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

Course Objective(2-3)

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

Course Learning Outcomes

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

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

b) Acquainting students with the complex set of interconnected sub-traditions that Analytic Philosophy ramified into and which became equally influential in the twentieth century.

c) Inculcating young minds with the basic training associated with the tradition, such that it is prepared to engage in critical and reflective thinking.

d) Enabling students to reduce complex issues into simpler components that will facilitate clearer understanding

Unit 1
UNIT 1: Frege: Philosophy of Language


UNIT II: Bertrand Russell: Epistemology

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

UNIT III: Russell & Wittgenstein: Language & Reality


UNIT IV: A. J. Ayer: Logical Analysis


References


Additional Resources:


Teaching Learning Process

Lectures & Tutorials

Assessment Methods

According to University rules

Class work and Home Assignments – 25% of Total Marks

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

End-Sem Exams – 75% of Total Marks
Keywords
philosophical analysis, positivism, facts, propositions, picture, meaning, language, knowledge, logical atomism, metaphysics

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

Course Objective

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

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

Course Learning Outcomes

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

Unit 1

Applied Ethics

An Introduction to Applied Ethics

Essential Reading:
Singer Peter, Applied Ethics, Oxford University Press, 1986

Unit 2
Value of Human Life

1. Human Rights
2. Punishment

Essential Readings:


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

Unit 3

Environmental Ethics

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

Essential Readings:

Singer Peter, Applied Ethics, Oxford University Press, 1986

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

Unit 4

Professional Ethics and Public Policy

1. Medical Ethics- Surrogacy, Doctor-patient relation, Euthanasia and the concept of Living Will
2. Media Ethics – Privacy
3. Artificial Intelligence

Essential Readings:
References


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


Additional Resources:


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

Rachel James, The Elements of Moral Philosophy, Oxford University Press, 2011
Teaching Learning Process

Interactive teaching, Lectures and Tutorials
Case studies where ever applicable
Power Point presentations
Questionnaires

Assessment Methods

Internal assessment
Presentation
Central examination.

Keywords

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

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

Course Objective(2-3)

Course Objectives:

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

Continental Philosophy refers to a set of traditions of 19th and 20th Century philosophy in mainland Europe. Their philosophy is opposed to Analytic philosophy. Continental philosophy emerged as a response to several historical events and forces that called into question the prevailing philosophical, political, religious, and moral orders. Thus, we see a kind of collective disillusionment emerge after 2nd world war.
Continental philosophers generally reject scientism, the view that the natural sciences are the only or most accurate way of understanding phenomena. This contrasts with analytic philosophers. This philosophy develops a critical and skeptical attitude toward Enlightenment rationality, religion and science. Existentialism which comes under Continental philosophy might be seen as an attempt to give an account of what is distinctively human but not along lines centered on our ability to think and be rational. It typically holds that man as a conscious being can change the conditions of possible experience, and tend to see their philosophical inquiries which is closely related to personal, moral, or political transformation.

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

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

**Course Learning Outcomes**

- Make students gain familiarity with, and clear understanding of, the major thinkers of Continental tradition and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Students will learn to develop scientific, logical and rational inquiry for understanding the thinkers and their philosophy. Students will able to do a comparative analysis of all thinkers which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.
- This will help the students to develop openness to new ideas.
- Create awareness among the students of the complexity of issues and willingness to examine issues from many different perspectives.
- Students will reflect on and critically evaluate new and unfamiliar concepts.
- Exposure to various texts of Continental Philosophy
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.
- Finally it will give a holistic development of their personality.
Unit 1

UNIT I: Understanding Dialectics: Interpretations of Hegel and Kierkegaard


Unit 2

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


Unit 3

UNIT III : Embodiment : Sartre and Merleau-Ponty


Unit 4

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


References

Recommended Readings:


Additional Resources:

Suggested Readings


Teaching Learning Process

Teaching-Learning Process

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

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

Assessment Methods

Assessment methods:

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

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

i. Four Assignments/Projects: 10% each

ii. Three in-class quizzes/oral tests: 5% each

iii. Paper Presentations: 5%
iii. Final exam: 10%
iv. Attendance and participation 5%

Keywords

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

Ethics
(CC (4))

Core Course - (CC) Credit:6

Course Objective(2-3)

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

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

Course Learning Outcomes

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

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

Unit 1
Morality and Relativism

1. Conventional and Reflective Morality

2. Relativism

Essential Readings:


Unit 2

Ethical Theories

1. Aristotle: Virtue Ethics

2. Kant: The Categorical Imperative

3. Mill: Utilitarianism

Essential Readings:

Aristotle, Nichomachean Ethics, Harvard University Press, 1926


Unit 3

Meta Ethics

1. Emotivism

2. Prescriptivism

Essential Readings:

