definite Descriptions", *The Philosophical Review*, vol.-75, 1966, pp. 281-304.
- Jha, V. N. *Śabdakhaṇḍa of the Nyāyasiddhāntamuktāvalī*, Sambhāṣā, Vol. 13, 1992.
- Kunjuni Raja, K. *Indian Theories of Meaning*, Adyar Library, Madras, 1963.
- Shastri, D. N. *Critique of Indian Realism*, Agra: Agra University, 1964.
- Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990.
- Matilal, B. K. *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi, 1996.
- *NyayaSiddhantaMuktavali* of Visvanatha, English Translation: *Nyaya Philosophy of Language*, Tr. by John Vattanky, S. J., Sri Satguru Publications, Delhi, 1995.

DISCIPLINE SPECIFIC CORE COURSE – 18 (DSC-18) Epistemology

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		
Epistemology DSC 18	4	3	1	NIL	12th Passed	None

Learning Objectives

- We all want knowledge, but do we know what knowledge is? This is a course in epistemology: the theory of knowledge which aims to acquaint students with the various aspects of knowledge and to instruct them on the biggest challenge it faces viz. skepticism.
- The course will cover various theories of knowledge and what definitions of knowledge have been offered.
- The course will acquaint students with whether knowledge is even possible and how to handle objections from skepticism.

Learning Outcomes

The learning outcomes aimed at are the following:

- The students will learn about the concerns that surround the notion of knowledge
- The students will appreciate the problems surrounding the definition of knowledge
- The students will be able to analyse and critically think about the sources of knowledge
- The student will understand the power of radical skepticism and how to respond in a measured and responsible way

UNIT 1: KNOWLEDGE AND ITS DEFINITION

(9 Hours, 3 Weeks)

1. Types of knowledge
2. Truth and Belief
3. Knowing Versus Merely Getting It Right
4. The Problem of the Criterion
5. Is Knowledge Justified True Belief?

Essential/Recommended Readings:

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 1 and 3 (Part I) Title of Chapter 1: Some Preliminaries, pp.3 - 9
Topic 5, Gettier, Edmund. Is Justified True Belief Knowledge?, Analysis 23 (6), pp. 121-123. 1963.
Topics 4 – 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 3 (Part I) Title of Chapter 3: Defining Knowledge pp. 19 - 29

UNIT 2: KNOWLEDGE AND JUSTIFICATION

(12 Hours, 4 Weeks)

1. The nature of Justification

2. Informatism
3. Coherentism
4. Foundationalism

Essential/Recommended Reading:

Topics 1 – 4, Pritchard, Duncan. What is this thing called knowledge?, Fourth Edition. RKP, 2018, Chapter 4 (Part I) Title of Chapter: The Structure of Knowledge, pp. 30 - 40

UNIT 3: SOURCES OF KNOWLEDGE

(12 Hours, 4 Weeks)

1. The Problem of Perceptual Knowledge
2. Indirect and Direct Realism
3. Idealism
4. A Priori and Empirical Knowledge and Their Interdependence
5. Introspective Knowledge
6. Deduction
7. Induction
8. Abduction

Recommended Readings:

Topics 1 – 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 7 (Part II) Title of the Chapter: Perception, pp. 67 - 76

Topics 4 – 8, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 9 (Part II) Title of the Chapter: A Priority and Inference, pp. 88 - 97

UNIT 4: SCEPTICISM

(12 Hours, 4 Weeks)

1. How do we have knowledge about other minds
2. Strategies and arguments regarding knowledge of other minds
3. Perceiving someone else's mind
4. Radical Scepticism and Closure
5. Mooreanism
6. Contextualism

Recommended Readings:

Topics 1 - 3, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 18 (Part V) Title of Chapter: Scepticism about Other Minds, pp. 193 - 200

Topics 4 - 6, Pritchard, Duncan. What is this thing called Knowledge?, Fourth Edition. RKP, 2018, Chapter 19 (Part V) Title of Chapter: Radical Scepticism, pp. 201 - 213

Suggestive Readings

- Gettier, Edmund. Is Justified True Belief Knowledge? Analysis 23 (6), 121-123. 1963.
- Sosa, Ernest. Epistemology. Princeton University Press, 2017.
- Steup, Matthias & Ernest Sosa, ed. Contemporary Debates in Epistemology. Wiley Blackwell, 2005.
- Dancy, Jonathan, Ernest Sosa and Matthias Steup, ed. A Companion to Epistemology, Second Edition. Blackwell, 2010.
- Chisholm, R.M. Theory of Knowledge. U.S: Prentice Hall, 1966.
- Hamlyn, D. Theory of Knowledge. London: Macmillan, 1970.
- Lehrer, K. Knowledge. Oxford: Clarendon Press, 1974.

DISCIPLINE SPECIFIC ELECTIVE (DSE 10) – Feminist Perspectives on Epistemology and 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		
Feminist Perspectives on Epistemology and Ethics DSE 10	4	3	1	Nil	12th Passed	None

Learning Objectives

- A course in alternative perspectives is needed to sensitise students to trends of thought that acts as a filter—a lens through which all subjects must be studied.
- It seeks to create gender sensitization and develops a holistic approach towards education.
- This course addresses the concerns of women in terms of debates on gender, body, knowledge and what is right and wrong.

Learning Outcomes

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

**Unit I Feminist Epistemology
Weeks)**

(9 Hours, 3

1. Feminist Epistemology
2. Critiquing the androcentricity of Philosophy

Essential/recommended readings

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

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

Unit II Body and Gender

(12 Hours, 4 Weeks)

1. Gender and the biological life
2. Analyzing the Notion of Self: Gendered or Not?

Essential/recommended readings

- Birke, Lynda. "Life as we have known It: Feminism and Biology of Gender." In *Science and Sensibility: Gender Enquiry, 1780-1945*, edited by Marina Benjamin, 243-264. UK: Oxford; MA: Cambridge; USA: B. Blackwell, 1991.
- Vanita, Ruth. "The Self Is Not Gendered: Sulabha's Debate with King Janaka." *NWSA Journal*, 15(2003):76-93.

