

UNIVERSITY OF DELHI
DEPARTMENT: PHILOSOPHY
COURSE NAME: B A. Philosophy (Major/Minor)

(SEMESTER - 1)

based on
Undergraduate Curriculum Framework 2022 (UGCF)
(Effective from Academic Year 2022-23)



University of Delhi

Course Name: B. A. Philosophy Major/Minor

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in Annexure
			Lecture	Tutorial	Practical		
Philosophical Issues	DSC 1 Major	4	3	1		p. 3	
Logic	DSC 2 Major	4	3	1		p. 6	
Understanding Philosophy	DSC 1 Minor	4	3	1		p. 9	

<p>DSC-1 BA Philosophy/Major Course Title: Philosophical Issues</p>

Course Objective

The primary objective of this course is to introduce the philosophical issues of Indian as well as Western philosophy. It will encourage the students to focus on a particular issue rather than get confused by mixing them.

Course Learning Outcomes

At the end of the course, a student should be able to demonstrate a clear understanding of the background the philosophical issues. They will acquire a good understanding of the key concepts of Indian schools as well as Western philosophy. They will have a sound understanding of epistemological, metaphysical, and ethical issues and shall be able to go for further studies in the subject.

Unit 1. Introduction

- What is Philosophy?
- What is a Philosophical Issue?
- Origins of Indian Philosophy

Recommended Readings:

Moore, B. N., & Bruder, K. (2001). *Philosophy: The power of ideas* (5th ed.). New York: McGraw-Hill, pp. 1-5, 13-15
Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 4-19

Unit 2. Metaphysical Issues

- What is metaphysics?
- Idea of Reality, Being, and Becoming

Recommended Readings:

Laurence, Stephen and Cynthia Macdonald (eds.), 1998, *Contemporary Readings in the Foundations of Metaphysics*, Oxford: Blackwell.pp 1-21

Unit 3. Epistemological Issues

- What is Knowledge?
- Prama, Prameya and Pramana

Recommended Readings:

Lehrer, K. (1990). *Theory of knowledge*. Boulder, CO: Westview Press.pg 2-4

Puligandla, R. (2008). *Fundamentals of Indian Philosophy*, D K Printworld, pp. 184-191

Unit 4. Ethical Issues

- Morality and Ethics
- Buddhist Ethics

Recommended Readings:

Rachels, J., & Rachels, S. (2012). "What is Morality?" In *The Elements of Moral Philosophy 7e*. McGraw Hill. pp 1 to 13

Keown, Damien (2018). "Buddhist Ethics", in Billimoria, Purushottama (ed.) (2018). *Routledge History of Indian Philosophy*. Routledge, pp. 496-505

Suggested Additional Readings:

Gupta, R.K., (1995), *Social Action and Non-violence*, ICPR, New Delhi.

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

Kar, Bijayananda (1985), *Indian Philosophy*, Ajanta Publications, Delhi.

Keown, D. (1992), *The Nature of Buddhist Ethics*, Macmillan, London.

Lama, Dalai (1999), *Ethics for the New Millennium*, Riverhead Books, New York.

O'Connor, D.J., (1964), *Critical History of Western Philosophy*, Free Press of Glencoe, London.

Raju, P.T., (1971), The Philosophical Traditions of India, George Allen & Unwin Ltd., London.

Rao, V. Ramakrishna (1987), Selected Doctrines from Indian Philosophy, Mittal Publications, Delhi.

Tennant, Neil (2015), Introducing Philosophy: God, Mind, World and Logic, Routledge, London.

Teaching Learning Process

Lectures and tutorials as per University guidelines

Assessment Methods

75% for the University exams and 25% for internal assessments as per University guidelines

Keywords

Darśan, Āstika, Nāstika, Ahimsā, Karuṇā, Dāna

<p>DSC 2 BA Philosophy/Major Course Title: Logic</p>
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Course Objective

This course primarily helps in developing one's skill in correct reasoning or argumentation. It trains the student to construct good and sound arguments rejecting the vague and unsound ones at any point of time and situation.

Course Learning Outcomes

This course

1. Helps in sharpening the reasoning and argumentation skills of a learner and simultaneously helps in identifying the flaws.
2. Enhances analytical skills so that one can resolve difficult issues and finally arrives at a reasonable solution.
3. Helps in good scoring for a better rank in form of result

Unit 1 Basic Logical Concepts

1. Proposition and Sentence
2. Deductive argument
3. Truth, Validity, and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 1-2.