Stevenson, C.L., Facts and Values, Yale University Press, 1963
Unit 4

Indian Ethics

1. Bhagavadgītā: Niṣkāmakarma

2. Four Puruṣārthas: Dharma, Artha, Kāma, Mokṣa

3. Gandhi’s conception of Ahiṃsā and satya

Essential Readings


References


Aristotle, Nichomachean Ethics, Harvard University Press. 1926


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


**Additional Resources:**
Hudson, W.D., Modern Moral Philosophy, Macmillan Education, 1983


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**Teaching Learning Process**

**Lectures**

**Group Discussions**

**Power Point Presentation**

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**Assessment Methods**

**Internal assessment**

**Project**

**University Examination**

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**Keywords**

Aristotle, Kant, J.S. Mill, Stevenson, Hare, M. K.Gandhi, Bhagvadagita
Greek philosophy
(CC (3))
Core Course - (CC) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

Unit-1: Naturalism (Cosmos and Arche)

Thales and Anaximander

Recommended Reading:


Unit 2
Unit 2: Change, Being and Becoming

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

Recommended Reading:
G.S Kirk and J.E. Raven, The Presocratic Philosophers, Chapters vi and x

Online Source:

Unit 3

Unit 3: Sophists and Socrates

1. Sophists (Protagoras): Relativism and Scepticism

2. Socrates: Critical Enquiry and Virtue is Knowledge

Unit 4

Unit 4: Plato

Justice as Virtue and Theory of Forms Recommended Readings

Unit 5

only four units in the syllabus

References

Recommended Readings

Online Source:

Additional Resources:


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

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

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

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

Course Objective (2-3)

Course Objectives

• The objective of this course is to make students familiar with Indian Intellectual traditions. This course will be an Introduction to the major schools of Indian philosophy. Focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection. The course will help the students in understanding the significance of Indian philosophical studies in their daily life, how to overcome the stress, how to manage their life and take challenges in life; hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.

• The aim is to make students familiar with and develop a clear understanding of the major concepts such as the Shruti and Smriti, Karma, Jnana and Bhakti in different systems, Idealism and Materialism, and Preyas, Shreyas and Nihsreyas in Kathopanishads etc within Indian Philosophical studies.

• Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.

• Improved critical reading of the texts, their rational and logical understanding, and writing abilities.

• Exposure to various Indian Philosophical texts.

• Finally it will give a holistic development of their personality

Course Learning Outcomes
Course Learning Outcomes

• Students of the B.A. (Honors) Indian Philosophy will understand the richness of Indian Intellectual Traditions through basic concepts such as Shruti (agama) and Smriti (nigama), Karma, Jnana and Bhakti, Indian Idealism vs. Indian Materialism, Preyas, Shreyas and Nihsreyas etc

• Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Charvaka, Buddhism, Jainism, Samkhya, Mimamsa and Vedanta. They will become aware of the Metaphysics of various schools which will help them to understand the society at large.

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

• In Unit IV Students will learn to develop scientific, logical and rational inquiry for understanding the systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

• Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

Unit 1

UNIT I: Introducing Basic Concepts and Outlines of Indian Philosophy

(a) Basic Concepts

1. Distinction between Shruti (agama) and Smriti (nigama)

2. Emphasis on Karma (Action), Jnana (Knowledge) and Bhakti (devotion): An Understanding of different Indian Philosophical Schools

3. Distinction between Indian Idealism vs. Indian Materialism

4. Preyas, Shreyas and Nihsreyas with reference to Kathopanishadas

(b) General Characteristics of Indian Philosophy

Recommended Readings:


UNIT II: Indian Metaphysics (*Tattva Vicara*)

(a) Indian Materialism: Carvaka

(b) Four Noble Truths (*catvariaryasatyani*) and Doctrine of Dependent Origination (*Pratityasamutpada*) and Doctrine of Momentariness (*Kshanabhangavada*) in Buddhism

(c) Jaina *Anekantavada* (Relativistic pluralism)

(d) Samkhya Dualism: Prakriti and Purusha

(e) *Purva Mimamsa* theory of Karma (*Apurva*)

**Recommended Readings:**


Unit 3

UNIT III: Indian Epistemology (PramanaVicara)

(a) *Syadvada* of Jainism

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

Recommended Readings:


Unit 4

UNIT IV: Indian Philosophical Debates

(a) Carvaka, Buddha and Samkaracharya on Doctrine of Self
(b) *Satkaryavada* of Samkhya System and *Asatkaryavada* of Nyaya-Vaishesika System

(c) Samkaracharya and Ramanuja on *Maya*

**Recommended Readings:**


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**References**

**Additional Resources:**

**Suggested Readings:**


Teaching Learning Process

Teaching-Learning Process:

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

Assessment Methods

Assessment methods

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

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

Evaluation:

• Four Assignments/ Projects: 10% each
• Three in-class quizzes/oral tests: 5% each
• Paper Presentations: 5%
• Final exam: 10%
• Attendance and participation 5%
Logic
(CC (2))
Core Course - (CC) Credit:6