Unit III Women and the Surrounding

(12 Hours, 4 Weeks)

1. Women in Ancient India
2. Islamic Perspective on Feminism

Essential/recommended readings

- Adamson, P and Ganeri, J (2020). "Women in Ancient India" In *Classical Indian Philosophy*, OUP
- Chakravarty, Uma. "Whatever happened to the Vedic Dasi? Orientalism, Nationalism and a Script for the Past." In *Recasting Women: Essays in Indian Colonial History*, edited by Kumkum Sangari and Sudesh Vaid, 27-87. New Brunswick, New Jersey: Rutgers University Press, 1990.
- Lughod, Lila Abu. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." *American Anthropologist*, 47, no.3(2002):783-790.

Unit IV Feminist Perspectives

1. Feminist Perspective on Ethics
2. Feminist Perspective on Bioethics

Essential/recommended readings

- Jaggar, Alison. "Feminist Ethics: Project, Problems and Prospects". In *Feminist Ethics*, edited by C. Card, 78-104. Lawrence: University Press of Kansas, 1991.

- Rogers, Wendy A. "Feminist Bioethics". In *The Routledge Companion to Feminist Philosophy*, edited by Ann Garry, Serene J. Khader and Alison Stone, 579-592. New York & London: Routledge, 2017.

Suggestive Readings

- Jagger, Alison M. and Iris Marion Young, eds. *Companion to Feminist Philosophy: Blackwell Companion to Philosophy*. Oxford: Blackwell Publishers, 1998.
- Hooks, Bell. "Feminism: A Movement to End Sexist Oppression". In *Feminisms* edited by Sandra Kemp and Judith Squires, 22-27. New York: OUP, 2009.
- Kemp, Sandra and Judith Squires, eds. *Feminisms*. New York: OUP, 2009.
- Mies, Maria and Vandana Shiva. *Eco-Feminism*. Jaipur: Rawat Publications, 1993
- Padia, Chandrakala, ed. *Feminism, Tradition and Modernity*. Shimla: IIAS, 2002.
- Indradeva, Shrirama (1976). The Status of Woman in Ancient India: Compulsives of the Patriarchal Order. *Diogenes* 24 (93):67-80.

DISCIPLINE SPECIFIC ELECTIVE - (DSE-11) – Indian Theories of Consciousness

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		
Indian Theories of Consciousness DSE 11	4	3	1	Nil	12th Passed	Basic Knowledge of Classical Indian Tradition

Learning Objectives

- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (*Atman/Brahman*), *paravidya* and *aparavidya*, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..

Learning outcomes

- Students will have knowledge of the Indian Theories of Consciousness given in *Mandukyopanishad, Bhagavadgita, Buddhism, Charvaka, Nyaya and Advaita Vedanta*.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- This paper helps to enhance students' ratiocinatively abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

UNIT-I Introduction

(12 Hours, 4 weeks)

1. Consciousness in Mandukya Upanishad
2. Consciousness in Bhagavad Gita

Essential/Recommended Readings

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

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

UNIT-II Buddhist Understanding of Consciousness

(9 Hours, 3 Weeks)

Essential/Recommended Readings

1. King Milinda's Questions

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

UNIT-III Nyaya theory of Consciousness

(12 Hours, 4 Weeks)

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātma-vāda (Śarīrātma-vādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

UNIT-IV Advaita Vedanta on Consciousness

(12 Hours, 4 Weeks)

1. Sankara's introduction to the Brahmasutra

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

Suggestive Readings

- Hume, R.E. Thirteen Principal Upaniṣads. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. The Principal Upaniṣads. London: George Allen & Unwin, 1974.
- Swami, Gambhirananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram, 2003, pp 1-16.
- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge, 2000.
- Stcherbatsky, Theodore. The Soul Theory of Buddhists, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, Cit Consciousness. OUP.: New Delhi 2003.

DISCIPLINE SPECIFIC ELECTIVE - (DSE 12) – Aesthetics

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		
Aesthetics DSE 12	4	3	1	Nil	12th Passed	None

Course Objective

- This course is about how to think about art.
- The experience of art is common but its analysis is rare. This course will inculcate an analytical and critical look at art.
- The course is aimed to make students understand various philosophical traditions and approaches to contextualise the nature, meaning and definition of art, craft, beauty, creativity and aesthetic experience. The course also includes an eclectic collection of textual references.

Learning Outcomes:

- The students will appreciate the nature of art better by taking this course
- The students will understand art from various dimensions and

- The student will come to analyse art from spiritual, sublime, and disinterested perspectives
- The student will also be acquainted with Indian theory of art
- The student will have a richer comprehension of art

Unit-1: An Introduction to the Nature and Meaning of Aesthetics (9 Hours, 3 Weeks)

1. Art and Craft, Comparison of Art Forms
2. Philosophy of Art, Beauty, Creativity and Imagination

Essential/Recommended Readings:

Gupta, S. Art, Beauty and Creativity, (Delhi: D.K. Printers, 1999) Chapters I,3,4,5,7,8 and 9
 Jhanji, R. The Sensuous in Art: Reflections on Indian Aesthetics. (Indian Institute of Advanced Study: Shimla, 1989). Chapter-1

Unit-2 Axiological Aspect (12 Hours, 4 Weeks)

1. What is Art
2. Art and Morality: Comparison and Contrast
3. Marcuse on Aesthetics

Essential/Recommended Readings

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

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

Marcuse, H. The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics. Kindle Edition.

Unit 3 Rasa theory and art (12 Hours, 4 Weeks)

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

Essential/Recommended Readings:

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

Coomaraswamy, A. The Transformation of Nature in Art, (Sterling Publishers, 1995) Chapter-1 (p.1-39)

Tagore, R. *Sadhana* in Tagore Omnibus; Volume IV. Rupa Publications Pvt Ltd.

Unit-4 Art and Aesthetic Attitude (12 Hours, 4 Weeks)

1. Idea of Art
2. Kant's Disinterestedness

Essential/Recommended Readings:

Daniels, Paul, *Kant on the Beautiful: The Interest is Disinterestedness*, (Colloquy, 16, 2008, p. 198-209) URL: https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf
 Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne (London: Oxford University Press, 1972).