Unit 2 Traditional Logic (A)

1. Terms and Distribution of terms
2. Categorical Propositions
3. Traditional Square of Opposition and Existential Import
4. Translating Ordinary Language Sentences into Standard form

Traditional Logic (B)

1. Immediate Inferences- Conversion, Obversion, and Contraposition

2. Categorical Syllogism: Figure and Mood
3. Syllogistic Rules and Fallacies
4. Venn Diagram

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 5-7.

Unit 3

Unit 4: Symbolization

1. Types of Truth functions: Negation, Conjunction, Disjunction (Alternation), Conditional (Implication), and Bi-Conditional (Equivalence)
2. Statements, Statement forms, and Logical status
3. Decision procedures: Truth table Method and Reductio ad Absurdum

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. Ch 8.

Unit 4 Indian Logic

1. Debate
2. Logic
3. Steps of Inference in Indian Logic

Recommended Readings:

Warder, A K (2018). *A course in Indian Philosophy*, Motilal Banarsidass, Pg. 128-137 (“Debate and Logic”)

References

1. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch5-7.
2. Ganeri, Jonardon (2001). *Indian Logic a Reader*. Psychology Press.

Additional Resources:

1. Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.
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Teaching Learning Process

Lectures and tutorials as per the University norms

Assessment Methods

75% for the University exams and 25% for internal assessments as per University guidelines

Keywords

Deduction and Induction, Truth, Validity & Soundness, Syllogism, Venn-Diagram, Informal Fallacies

<p>DSC-1 BA Philosophy/Minor Course Title: Understanding Philosophy</p>

Course Objective

The primary objective of this course is to introduce Philosophy to beginners as a mother discipline. It develops the power of thinking and questioning not only about empirical facts but also abstract realities.

Course Learning Outcomes

At the end of the course, a student should be able to demonstrate a clear understanding of the background of Indian Philosophy, its branches, Areas, etc.

They will acquire a good understanding of the key doctrines of Indian schools.

They have a sound understanding of epistemology, metaphysics, and ethics in general as well as its application and shall be able to go for further studies in the subject.

Unit 1. Introduction to Philosophy

- What is Philosophy?
- Characteristics of Indian Philosophy

Recommended Readings:

Dasgupta, S.N. (2004), A History of Indian Philosophy, Vol.1, Motilal Banarasi Das Publications, Delhi.

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

Unit 2. Areas of Philosophy

- Metaphysics
- Epistemology
- Ethics

- Logic
- Aesthetics
- Social and Political Philosophy

Recommended Readings:

O'Connor, D. J. (ed.) (1964). *A Critical History of Western Philosophy*. Free Press.

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

Unit 3. Society and Morality

- Critical Thinking
- Moral reasoning

Recommended Readings:

Moore, B. N. and R. Parker: 1989, *Critical Thinking: Evaluating Claims and Arguments in Everyday Life*, Mayfield Publishing, Mountain View. Chapter 1

Beauchamp, T. L. (2003). The nature of applied ethics. *A companion to applied ethics*, pp 1-16.

Unit 4. Philosophy and Dialogues

- Dialectics and Socrates
- Nasadiya Sukta

Recommended Readings:

Meyer, M. (1980). Dialectic and questioning: Socrates and Plato. *American Philosophical Quarterly*, 17(4), 281-289.

Nasadiya-sukta (The Hymn of the Origin), *Rgveda*, 10th Mandala, Sukta 129 in Panikkar, Raimundo, *The Vedic Experience: Mantramajari*, Delhi, Motilal Banarsidass, 1977, pp. 54-59.

Suggested Additional Readings:

Gupta, R.K., (1995), *Social Action and Non-violence*, ICPR, New Delhi.

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

Kar, Bijayananda (1985), *Indian Philosophy*, Ajanta Publications, Delhi.

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Tennant, Neil (2015), *Introducing Philosophy: God, Mind, World and Logic*, Routledge, London.

Teaching Learning Process:

Lectures and Tutorials as per University Guidelines.

Assessment Methods:

As per the University system of the semester, exams for 75% and Internal assessment, which comprises of class attendance, tests, and assignment assessment forms the rest 25%.

Keywords: Darśan, Āstika, Nāstika, Ahimsā, Karuṇā, Dāna