Course Objective(2-3)

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

Unit 1

UNIT I: Basic Logical Concepts

1. Sentence and Proposition

2. Argument: Deduction and Induction

3. Truth, Validity and Soundness.

4. Argument and Explanation

UNIT II: Logic and Language:

1. Definition of a term, Extensional and Intentional meaning of a term and their relationship.

2. Uses of Language: Three Basic functions of Language.

3. Kinds of Definitions


Additional Resources:

Teaching Learning Process

Lectures and Tutorials

Assessment Methods

Assignments, Presentation and Examination

Keywords

Logic, Argument, Deduction, Truth, Validity, Syllogism, Rules, Fallacies.
Philosophy of Language: Indian and Western
(CC (14))
Core Course - (CC) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

UNIT I: Theories of Meaning

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

Essential Readings:


Further Readings:


Unit 2

UNIT II: Critique of the Theory of Meaning

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

Recommended Readings:


Further Readings:

UNIT III: Verbal Knowledge

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

Recommended Readings:


Further Readings:


Unit 4

UNIT - IV Causes of Verbal Knowledge

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

Recommended Readings:


Further Readings:

References

UNIT I


UNIT II


UNIT III & UNIT IV


Additional Resources:

Teaching Learning Process

Lectures

PPT Presentations

Open book tests

Assignments

Discussion in Tutorials

Assessment Methods

presentations and home assignments, projects

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

Course Objective(2-3)

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

To develop a wider vision for contemporary issues in religion.
Course Learning Outcomes

The students will acquire a general understanding of religious issues.

They will learn to think critically about religious issues.

Unit 1

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

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

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

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

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

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

Recommended Readings-


Unit 2

Unit-2- Challenges to Religion

1) Religious Diversity and responses to it. (Inclusivism, Exclusivism and pluralism)
2. Science and Religion: by Daniel C. Demmett

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

Recommended Readings-


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Unit 3

Unit-3 - Religious Implications of Bhakti and Dharma

1) The Concept of Bhakti: Naradabhaktisutra by Subrahmanya Sarma


2. The Concept of Dharma (Pūrva-mīmāṃsā)

Olivelle, Patrick, Dharma: Studies in it's Semantic, Cultural and Religious History, MLBD, 2009

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Unit 4

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

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

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

Recommended Readings-

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


References


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**Teaching Learning Process**

Lectures

Debates and Discussion

Power Point Presentation

Field trips

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**Assessment Methods**

Internal assessments

Projects

University Examination
Course Objective (2-3)

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

Course Learning Outcomes

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

Unit 1

UNIT-I: Understanding Political Philosophy:

References:


Furthur Reading:


Unit 2

UNIT-II: Communitarianism, Multiculturalism and Minority Rights:

Readings:


Unit 3

UNIT-III: Contemporary Indian Thinker:

Essential Readings:


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

Unit 4


Readings:


Practical

Not applicable

References

Already given within the units

Additional Resources:

Already cited in the Units

Teaching Learning Process

Lectures, Group Discussions and Debates.
Assessment Methods

Internal Assessment and Examination.

Keywords

Democracy, Right, Justice, Multiculturalism, Minority rights

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

Course Objective(2-3)

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

Course Learning Outcomes

After having done this course, the student is expected to have mastered the art of philosophically reading the given textual excerpts and to understand the issues hermeneutically afresh, keeping in mind the dialogical and pluralistic nuances employed in the epistemic enterprise.
Unit 1

TEXT: NYĀYABINDU OF DHARMAKĪRTI WITH DHARMOTTARA’S ṬĪKĀ

1. CHAPTER I: Pratyakṣa (Perception)

Unit 2

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

Unit 3

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

Unit 4

Text:

Syadvad-Manjari.

Chapter XXVIII 'The Jaina Doctrine of the

Nayas (Methods)

References


Additional Resources:


Teaching Learning Process

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

Assessment Methods

Class tests
Assignments
Presentations
Memorising the key phrases/verses in the sutram
Open book tests
Seminars and colloquiums
Power point presentations

Keywords

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

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

Course Objective(2-3)

1. The Western philosophical tradition forms a key component of the discipline since the domain area borrows plenty of fodder from Western philosophical thinkers. Having been introduced to history of Western Philosophy, the students would now be expected to read and critically examine the basic text of some prominent contemporary philosophical thinkers in West. This would enable the students to get a first hand exposure to core philosophical issues that bothered these Western philosophers.

2. Familiarity with this course would also enable the students to make a comparative analysis with other texts of philosophy as and when the opportunity demands.

3. Last but not least, the students would be in a position to critically examine contemporary philosophical concerns since they would have basic knowledge of core texts emanating from Western and non-Western sources. Ultimately, this would facilitate them develop a balanced philosophical outlook on contemporary issues.