'Disinterestedness and Desire in Kant's Aesthetics' in *The Journal of Aesthetics and Art Criticism*, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460

Link for this:

<https://static1.squarespace.com/static/58d6b5ff86e6c087a92f8f89/t/593b6f7017bffc1f7c58cbdf/1497067378006/Desinterstedness+and+Desire+in+>

Suggestive Readings

- Gupta, S. *Art, Beauty and Creativity*, (Delhi: D.K Printers, 1999) Chapters I,3,4,5,7,8 and 9
- Jhanji, R. *The Sensuous in Art: Reflections on Indian Aesthetics*. (Indian Institute of Advanced Study: Shimla, 1989). Chapter-1
- Daniels, Paul, *Kant on the Beautiful: The Interest is Disinterestedness*, (Colloquy, 16, 2008, p. 198-209) URL: https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf
- Paul Valery, 'The Idea of Art in Aesthetics by Harold Osborne (London: Oxford University Press, 1972).
- 'Disinterestedness and Desire in Kant's Aesthetics' in *The Journal of Aesthetics and Art Criticism*, Paul Guyer . (Blackwell Publishing on behalf of The American Society for Aesthetics . Vol. 36, No. 4 (Summer, 1978), pp. 449- 460
- Hiriyanna, M. *Art Experience*, (Indira Gandhi National Centre for the Arts, Manohar: Delhi, This edition: 1997). Chapters 1 and 5.
- Coomaraswamy, A. *The Transformation of Nature in Art*, (Sterling Publishers, 1995) Chapter- 1 (p.1-39)
- Tagore, R. *Sadhana* in *Tagore Omnibus*, Volume IV. Rupa Publications Pvt Ltd.
- Sartre, Jean Paul, 'The Work of Art' in *Aesthetics*, Harold Osborne, (London: Oxford University Press, 1972).
- Marcuse, H. *The Aesthetic Dimension: Towards a Critique of Marxist Aesthetics*. Kindle Edition.
- Saxena, S. K. (2010). *Aesthetics: Approaches, Concepts. And Problems*, D K Printworld
- Barlingay, S.S. *A Modern Introduction to Indian Aesthetic Theory*. DK Printworld: Delhi. 2016 edition). Chapters 1,4, 5 and 6.
- Ray, N.R. *An Approach to Indian Art*, (Publications Bureau :Panjab University). Chapters 1-4.
- Graham, G. *Philosophy of the arts: An introduction to aesthetics*. Third Edition (Routledge 2005).

DISCIPLINE SPECIFIC ELECTIVE – (DSE-13) – Philosophy of 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Logic DSE 13	4	3	1	Nil	12th Passed	Knowledge of Truth functional Logic

Learning Objectives

- This course is essentially about the nature of logic
- This course is designed to apprise students of the diversity of point of views on the problematic and debatable logical issues.
- The selection of issues is done keeping in mind the topics that the student is already familiar with. Introductory courses on Logic include syllogism, the laws of thought and symbolic logic.
- Hence this course includes theoretical discussions of issues in these areas of deductive logic.

Learning Outcomes

- Students will understand the debates around the nature of logic
- Students will develop the critical ability to engage with abstract concepts in logic
- Students will appreciate the problems and beauty of the basics of logic
- Students will realize that what seems trivial is actually profound and can be subject to change

UNIT 1 Nature of Logic Weeks)

(12 Hours, 4

1. The Formal Laws of Thought: Immanuel Kant
2. Logic as the Essence of Philosophy: Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 38-42.

I. M. Copi, J.A. Gould (ed.), Readings on Logic 1st edn., New York, NY: Macmillan (1964), 78-92

UNIT 2 The Syllogism

(9 Hours, 12 Weeks)

1. What the Tortoise said to Achilles: Lewis Carroll
2. Aristotle's Logic: Bertrand Russell

Essential/Recommended Readings

Carroll, L. (1895), "What the Tortoise Said to Achilles", *Mind* N.S. 4, 278–280 Also reprinted in I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 122–124.
 I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 125–130.

UNIT 3 Laws of Thought

(12 Hours, 4 Weeks)

1. Proving the Laws of Thought by Aristotle
2. A Defense of the Law of Excluded Middle by Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 133–144.
 I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 117–186

UNIT 4 Symbolic Logic

(12 Hours, 4 Weeks)

1. Mathematics and Logic by Bertrand Russell

Essential/Recommended Reading

I. M. Copi, J.A. Gould (ed.), *Readings on Logic* 1st edn., New York, NY: Macmillan (1964), 216–223

Suggestive Readings

- Barnes, Jonathan, 1981. "Proof and the Syllogism", 17–59 in Berti 1981.
- Boolos, G., 1998, *Logic, Logic, and Logic*, Cambridge: Harvard University Press.
- Freeman, J. B. 1988 *Thinking Logically*, Englewood Cliffs, NJ: Prentice Hall.
- Gabbay, Dov M., and John Woods (eds.), 2009, *Handbook of the History of Logic: Volume 5 — Logic From Russell to Church*, Amsterdam: Elsevier/North Holland.
- Galaugher, Jolen, 2013, *Russell's Philosophy of Logical Analysis*, London: Palgrave Macmillan.
- Hintikka, Jaakko, 2009, "Logicism", in A.D. Irvine (ed.), *Philosophy of Mathematics*, Amsterdam: Elsevier/North Holland, 271–290.
- Lear, Jonathan, 1980. *Aristotle and Logical Theory*, Cambridge University Press.
- Patzig, Günther, 1969. *Aristotle's Theory of the Syllogism*, Jonathan Barnes (trans.), Dordrecht: D. Reidel.
- Scriven, M. 1976 *Reasoning*, New York, NY: McGraw-Hill

Category II

BA (Prog.) with Philosophy as Major

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE (DSC-11) - Analytic Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Analytic Philosophy DSC 11	4	3	1	NIL	12th Passed	None

Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

Learning Outcomes

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

Unit 1 Metaphysics

(12 Hours, 4 Weeks)

1. Fundamental Problems
2. Appearance and Reality
3. The Reality of Matter

Essential/Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1, 2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

(12 Hours, 4 Weeks)

1. Proof of an external world
2. Knowledge by Acquaintance
3. Knowledge by Description

Essential/Recommended Reading

- 1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
- 2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 Philosophy of Mind

(12 Hours, 4 Weeks)

1. Can a computer think?
2. Subjective experience

Essential/Recommended Readings

- 1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27
- 2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 Philosophy of Language

(9 Hours, 3 Weeks)

1. Logical Analysis
2. Elimination of Metaphysics

Essential/Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap) www.ditext.com/carnap/elimination.html

Suggestive Readings

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. Bertrand Russell. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-12): Philosophical Understanding of Religion

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		
Philosophical Understanding of Religion DSC 12	4	3	1	NIL	12th Passed	None

Learning Objective

- The course familiarizes the students with basic arguments regarding religion that philosophers have presented
- The course cover topics like the language of religion, cognitive and non-cognitivist theories, key proofs for the existence of God and the ethics of belief
- The course will give students a very important orientation regarding the manner of assessment of arguments and claims made by religion.

Learning Outcomes

- The students will be able to analyze arguments presented in religion
- The students will learn to pay attention to the nuances of the language of religion

- The students will comprehend the complications involved in choosing between faith and reason and will come to have a better appreciation of the religious life.

UNIT 1 Philosophy of Religion: Indian and Western (9 Hours, 3 Weeks)

1. Nature of Religion and its relation to Philosophy of Religion
2. Metaphysical attributes of God
3. Indian Philosophy of Religion

Essential/Recommended Readings

Meister, Chad, *Philosophy of Religion Reader*, Routledge New York, 2008

Brody, Baruch A, *Readings in Philosophy of Religion*, Ed. Vol 1, New Jersey, PHI, 1974.

Ramamurty, A. *Indian Philosophy of Religion*, Decent Books, New Delhi, 2002, pg. 1-13 ("Introduction")

UNIT 2 Evil and Belief (12 Hours, 4 Weeks)

1. Problem of Evil
2. "The Ethics of Belief" - W.K.Clifford

Essential/Recommended Readings

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

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

McCloske, Quinn, P.L. and Taliaferro, C. ed., *A Companion to Philosophy of Religion*, UK, Blackwell Publishers, 1997.

McCloskey, H.J. *God and Evil*, Philosophical Quarterly, Vol.10, 1960.

Unit 3 Faith and Reason (12 Hours, 4 Weeks)

1. Faith
2. Reason
3. Revelation

Essential/Recommended Readings

McCloskey, Quinn, P.L. and Taliaferro, C. ed., *A Companion to Philosophy of Religion*, UK, Blackwell Publishers, 1997.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

UNIT 4 Concepts of Religious Pluralism and Liberation (12 Hours, 4 Weeks)

1. Religious Pluralism
2. Concept of liberation: Nirvana (Buddhism), Moksha (Advaita Vedanta)

Essential/Recommended Readings

Dasgupta, S.N., *History of Indian Philosophy*, Vol. I, London, Cambridge University Press, 1922.

M.Hiriyanna, *Outlines of Indian Philosophy*, London, George Allen and Unwin Ltd. Publishers, 1932.

T.R.V.Murti, *The Central Philosophy of Buddhism: A Study of the Madhyamika System*, London, George Allen and Unwin Ltd. Publishers, 1955.

John H.Hick, *Philosophy of Religion*, New Jersey Prentice Hall, Englewood Cliffs, 1990.

Suggestive readings

- Hinnells, J.R. *The Routledge Companion to the Study of Religion*, Oxon. Routledge, 2005.
- Quinn Philip L, and Talliaferro Charles, *A Companion To Philosophy Of Religion*, Blackwell Publishers, 1997.
- Sinha, Jadunath, *Indian Philosophy* (Vol-I & II), Delhi, MLBD, 2000.
- Peterson, HaskorReichenbeah and Basinger, *Philosophy of Religion : Selected Readings*, OUP, 2001.
- William Lane Craig (ed.), *Philosophy of Religion : A Reader and Guide*, Edinburgh, Edinburgh University Press, 2002.
- Stump and Murray, ed. *Philosophy of Religion : The Big Questions*, Blackwell Publications, 1999
- Verma V. P., *धर्मदर्शनकीमूलसमस्याएं: The Fundamental Problems of the Philosophy of Religion*, Hindi Madhyam, KaryanvayaNideshalaya, 2012.

**DISCIPLINE SPECIFIC ELECTIVE (DSE-8) : Aesthetics Indian
and Western Perspectives**

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		
Aesthetics: Indian and Western Perspectives DSE 8	4	3	1	Nil	12th Passed	None

Learning Objective

- Experiencing art is common, but coming to understand it is not. This course aims at bringing students the critical ability to understand art
- This course will bring both western and Indian perspectives on art to the fore, with more emphasis on the Indian perspective.
- This course will make students appreciate art in different artistic forms

Learning Outcomes

- Upon completing this course, students will learn to appreciate artistic forms better
- The students will come to express in language what they only felt before as an experience
- The students will be able to critically analyze art forms
- The student will be equipped to pursue a career in art criticism and aesthetics

Unit 1 Nature and Meaning of Aesthetics

(9 Hours, 3 Weeks)

1. Introduction to Aesthetics
2. Philosophy of Art and Beauty.

Essential/Recommended Readings:

Saxena, S K, Art and Philosophy: Seven Aestheticians (Pragati Publications,1995). Chapter on 'Langer'

Shyamala Gupta, Art, Beauty and Creativity, (DK Print world: New Delhi,1999). Chapters 1,4,7,8,9.