Course Learning Outcomes
1. The idea is to encourage the students towards a comparative trajectory where they probe the similarities and differences between the Western and non-Western stands of thought. Hence, one of the key learning outcomes would be and should be to develop comparative skills.

2. Most Western philosophers were also the patriarch of modern statecraft. They imbued moral and ethical considerations quite heavily in their philosophical teachings. Thus, by focussing on individual philosophical thought from original texts, the students would be capable of differentiating between positive and normative worldview.

3. Since Philosophy, whether Western or Oriental, is all about values and rational thinking, the students would develop skills to place any public issue on the edifice of ethical foundations and provide moral weightage to their arguments.

Unit 1

Unit 1: From Idealism to Romanticism


Unit 2

Unit 2: The Nature of Thinking


Unit 3

Unit 3: Philosophy Without Epistemology

Unit 4

Unit 4: The defense of reason


References


Teaching Learning Process

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

Assessment Methods
1. Class assignments.

2. Tests.

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Keywords


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Truth Functional Logic
(CC (10))
Core Course - (CC) Credit:6

Course Objective(2-3)

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

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Course Learning Outcomes

Learning Outcomes

It enhances the logical reasoning and problem-solving skills.

Suggestions

1. An introduction showing the basic difference between propositional and predicate logic need to be given at the beginning.
2. Under Unit-1, stroke function should be mentioned explicitly.

3. Under Unit-2, sub-unit 4 (CNF and DNF) may be deducted to maintain uniform teaching, since the contents are too time consuming.

4. Rest of the portions may be continued to have a balanced logical reasoning.

5. Question banks should be prepared unit wise and circulated.

6. To have uniform teaching, a workshop for all college teachers may be conducted.

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Unit 1

UNIT 1: LOGIC OF COMPOUND PROPOSITIONS (Sentential):

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

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Unit 2

UNIT II: PROVING VALIDITY (PROOF PROCEDURES)

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

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Unit 3

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

1. Symbolization of Categorical Propositions
2. The Four Rules of Inference (Quantification Rules)

3. Restriction on Quantifier Rules
   
   (a) Special Restriction on UG
   (b) Special Restriction on EI

4. Proving Validity

5. Proving Invalidity

Unit 4

Unit- IV

- Quantification Theory

   Proving Invalidity

References


Additional Resources:


Teaching Learning Process

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

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

75 marks for University Examination.

Keywords

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

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

Course Objective(2-3)

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

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

UNIT 1

UNIT I: Issues in Rationalism and Empiricism

Recommended Reading:

UNIT 2

UNIT II: RATIONALISM

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

Recommended Readings:

UNIT 3

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

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

UNIT IV: Critical Philosophy:

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

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

References

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

Berkeley: Three dialogues between Hylas and Philonous London: Penguin Classics, 1988 (First dialogue only)
Kant, I. Prolegomena to Any Future Metaphysics, Translated by Paul Carus, Digireads.com Publishing, 2010, pp. 7-20

Additional Resources:


Teaching Learning Process

Lectures, Tutorials, Discussions, Assignments and Tests.

Assessment Methods

Assignments and tests

Keywords

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

Aesthetics

(DSE (8))

Discipline Specific Elective - (DSE) Credit:6

Course Objective (2-3)

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

Course Learning Outcomes
Course Learning Outcomes

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

Unit 1

An Introduction to the Nature and Meaning of Aesthetics:
1. Philosophy of Art, Beauty, Creativity and Imagination
2. Art and Craft, Comparison of Art Forms
3. Art, Emotion, Rasa, Disinterestedness and Empathy

Recommended Readings:
- Gupta, S. Art, Beauty and Creativity, (Delhi: D.K Printers, 1999) Chapters I, 3, 4, 5, 7, 8 and 9
- Saxena, SK, Art and Philosophy: Seven Aestheticians (Pragati Publications, 1995). Chapter on ‘Langer’
- Ghosh, R. K., Great Indian Thinkers on Art: Creativity, Aesthetic Communication and Freedom (Delhi: Sundeep Prakashan Black and White, 2006) Relevant chapters

Unit 2

Unit-2: Axiological Aspect

Art and Morality: Comparison and Contrast

Recommended Readings:

Unit 3

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

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

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


Unit 4

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

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

Recommended Readings:


Unit 5

only four units in the curriculum

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

References:

Recommended Readings:


• Hiriyanna, M. *Art Experience*. Indira Gandhi National Centre for the Arts, Manohar, 1997.