Unit 2 Identity of a Work of Art

(12 Hours, 4 Weeks)

1. The Idea of Art
2. Form of Feeling

Essential/Recommended Readings:

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

Form of Feeling: The Aesthetic Theory of Susanne K Langer by Sam Reese in Music

Educators Journal, Vol. 63, No. 8 (Apr., 1977), pp. 44-49 Online Source:
<https://www.jstor.org/stable/3395285>

Unit 3 Aesthetic Delight, Rasa and Disinterestedness

(12 Hours, 4 Weeks)

1. Concept of Rasa and Aesthetic Delight with reference to Indian context.
2. Kant on the Beautiful: The Interest in Disinterestedness

Essential/Recommended Readings:

Hiriyanna, M. Art Experience, (Indira Gandhi National Centre for the Arts,Manohar: Delhi, 1997). Chapter-1&5

Daniels, Paul, Kant on the Beautiful: The Interest is Disinterestedness, (Colloquy, 16, 2008, p. 198-209) URL:https://www.monash.edu/_data/assets/pdf_file/0006/1762206/daniels.pdf

Unit 4 Art, Religion, and Spirituality: Indian View

(12 Hours, 4 Weeks)

1. Ananda Coomaraswamy
2. Sri Aurobindo
3. Rabindranath Tagore.

Essential/Recommended Readings:

Coomaraswamy, A. K. *The Transformation of Nature in Art*, (Sterling Publishers,1995) Chapter-1(p.1-39)

Online material available for Aurobindo and Tagore on shodhganga/inflib.net and jstor.

Tagore,R. "Sadhana" in Tagore Omnibus, Volume IV. Rupa Publications Pvt Ltd.

DISCIPLINE SPECIFIC ELECTIVE (DSE) - Part A: Indian 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		
Texts of Indian Philosophy DSE 9	4	3	1	Nil	12th Passed	"Introduction to Indian Philosophy" DSC 3

Learning Objectives

- This course will introduce students to Indian knowledge systems and values. Stress will be laid in making the student understand notions like *Rta*, *Satya* and *dharma*
- This course will make students aware of their intellectual heritage
- This course will give the necessary instruction so that a student can go and further research in Indian thought and culture

Learning Outcomes

- The students will learn about an aspect of Indian intellectual and cultural heritage
- The students will understand the richness of Indian intellectual heritage and will have a better idea of the basis of Indian thought and culture
- The student will learn to analyze the ancient Indian texts from a scholarly angle and will appreciate their meanings in a better and informed way

UNIT 1 Vedic Values

(12 Hours, 4 Weeks)

1. Prithvi Sutaka (Rg Veda) hymns 47 to 60
2. The concept of *Rta*, *Satya* and *dharma*.

Essential/Recommended Readings:

1. Pannikar, R. (2001), *The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations*. Motilal Banarsidass Publishers, pp.120-122; 126-129
2. Wezler, A., 'Dharma in the Veda and Dharmasastras', *DHARMA* (ed. Patrick Olivelle), MLBD, 2009, pg.207 – 231.

UNIT 2. Basic Characteristics of Upaniṣad

(12 Hours, 4 Weeks)

1. What are the Upaniṣads and what do they mean
2. Characteristics of the Upaniṣads

Essential/Recommended Readings

Swami Krishnananda, Lessons on the Upanishads , The Divine Life Society, pp.06-59.
www.swami-krishnananda.org
 Radhakrishnan, S. (1951) The Principal Upaniṣad, Harper Collins, pp 15-26.

UNIT 3 Kena Upaniṣad

(9 Hours, 3 Weeks)

1. Poetry in Kena Upaniṣad
2. Interpretation of the Poetry

Essential/Recommended Readings

Chapter 1 and 2 (poetry) of Kena Upaniṣad

UNIT 4. Kena Upaniṣad

(12 Hours, 4 Weeks)

1. Prose in Kena Upaniṣad
2. Interpretation of Prose

Recommended Readings

Chapter 3 and 4 (Prose) of Kena Upaniṣad

Suggestive Readings

- Kane, P.V. (1973). History of Dharmaśāstra, Vol.III, 2nd ed. Poona: Bhandarkar Oriental Research Institute.
- Radhakrishnan, S. (1951) The Principal Upaniṣad, Harper Collins, pp579-592.
- Raju, P.T. Structural Depths of Indian Philosophy, pp.25-40.

DISCIPLINE SPECIFIC ELECTIVE (DSE) – Indian Theories of Consciousness

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		
Indian Theories of Consciousness DSE 10	4	3	1	Nil	12th Passed	"Introduction to Indian Philosophy" DSC 3

Learning Objectives

- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (*Atman/Brahman*), *paravidya* and *aparavidya*, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.
- To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.
- The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.
- Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers..

Learning outcomes

- Students will have knowledge of the Indian Theories of Consciousness given in *Mandukyopanishad*, *Bhagavadgita*, *Buddhism*, *Charvaka*, *Nyaya* and *Advaita Vedanta*.
- In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- This paper helps to enhance students' ratiocinatively abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

UNIT-I Introduction (weeks)

(12 Hours, 4

3. Consciousness in Mandukya Upanishad
4. Consciousness in Bhagavad Gita

Essential/Recommended Readings

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

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

UNIT-II Buddhist Understanding of Consciousness

(9 Hours, 3 Weeks)

Essential/Recommended Readings

1. King Milinda's Questions

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

UNIT-III Nyaya theory of Consciousness

(12 Hours, 4 Weeks)

1. Jayanta Bhatta's Exposition

Essential/Recommended Readings

Nyāyamañjarī of Jayanta Bhaṭṭa, Dehātma-vāda (Śarīrātma-vādī-cārvāka-mata), Indian Council of Philosophical Research, New Delhi, 1990, pp 109-128

UNIT-IV Advaita Vedanta on Consciousness

(12 Hours, 4 Weeks)

1. Sankara's introduction to the Brahmasutra

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

Suggestive Readings

- Hume, R.E. Thirteen Principal Upaniṣads. Oxford: Oxford University Press, 1921.
- Radhakrishnan, S. The Principal Upaniṣads. London: George Allen & Unwin, 1974.
- Swami, Gambhirananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram
- Swami Vireshwarananda, trans. Brahmasūtra-śāṅkara-bhāṣya. Calcutta: Advaita Ashram, 2003, pp 1-16.
- Organ, Troy Wilson. The Self in Indian Philosophy. London: Mouton & Co., 1964.
- Pandey, Sangam Lal. Pre-Samkara Advaita Philosophy, 2nd ed. Allahabad: Darsan Peeth, 1983.
- Paul S. and Anthony J. Tribe. Buddhist Thought: A Complete Introduction to the Indian Tradition. London: Routledge, 2000.
- Stcherbatsky, Theodore. The Soul Theory of Buddhists, 1st ed. Varanasi: Bharatiya Vidya Prakasana, 1970.
- Gupta, Bina, Cit Consciousness. OUP.: New Delhi 2003.

Category III

BA (Prog.) with Philosophy as Minor

DISCIPLINE SPECIFIC CORE COURSE (DSC-2) Contemporary Indian 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		
Analytic Philosophy DSC 6	4	3	1	NIL	12th Passed	None

Learning Objective

- The course aims at exposing students to Analytic Philosophy, a school of thought that has held a dominant position in Western Philosophy since the beginning of the twentieth century.
- As a philosophical tradition it is characterized by an emphasis on, scientific rigor, argumentative precision and logical clarity in the development of thought and concept.
- Its familiar tools are formal logic, conceptual analysis, and, mathematics.

Learning Outcomes

- The students will develop acquaintance with one of the most vital streams of philosophy in contemporary times
- The students will learn to analyze topics in epistemology, metaphysics, philosophy of mind and language through the methods and techniques of analytic philosophy

Unit 1 Metaphysics

(12 Hours, 4 Weeks)

1. Fundamental Problems
2. Appearance and Reality
3. The Reality of Matter

Essential/Recommended Reading

1) The Problems of Philosophy - Bertrand Russell (Chapters 1, 2, and 3) in The Problems of Philosophy, OUP, 1980 reprint

Unit 2 Epistemology

(12 Hours, 4 Weeks)

1. Proof of an external world
2. Knowledge by Acquaintance
3. Knowledge by Description

Essential/Recommended Reading

- 1) Proof of an External World - G. E. Moore, in G. E. Moore Selected Writings, Thomas Baldwin, ed., Routledge, 1993
- 2) Knowledge by Acquaintance & Knowledge by Description - Bertrand Russell, The Problems of Philosophy, Chapter 5

Unit 3 Philosophy of Mind

(12 Hours, 4 Weeks)

1. Can a computer think?
2. Subjective experience

Essential/Recommended Readings

- 1) Can Computers Think? - John R. Searle, Analytic Philosophy: An Anthology, A. P. Martinich & David Sosa, eds., Wiley Blackwell, 4th edn., 2009, Part IV, Chapter 27
- 2) What is it Like to be a Bat? - Thomas Nagel, Analytic Philosophy: An Anthology, Part IV, Chapter 25

Unit 4 Philosophy of Language

(9 Hours, 3 Weeks)

1. Logical Analysis
2. Elimination of Metaphysics

Essential/Recommended Reading

The Elimination of Metaphysics Through Logical Analysis of Language - Rudolph Carnap, 1931, (Translated by Arthur Pap) www.ditext.com/carnap/elimination.html

Suggestive Readings

- Ayer, A. J. *Language, Truth and Logic*. New York: Dover Publications, 2002.
- Beaney, Michael. *Analytic Philosophy: A Very Short Introduction*. Oxford, United Kingdom: Oxford University Press, 2017.
- Martinich, Aloysius, and David Sosa. *The Philosophy of Language*. New York: Oxford University Press, 2012.
- Rorty, Richard M. *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL: University of Chicago Press, 1992.
- Russell, Bertrand. *The Problems of Philosophy*. Bertrand Russell. London: Oxford University Press, 1912.
- Schwartz, Steve. *A Brief History of Analytic Philosophy: From Russell to Rawls*. Chichester: Wiley-Blackwell, 2013
- Glock, Hans-Johann. *What Is Analytic Philosophy?* Cambridge, UK: Cambridge University Press, 2008.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES

Credit distribution, Eligibility and Pre-requisites of the Course

GENERIC ELECTIVES (GE-18): Legal Philosophy

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Legal Philosophy GE 18	4	3	1	Nil	12th Passed	None

Learning Objectives

The course in Philosophy of Law, seeks to:

- Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.
- Introduce students to philosophical schools such as Legal Positivism and Natural Law.
- Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?” will be explored with a view to enhance student sensitivity and understanding of a legal issue.

Learning Outcomes

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

UNIT 1 Law: Concept, Meaning and Definition (12 Hours, 4 Weeks)

1. Traditional Natural Law Theory – Thomas Aquinas
2. Legal Positivism – Austin
3. Law as System of Rules – Hart
4. Law as Integrity – Dworkin

Essential/Recommended Reading:

Altman, Andrew; *Arguing About Law: An Introduction to Legal Philosophy*, Australia: Wadsworth, 2001, pp 32-58 (Topic 1-4)

UNIT 2 Scope of Legal Obligation (12 Hours, 4 Weeks)

1. The Ambit of Legal Obligation
2. Freedom of Speech

Essential/Recommended Readings:

Fuller, Lon; The Case of the Speluncean Explorers, Harvard Law Review, Vol. 62, No. 4, February 1949, pp 616-645

van Mill, David; Freedom of Speech, The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.), Metaphysics Research Lab, Stanford University, 2021, URL = <<https://plato.stanford.edu/archives/spr2021/entries/freedom-speech/>>

UNIT 3 Legal Issues and India (9 Hours, 3 Weeks)

1. Basic Structure of the Constitution
2. Impact of Judicial Decisions

Essential/Recommended Readings:

Abridged Judgement of Kesavanand Bharati Vs. State of Kerala; AIR 1973 SC 1461

Baxi, Upendra; Who Bothers about the Supreme Court? The Problem of Impact of Judicial Decisions, Journal of the Indian Law Institute, Vol. 24, No. 4 (October-December 1982), pp. 848-862

UNIT 4 Fundamentals of Law (12 Hours, 4 Weeks)

1. Jury System vs. Judge System
2. Crime and Punishment

Essential/Recommended Readings:

Brooks, Thom; *The Right to Trial by Jury*, Wiley, Journal of Applied Philosophy, Vol. 21, No. 2, 2004, pp. 197-212
Tebbit, Mark; *Philosophy of Law: An Introduction*, (3rd Edition), Routledge 2017, pp 242-253