Additional Resources:


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

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

Assessment Methods

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

Keywords

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

Bio-Ethics
(DSE (5))

Discipline Specific Elective - (DSE) Credit:6

Course Objective (2-3)

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

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

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

Unit 1

UNIT 1- DEFINING BIOETHICS

1. Introduction


2. Human Dignity and Human Rights


Recommended Readings


Unit 2

UNIT 2- CORE CONCEPTS
1. Concept of Personhood


2. Consent and Informed Consent


3. Autonomy, Privacy and Confidentiality


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


Recommended Readings:


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Unit 3

UNIT 3- ETHICAL DILEMMAS

1) Medical experimentation and research( humans and animals)


2) Ethical issues in organ donation after medical assisted death


3) Cloning


4) Eugenics


Recommended readings:

UNIT 4- HEALTH AND SOCIAL RESPONSIBILITY

1. Concept of mental well being


2. Assisted reproduction and social dilemmas


3. Healthcare for the underprivileged and the elderly


Recommended readings:


References


Additional Resources:


Teaching Learning Process

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

Assessment Methods

As per the university mandate

Keywords

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

Feminism (DSE (6))

Discipline Specific Elective - (DSE) Credit:6

Course Objective (2-3)

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

Course Learning Outcomes

Course Learning Outcomes:

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

Unit 1

Unit I

Patriarchy and the Origin of Feminism


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

Unit 2

Unit II

Epistemology


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**Unit 3**

**Unit III**

**Body and Gender**


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**Unit 4**

**Unit IV**

**Women, Society and Environment**


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**References**

**Unit I**

**Patriarchy and the Origin of Feminism**

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

Unit II

Epistemology


Unit III

Body and Gender


Unit IV

Women, Society and Environment


Additional Resources:

Additional Resources:

Teaching Learning Process

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

Assessment Methods

As per the guidelines of University of Delhi.

Keywords

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

Indian Materialism

(DSE(4))

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)
The objective is to familiarise the student with the nature, significance and import of materialism as a strong philosophical motif present in the Indian philosophical traditions and to critically evaluate its theoretical framework in the activity of philosophizing in the contemporary human predicament.

Course Learning Outcomes

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

Unit 1

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

Unit 2

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

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

Unit 3

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

Unit 4

References


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


Additional Resources:

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


Dale, M Reipe (1961). *Natuaralistic Tradition in IndainThought*


Teaching Learning Process

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

Assessment Methods

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

Keywords

Materialism/Lokayata/Carvaka; Carvaka Critique of Metaphysics, Epistemology and Ethics; Mleccha; Critique of Idealism and Religion; Jayarasi’s critique of Inference in

Tattvopaplavasimha

, Caste, Atheist movements, Social Movements for Equality, Contours of Indian Materialism.
The objective of this course is to make students familiar with Indian Classical texts. This course will be an introduction to the various schools of Indian philosophical traditions and their theories of consciousness. The formulation of this paper is to clearly exhibit that there also exists an amazing variety of the theories of consciousness in Indian philosophy. Focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key arguments and doctrine in a manner that enables them for contemporary engagement and reflection.

i. The aim is to make students familiar with and develop a clear understanding of the major concepts such as the nature of the self (Atman/Brahman), paravidya and aparavidya, No-soul theory, karma and rebirth, etc. within spectrum of Indian theories of consciousness.

ii. To develop a deeper understanding of the nature of the self which ultimately reveals one's own existence or being.

iii. The reading of original texts help students to know the fundamental tenants of different schools of Classical Indian thought.

iv. Exposure to various methodologies, interpretations used in the writing style of ancient Indian philosophers.

v. Lastly, this paper helps to enhance students' ratiocinative abilities and writing skills which are essential for establishing logical conclusions in all aspects of human existence.

Course Learning Outcomes

COURSE LEARNING OUTCOME

• Students will have knowledge of the Indian Theories of Consciousness given in Mandukyopanishad, Bhagavadgita, Buddhism, Jainism, Samkhya, Charvaka, Nyaya and Advaita Vedanta.

• In all four units students will learn to develop scientific, logical and rational inquiry for understanding the Indian Philosophical systems. Students will able to do a comparative analysis of all systems which will further enhance their debating skills.

• Students will develop strong oratory and writing skills through the effective presentation of projects, debates, as well as through Seminars, conference, workshops.

Unit 1
UNIT-I


UNIT-II


UNIT-III


UNIT-IV

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

References
Recommended Readings:


Additional Resources:


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**Teaching Learning Process**

**Teaching-Learning Process:**

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

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**Assessment Methods**
Assessment Methods:

Students should strictly follow the course policies.

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

i. Four Assignments/ Projects: 10% each

ii. Three in-class quizzes/oral tests: 5% each

iii. Paper Presentations: 5%

iii. final exam: 10%

iv. Attendance and participation 5%

Keywords

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

Knowledge and Skepticism

(DSE (9))

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

The learning outcomes aimed at are the following:

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

Unit 1

Unit 1: Knowledge and its Definition

1. Types of knowledge
2. Truth and Belief
3. The Problem of the Criterion
4. Gettier Cases
5. Responding to Gettier Cases

Recommended Readings:

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

Title of Chapter 1: Some Preliminaries

Title of Chapter 3: Defining Knowledge


Unit 2

Unit 2: Knowledge and Justification
1. The nature of Justification

2. Infinitism

3. Coherentism

4. Foundationalism

**Recommended Reading:**

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

Title of Chapter: The Structure of Knowledge

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**Unit 3**

**Unit 3: The Problem of Other Minds**

1. How do we have knowledge about other minds

2. Strategies and arguments regarding knowledge of other minds

3. Perceiving someone else's mind

**Recommended Reading:**

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

Title of Chapter: Scepticism about Other Minds

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**Unit 4**

**Unit 4: Radical Scepticism**

1. Radical Scepticism and Closure

2. Mooreanism

3. Contextualism

4. The Refutation of Scepticism
Recommended Reading:

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

Title of Chapter: Radical Scepticism


References

- Pritchard, Duncan. *What is This Thing Called Knowledge?*. RKP, 2013.

Additional Resources:


Teaching Learning Process

Lectures and Tutorials

Assessment Methods

As per the university examination rules
Keywords

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

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

Course Objective(2-3)

The course in Philosophy of Law, seeks to:

a. Familiarize students with the nature and purpose of law by examining questions such as “What is (the nature of) law?”, “How, if at all, is law connected with morality?” and “What is justice?”, and to instruct students about possible answers and arguments provided in legal philosophy and theory.

b. Introduce students to philosophical schools such as Legal Positivism and Natural Law.

c. Help students critically examine the institution of legal punishment that pertains to the coercive impact of law. Questions such as, “Is it ever right to punish someone?”, “What does it mean to say someone is innocent until proven guilty?”, “What are the various theories justifying punishment?”, “Is capital punishment wrong?” will be explored with a view to enhance student sensitivity and understanding of a legal issue of common and general interest.

Course Learning Outcomes

The ideal outcome of this course is to make students understand the concept of law, its place in our lives, its formal structure, rules and modalities. Students should be able to discuss and argue on crucial legal questions that impact the life of common citizens with sensitivity, acumen, precision and insight.
Unit 1

UNIT I

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


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

Unit 2

UNIT II

Sources of Law
2. Conventional Law - The Common Law & Civil Law -
3. Statutory Law - Law made through Govt. Legislation

Unit 3

UNIT III

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


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

Unit 4

UNIT IV

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

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

References


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

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


Teaching Learning Process

Lectures, Tutorials and preceptorials

Assessment Methods

As per University guidelines:

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

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

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

Keywords

Law, legal obligation, natural law, positivism, crime, punishment, Constitutionalism, legal rules
We reason using propositions all the time. And logic, broadly, is about good and bad reasons. The use of reason, and the investigation of that use, goes hand in hand in philosophy. Philosophy of logic considers questions that are taken to be at the heart of philosophy: what is a proposition? What is truth? What is an inference? What is necessity? Is it sensibly ascribed to propositions or objects? Is "existence" a predicate? What is logical form? What is the correct logical analysis of modal sentences? Is it possible to translate all sentences of a natural language into an artificial language? Can logic be done without any information regarding the world? Can logic tell us anything about the world? These are some questions, and there are many more that arise as we wonder about the meaning of being a reasoning creature. IN the course we will undertake to study some of these questions.

Course Learning Outcomes

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

Unit 1

UNIT 1: Logic and Philosophy

A: Philosophy of Logic
B: Philosophical Logic
C: Philosophy and Logic
Chapter 1 of A.C. Grayling's An Introduction to Philosophical Logic, Blackwell Publishing, 2008, pp 1-11
Unit 2

UNIT 2: The Bearers of Truth

1. The Proposition
2. Sense, Reference and Opacity
3. Propositions as meanings and its criticism
4. Nominalism and realism
Chapter 2 of A.C.Grayling's *An Introduction to Philosophical Logic*, Blackwell, 2008, 12-32

Unit 3

UNIT 3: Necessity, Analyticity and the A Priori

1. Analyticity, Necessity, Possible Worlds
2. Problems with Possible Worlds
3. Essentialism, essence, origin and structure
4. Necessity again
Chapter 3 in A.C Grayling's *An Introduction to Philosophical Logic*, Blackwell, 2008, pp. 33-87

Unit 4

UNIT 4: Existence and Descriptions

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

References

Additional Resources:


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Teaching Learning Process

Lectures and Tutorials

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Assessment Methods

Examinations

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Keywords

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

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*Philosophy of Mind*

(DSE (1))

*Discipline Specific Elective - (DSE) Credit:6*
The philosophy of mind is one of the most exciting areas within philosophy. This course is an introduction to the Philosophy of Mind. The objectives are: 1. To introduce students to some of the central problems and concepts in Philosophy of mind. 2. To develop student's abilities to understand and examine in detail the key arguments in Philosophy of Mind. 3. To provide the students a firm basis for the development of their philosophical knowledge and understanding to analyse and evaluate the key theories about the nature of mind and its relation to the world.