Suggestive Readings

- Marmor, Andrei, *Philosophy of Law*, New Jersey: Princeton University Press, 2011
- Golding, Martin Philip, and Edmundson, William A., *The Blackwell Guide to Philosophy of Law and Legal Theory*, Oxford: Blackwell, 2005
- Marmor, Andrei (ed), *The Routledge Companion to Philosophy of Law*, New York: Routledge, (1st ed.), 2012
- Choudhary, S., Khosla, M. and Mehta, P.B., *The Oxford Handbook of the Indian Constitution* (1st ed.), Oxford: Oxford University Press, 2016
- Jain, M.P., *Indian Constitutional Law*, Lexis Nexis, (8th ed.), 2018
- Rai, Udai Raj, *Fundamental Rights and their Enforcement* India: Prentice Hall, 2011

GENERIC ELECTIVES (GE-19): Feminist Film Theory

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
		Lecture	Tutorial	Practical/ Practice		
Feminist Film Theory GE 18	4	3	1	Nil	12th Passed	None

Learning Objective

- This paper examines how the mainstream cinema has been affected by the patriarchal mindset of our society at large, and

- The course deals with the concept of spectatorship in cinema and how this spectatorship could/should be shifted from being focused on the male audience to catering to a female audience.
- The methods of psycho-analysis, post-feminism, etc. will be taught in this course

Learning Outcomes

- The course anticipates enabling students to understand the link between reality and cinema,
- The course will make students appreciate how the representation of women in the latter has been influenced by the patriarchal structure of the society.
- Through discussions on topics like the male gaze and spectatorship, the course will also equip the students to widen their horizons in terms of thinking about the way our sexuality is placed in variety of contexts.

UNIT 1 – Women in Indian Cinema

(12 Hours, 3 Weeks)

1. The representation of Women
2. Illusion and Reality in Women's Representation

Essential/Recommended Readings

Women in Indian Cinema, Butalia, Urvashi. (1984). Feminist Review, No. 17, Many Voices, One Chant: Black Feminist Perspectives. Pp. 108-110.

Retrieved from: <https://www.scribd.com/document/522622330/women-in-indian-cinema>

Gender Equality: An Illusion in Indian Cinema a Study on Women in Indian Film Industry by Shalini Shaji (2017) in Social Sciences International Research Journal, Vol. 3, Issue. 2. Pp. 5-7.

UNIT 2 – Pleasure and Male Gaze

(12 Hours, 3 Weeks)

1. Visual Pleasure
2. Narrative Cinema

Essential/Recommended Readings

Mulvey, Laura. (1975). Visual Pleasure and Narrative Cinema (pp. 14-16). London: Macmillan.

Mulvey, Laura. (1981). Afterthoughts on "Visual Pleasure and Narrative Cinema", inspired by 'King Vidor's Duel in the Sun' (pp. 29-37). London: Macmillan.

Kaplan, E. A. (1983). *Women and film: Both Sides of the Camera* (pp. 35-47). New York and London: Methuen.

UNIT 3 – Women, Nation, and Bollywood**(12 Hours, 3 Weeks)****1. Film and the Nation and Women**

Singh, Indubala. *Gender Relations and Cultural Ideology in Indian Cinema: A Study of Select Adaptations of Literary Texts*(Chapter-2). Deep and Deep Publications, 2007.

UNIT 4 –Oppositional Gaze**(9 Hours, 3 Weeks)****1. Black Female Spectators****Essential/Recommended Readings**

Hooks, Bell. "The Oppositional Gaze: Black Female Spectators". In *Black Looks: Race and Representation*. Boston: South End Process, 1992.

GENERIC ELECTIVES (GE-20): Care 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
		Lecture	Tutorial	Practical/ Practice		
Care Ethics GE 20	4	3	1	Nil	12th Passed	None

Learning Objective

- The course will examine the foundation of ethics as it applies in ethical decision making in various fields of humanistic inter-personal relationships and thereby covers a broad range of topics like mothering/parental care, fields of health care and education.
- Often perceived as a niche area of ethics or soft ethics covering Feminist morality, the paper will stress on the fact that this is a dynamic ethical approach and is equally applicable to field of justice and jurisprudence, and deontological ethics.
- The course will draw upon contemporary readings to familiarize the students about the topic of care ethics.

Learning Outcome

- This course will make students understand the working in the fields of medicine, teaching, law and policy making institutions from the perspective of care ethics
- It will facilitate a reasonable and an empathetic perspective among students.
- Students will be able to critically analyse other notions of care from the angle of care ethics

Unit 1 Care Ethics: Introduction

(12 Hours, 4 Weeks)

1. Meaning and Nature of Care Ethics
2. Care ethics and its unique methodology (its difference from three traditional theories)

Essential/Recommended Readings

Gilligan, Carol. In *A Different Voice: Psychological Theory and Women's Development* New York University : 1982.(P.24-39)**Otherwise, this is a seminal work on Care Ethics**

Link: file:///C:/Users/HP/Downloads/In_A_Different_Voice_Psychological_Theory_and_Women's_Development.pdf, <https://www.researchgate.net/publication/275714106>

Slote, Michael. *THE ETHICS OF CARE AND EMPATHY*. Routledge, 2007. P.11-41 (Chapters 1 and 2)

<https://www.lettere.uniroma1.it/sites/default/files/263/Slote%20C%20The%20Ethics%20of%20Care%20and%20Empathy.pdf>

Milton Mayeroff. *On Caring* (edited) by Ruth Nanda Anshen. (Harper and Row, 1971). Parts II-IV. p.9-37.

Unit 2: Care, Gender and Inter-personal Relationships

(9 Hours, 3 Weeks)

1. Care Ethics and Feminist Morality
2. Virtues of compassion and respect in inter-personal relationships

Essential/Recommended Readings.