Course Learning Outcomes

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

Unit 1

UNIT I  The Mind/Body Problem

Essential Readings:


Recommended Readings:

Unit 3

UNIT III  Emergence and Embodiment


References


Additional Resources:
Recommended Readings:


Teaching Learning Process

Lectures and Tutorials
Assessment Methods

Assignments, Presentations, Examination.

Keywords

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

Philosophy of Science

(DSE (2))

Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

UNIT I: Fundamentals of Philosophy of Science
- Hume: The Traditional Problem of Induction

**Recommended Readings:**


**Further Readings:**

- Hanson, N. R,(1972) A Guide to Philosophy of Science, London. George Allen &Unwin,
- Smith, Peter G.( 2003.), Theory and Reality, The University of Chicago Press, Chicago,

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**Unit 2**

**UNIT II: Observation and Explanation**

- Theory Ladenness of Observation
- On Explanation

**Recommended Readings:**


**Further Readings:**

Unit 3

Unit III: The Methodology of Science-I

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

Recommended Readings:


Further Readings:


Unit 4

UNIT IV: The Methodology of Science-II

- Kuhn: Paradigm and Paradigm Change
- Feyerabend: Épistemological Anarchism
Recommended Readings:

- Smith, Peter G. (2003.), *Theory and Reality*, The University of Chicago Press, Chicago,

References

**Recommended Readings**

**UNIT I**


**UNIT II**


**UNIT III**

UNIT IV


Additional Resources:

**Further Readings**

Teaching Learning Process

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

Assessment Methods

presentations and home assignments, projects

Keywords

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

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

Course Objective(2-3)

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

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

Unit 1

Art and Experience
1. Meaning and Analysis

References

Unit 2

UNIT II: Film as an Art Form
1. Documentaries, Commercial, Parallel Cinema, Web series as new cinematic art form.

References
Christopher, Falzon, Philosophy goes to the Movies, Routledge.
Arnheim, Rudolf, Film as Art, "Film and Reality" University of California Press.

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

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

https://ipfs.io/ipfs/QmXoypizjW3WknFijNKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Parallel_cinema.html
Unit 3

UNIT III: Art, Social Values and Morality
1. Life art interface
2. Film and Cultural representation

References


Unit 4

UNIT IV: Art and Communication in and through Films

References

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

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

Unit 5

References

Recommended Readings
• Harold, Osborne (1976) Aesthetics, OUP.
• Christopher, Falzon, Philosophy goes to the Movies, Routledge.
Arnheim, Rudolf, *Film as Art, "Film and Reality”* University of California Press

Additional Resources:
Teaching Learning Process

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

Assessment Methods

Internal Assessment by assignments and Test

Keywords

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

Critical Thinking and Decision Making

(SEC (1))
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

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

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

Unit 1

Unit I: CRITICAL THINKING: BASIC COMPONENTS

1. Critical Thinking: An Introduction
2. Cognitive Biases
4. Persuasion through Logic: Logos, Ethos and Pathos

Recommended Reading:

Unit II: CRITICAL THINKING: A SECOND ORDER ACTIVITY

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

Recommended Reading:

Unit 3

**Unit III: RHETORIC AND ITS FALLACIES**

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:


Unit 4

**Unit IV: CLEAR THINKING: KEYS FOR SOLUTION**

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

Recommended Reading:

1. Case Studies from both the recommended books

References


Additional Resources:


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**Teaching Learning Process**

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

Lecture & Tutorials are essential

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**Assessment Methods**

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

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**Keywords**

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

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**Bio-Ethics**

(GE (5))

Generic Elective - (GE) Credit:6
Course Objective(2-3)

Aim:

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

Learning Outcome:

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

Course Learning Outcomes

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

Unit 1

UNIT 1- DEFINING BIOETHICS

1. Introduction


2. Human Dignity and Human Rights


Recommended Readings:


Unit 2

UNIT 2- CORE CONCEPTS

1. Concept of Personhood


2. Consent and Informed Consent


3. Autonomy, Privacy and Confidentiality


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


Recommended Readings:
UNIT 3- ETHICAL DILEMMAS

1. Abortion


2. Surrogacy


3. Euthanasia


Recommended readings:

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**Unit 4**

**UNIT 4- PERSONS AND LIVES**

1. **Value of life**


2. **Cloning**


3. **Sex Determination**


**Recommended readings:**


**References**


**Additional Resources:**


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**Teaching Learning Process**

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

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**Assessment Methods**

As per the university mandate

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**Keywords**

Informed Consent, Medically Assisted Suicide, Confidentiality, Right to Die, Cloning
Critical Thinking
(GE (4))
Generic Elective - (GE) Credit:6

Course Objective(2-3)

Critical Thinking aims at enabling a person to take decision in difficult situations. It is the ability to analyse the way one thinks and presents the evidence for one's own ideas rather than simply accepting it. It is creative, clear and to some extent reflective thinking. Being a cognitive trait, it trains students to construct good and sound arguments by eliminating false ones.