Held, Virginia. 'Feminism and Moral Theory' in *Bioethics: An Introduction to the History, Methods. And Practice* (ed) Nancy, S. Jecker et al. (Jones and Bartlet Publishers, 2010). P. 158-163

Slote, Michael. *The Ethics of Care and Empathy*, Routledge, 2007. P.10-21 (Chapter-3, p.42-54)

Unit 3: Ethics of Care in Education and Health

(12 Hours, 4 Weeks)

1. Care Ethics and Education
2. Care ethics and the field of Health Care

Essential/Recommended Readings:

Noddings, Nel. *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of CA Press, 1982.

Sherwin, Susan. "Feminist and Medical Ethics: Two Different Approaches to Contextual Ethics" in *Bioethics: An Introduction to the History, Methods. And Practice* (ed) Nancy S, Jecker et al. (Jones and Bartlet Publishers, 2010). P.183-188.

Unit 4: Care Ethics and the Just World-view**(12 Hours, 4 Weeks)****1. Care Ethics as an inclusive and fair ethics****Essential/Recommended Readings**

Virginia The Ethics of Care: Personal, Political, and Global (OUP, 2006). P.76-106 and 154-169

Available as a download on

<https://voidnetwork.gr/wp-content/uploads/2013/10/The-Ethics-of-Care-Personal-Political-and-Global-by-Virginia-Held.pdf>

Maureen Sander-Staudt. Care Ethics in <https://iep.utm.edu/care-ethics/> Sections 7-9

Suggestive Readings

- Ruddick, Sara. Maternal Thinking: Toward a Politics of Peace. New York, NY: Ballentine Books, 1989.
- Tronto, Joan. Moral Boundaries: A Political Argument for an Ethic of Care. New York, NY: Routledge, 1994.
- Navneet, Rekha. "Abstract Universality and Ethics of Duty Vs Limited Universality and Ethics of Care" in Journal of Indian Philosophical Research (JICPR), Volume XXVI Number2. April-June2009. P.91-103.

GENERIC ELECTIVES (GE-21): Indian 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
		Lecture	Tutorial	Practical/ Practice		
Indian Ethics GE 21	4	3	1	Nil	12th Passed	None

Learning Objectives

- The objective of the course is to inform and educate students about the rich intellectual heritage of India and some of its ethical practice systems.
- The course will cover some basic doctrines of ethical practices in India including the Āśrama System and Jain and Buddhist practices
- The course will also cover the Purusarthas apart from other aspects of Indian thought about the goals of life

Learning Outcomes

- The students will understand the ethical aspects of Indian thought and their grounding in practice
- The students will be able to analyze for themselves the various practices and their contemporary relevance
- The students will have a better comprehension of the ethical practices in India since they will be reading about them from original sources

Unit 1 Introduction

(9 Hours, 3 Weeks)

1. Prithvi Sutaka(Rg Veda) hymns 47 to 60
2. The concept of Rta, Satya and dharma.

Essential/Recommended Readings:

Pannikar,R. (2001), The Vedic Experience, Mantramanjari: An anthology of the Vedas for modern man and contemporary Celebrations. Motilal BanarsidassPublishers,pp.120-122; 126-129

Wezler,A., 'Dharma in the Veda and Dharmasastras', DHARMA(ed. Patrick Olivelle), MLBD, 2009, pg. 207 – 231

Creel, Austin B. (1975). The reexamination of "Dharma" in hindu ethics. *Philosophy East and West* 25 (2):161-173.

Unit 2 Indian Moral Philosophy

(12 Hours, 4 Weeks)

1. The nature of Indian Moral Philosophy
2. Deconstructing a Myth of Morality in Classical Indian Thought

Essential/Recommended Readings

Kelkar, M (2002). "The Nature of Indian Moral Philosophy", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 13-26

Bhelke, S. E. (2002). "Deconstructing a myth of Morality in Classical Indian Thought", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp. 45-62

Unit 3 ThePurusarthas and Concept of Sreyas and Preyas (12 Hours, 4 Weeks)

1. The Purusarthas: Trivarga (purpose of life)
2. Concept of Sreyas and Preyas (KathoUpanisada Apph.2 Commentary by Sankara)

Essential/Recommended Readings:

Talghatti, S R (2002). "The Concept of Purusartha", In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 93-103

Krishna, Daya (2001). The myth of the purusarthas. In Roy W. Perrett (ed.), *Theory of Value*. Garland. pp. 5--11.

Sharma, I.C.(1965) Ethical Philosophies of India, George Allen & Unwin LTD. Chapter XII.

Unit4 Jain and Buddhist Ethics

(12 Hours, 4 Weeks)

1. Jaina Code of Conduct
2. Maitri, Karuna and Mudita (Buddhism)

Essential/Recommended Readings:

Kelkar, M (2002). "The Jaina Code of Conduct" In *Studies in Indian Moral Philosophy*, Ed. S E Bhelke and P P Gokhale, IPQ Publications, Pune, pp, 233-258

Narada (2009) The Buddha and His Teachings, Jaico Publishing House, pp 419-437

Suggestive Readings

- Bhelke, S. E and Gokhale, P. P. (2002). *Studies in Indian Moral Philosophy*, IPQ Publications, Pune
- Bilimoria, Purushottama & Prabhu, Joseph (2007). *Indian Ethics: Classical Traditions and Contemporary Challenges: Volume I*. Routledge.
- Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.
- Keown, D. (1992), The Nature of Buddhist Ethics, Macmillan, London.
- Dahlke, P., Silacara, B., Oates, L.R., & Lounsbury, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.
- Tandon, Kiran. (2012), Bharatiya Sanskriti, Eastern Book Linkers, New Delhi. Chapter -3, pp, 192-231.
- Pandey, Rajbali. (2013), Hindu Samskaras: Socio-Religious study of Hindu Sacraments, Motilal Banarasi Dass Publications, Delhi.
- Prasad, Rajendra, (1999), Varnadharma, Niskamakarma and Practical Morality, A Critical essay on Applied Ethics. D. K. Print world (P) Ltd. New Delhi.
- Satyanarayana, Y.V. (2010), Ethics: Theory and Practice, Pearson, Chapter-2 "Critical Survey of Indian Ethics", pp,13-17.
- Hiriyana, (1950), Popular Essays in Indian Philosophy, Kavyalaya Publishers, Mysore. Chapter-9, "Idea of Purusarthas", pp,65-68.

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