Course Learning Outcomes

This course

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

Unit 1

Unit 1: CRITICAL THINKING: BASIC COMPONENTS

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

Recommended Reading:

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Unit 2

Unit 2: CRITICAL THINKING: A SECOND ORDER ACTIVITY

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

Recommended Reading:

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Unit 3

Unit 3: RHETORIC AND ITS FALLACIES

1. Persuasion through rhetoric
2. Fallacies involved in rhetoric

Recommended Reading:

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Unit 4

Unit 4: SCIENTIFIC REASONING:

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


Unit 5

Unit 5: VALUES AND REASONING:

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

Recommended Reading:


References


Teaching Learning Process

As per university guidelines, lectures and tutorials.

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

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**Keywords**

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

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**Ethics in the Public Domain**

(GE (1))

Generic Elective - (GE) Credit:6

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**Course Objective(2-3)**

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

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

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**Course Learning Outcomes**

1. To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.

2. Larger awareness of public issues and empathy with marginalised issues in society.
3. Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

Unit 1

Unit I: Introduction to Ethics

1. Morality


2. Cultural Relativism


Unit 2

Unit II: Morality and Relationship

1. The Married Women


2. Morality: Parents and Children


Unit 3

Unit III: Structures of Inequality
1. Caste


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

2. Affluence and Poverty


Unit 4

Unit IV: Media Ethics

1. Privacy

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

2. Pornography


Unit 5

Unit IV: Animal Ethics


References

Unit I: Introduction to Ethics
1. Morality


2. Cultural Relativism


Unit II: Morality and Relationships

1. The Married Women


2. Morality: Parents and Children


Unit III: Structures of Inequality

1. Caste


Available online:

2. Affluence and Poverty


Unit IV: Media Ethics

1. Privacy

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

2. Pornography


Unit IV: Animal Ethics


Additional Resources:


Teaching Learning Process

Lectures, tutorials and film screenings.
Assessment Methods

As per the rules of University of Delhi.

Keywords

Morality, relativism, inequality, privacy, public interest.

Feminism

(GE (3))

Generic Elective - (GE) Credit:6

Course Objective(2-3)

Course Objectives:

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

Course Learning Outcomes

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

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Unit 1

Unit I

Patriarchy and the Origin of Feminism


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Unit 2

Unit II

Feminism and Intersectionality


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Unit 3

Unit III

Body and Gender


Unit IV

Women and Environment


References

Unit I

Patriarchy and the Origin of Feminism


Unit II

Feminism and Intersectionality


Unit III

Body and Gender


Unit IV
Women and Environment


Additional Resources:


Teaching Learning Process

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

Assessment Methods

As per the norms of University of Delhi.

Keywords

Sexism, gender, biological determinism, pornography, patriarchy, eco-feminism.
Course Objective(2-3)

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

Course Learning Outcomes

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

UNIT I: BASIC LOGICAL CONCEPTS

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

Recommended Readings:

UNIT II: LOGIC AND LANGUAGE

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

Recommended Readings:

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**Unit 3**

**UNIT III: ARISTOTELIAN LOGIC (A)**

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

**ARISTOTELIAN LOGIC (B)**

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

**Recommended Readings:**

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**Unit 4**

**UNIT IV: PROPOSITIONAL LOGIC**

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

**Recommended Readings:**

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**Unit 5**

**UNIT V: INFORMAL FALLACIES**

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

**Recommended Readings:**
References

**PRESCRIBED TEXT**


**Additional Resources:**

**Teaching Learning Process**

Lectures & tutorials as per University Norm

**Assessment Methods**

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

**Keywords**

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

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**Symbolic Logic**

*(GE (6))*

**Generic Elective - (GE) Credit:6**
Course Objective(2-3)

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

Course Learning Outcomes

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

Unit 1

Unit 1: Basic Logical Concepts
1. Truth and validity
2. Deductive and Inductive Inference
3. Relevance of symbolic logic

Recommended readings:

Unit 2

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

Recommended Readings:

Unit 3

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

Recommended Readings:-

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**Unit 4**

Unit 4: Quantification Theory
1. Symbolization of singular, general and multiply-general propositions
2. Proving validity
3. Proving invalidity

Recommended Readings:-

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**Unit 5**

Unit 5: The Logic of Relations
1. Symbolization (Relation and identity)
2. Some attributes of relations, identity and the definite description
3. Predicate variables and attributes of attributes

Recommended Readings:-

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**References**


**Additional Resources:**


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**Teaching Learning Process**
Lectures & Tutorials as per university guidelines is applicable

Assessment Methods

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

Keywords

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