

Philosophy Hons , Year 4,
Semester VII (To be effective from July 2025)

Philosophical Methodology DSC 19

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophical Methodology DSC 19	4	3	1	Nil	None	None

Course Objectives:

1. To acquaint students with various methods that philosophers have used to do philosophy over history
2. To make students appreciate the importance of both reason and experience in doing philosophy
3. To make students understand the role of history in the development of concepts that we use today
4. To enrich students' knowledge about the plurality of philosophical outlooks

Course Learning Outcomes

1. The student will get a clear grasp of the various methods philosophers employ.
2. The student will learn the pros and cons of such methods.
3. The students will understand the importance of method in the subject
4. The students will have a good platform for research in the subject.

UNIT 1: Dialectic and Rational Systematization**3 weeks, 9 hrs**

1. Plato's thought
2. Dialectic
3. Rational systems

Essential/Recommended Readings

Benson, Hugh (2006). "Plato's Method of Dialectic," in *A Companion to Plato*, Ed. Hugh Benson, Wiley Blackwell, 85-99.

Rescher, N (2017). "Philosophy as Rational Systematization." In G. D'Oro and S. Overgaard (eds.), *The Cambridge Companion to Philosophical Methodology*. Cambridge University Press, pp. 32-43

UNIT 2: Phenomenological investigations**4 weeks, 12 hrs**

1. The necessity of experience
2. Phenomenology and essence
3. Indian Philosophy and Phenomenology

Essential/Recommended Readings

Edmund Husserl (1936) "The Crisis of the European Sciences" (Part 1)
<https://archive.org/details/HusserlscrisisOfTheEuropeanSciences/HusserlCrisis1/>

Maurice Merleau Ponty (1962) "Preface" to his *Phenomenology of Perception*, Routledge

Mohanty, J. N. (1988). Phenomenology and Indian Philosophy: The Concept of Rationality. *Journal of the British Society for Phenomenology*, 19(3), 269–281.
<https://doi.org/10.1080/00071773.1988.11007873>

UNIT 3: Analytical Methods**4 weeks, 12 hrs**

1. The analytic turn
2. Regressive and Decompositional Analysis
3. Analysis of propositions

Essential/Recommended readings

Beane, Michael, 2000, 'Conceptions of Analysis in Early Analytic Philosophy', *Acta Analytica* 15, 97-115 (https://eprints.whiterose.ac.uk/8967/1/Beane_2000.pdf)

Optional reading: Beane, Michael (2014) "Conceptions of Analysis in Analytic Philosophy" in *Stanford Encyclopedia of Philosophy*, <https://plato.stanford.edu/entries/analysis/s6.html>

UNIT 4: Reflections on the past

4 weeks, 12 hrs

1. The role of history
2. Foucault on genealogy

Recommended Readings

Karl Marx's *The German Ideology*, Part A: Idealism and Materialism. From *The German Ideology*, Progress Publishers, 1968

Foucault, M. (1971). *The Archaeology of Knowledge*, Pantheon Books, NY. (Introduction, pages 3-17)

Suggested Readings

Cappelen, Herman; Gendler, Tamar Szabó & Hawthorne, John (eds.) (2016). *The Oxford Handbook of Philosophical Methodology*. Oxford University Press.

Haug, Matthew C. (ed.) (2013). *Philosophical Methodology: The Armchair or the Laboratory?*. Routledge.

Husserl, Edmund (1964). *The Idea of Phenomenology*. The Hague: M. Nijhoff.

Marx, Karl ; Engels, Friedrich ; Chattopadhyaya, V. & Dutt, C. P. (1913). *The Poverty of Philosophy*. International Publishers.

Overgaard, Soren & D'Oro, Giuseppina (eds.) (2017). *The Cambridge Companion to Philosophical Methodology*. Cambridge University Press.

Rorty, Richard (ed.) (1967). *The Linguistic Turn: Essays in Philosophical Method*. Chicago, IL, USA: University of Chicago Press.

Keywords Dialectic, phenomenology, conceptual analysis, linguistic analysis, historical consciousness, disruptions.

Invitation to Cognitive Science DSE 7 A

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Invitation to Cognitive Science DSE 7 A	4	3	1	Nil	None	None

Course Objectives:

1. Introduce students to Cognitive science which deals with cognitive phenomena, like thinking, understanding, perceiving, attention etc. and the processes that underlie such phenomena.
2. Make students aware of the debates regarding the nature of the mind and how central language is to the human mind
3. Make students appreciate the debate between rival theories of Nativism and neuroconstructivism apart from introducing them to the issue of modularity of mind
4. Introduce students to the concepts involved in computational and connectionist theories of mind and embodied cognition as well

Learning Outcomes

Upon taking this course, students will be able to

1. Analyze the centrality of language for the human mind
2. Understand the debates between Nativism and its rival theories
3. Critically assess the arguments over the nature of the mind
4. Realize the exciting prospects of interdisciplinary research in cognitive science

UNIT 1: Cognition and Language hours)

(3 weeks, 9

1. Language and Cognitive Science
2. Chomsky's idea of the Language Faculty

Essential/Recommended Readings

Samuels, R., Margolis, E. and Stich, S. (2012). Introduction: Philosophy and cognitive science. In Eric Margolis, Richard Samuels, and Stephen P. Stich (eds.), *The Oxford handbook of philosophy of cognitive science*. Oxford: OUP, pp. 1-12.

Chomsky, Noam. (1986). "Knowledge of language as a focus of inquiry." Chapter 1 of *Knowledge of language*. New York: Praeger

UNIT 2: Nativism and alternatives

(4 weeks, 12 Hours)

1. Nativism
2. Neuroconstructivism

Essential/Recommended Readings

Samuels, R. (2020). Nativism. In S. Robins, J. Symons, & P. Calvo (Eds.), *The Routledge companion to philosophy of psychology* (2nd ed., pp. 322–335). essay, Routledge. (first edition published in 2009).

Westermann, G., Mareschal, D., Johnson, M. H., Sirois, S., Spratling, M. W., & Thomas, M. S. C. (2007). Neuroconstructivism. *Developmental Science*, 10(1), 75 83.
<https://doi.org/10.1111/j.1467-7687.2007.00567.x>

Smith L.B. and Thelen, E. (2003). Development as a dynamic system. *Trends in Cognitive Sciences*, Vol.7 No.8 <https://cogdev.sitehost.iu.edu/labwork/dynamicsystem.pdf>

UNIT 3: Computationalism, Connectionism, Embodiment

(4 weeks, 12 Hours)

1. Computing as a model of the mind
2. Connectionism
3. Embodied approaches to Mind

Essential/Recommended readings

McLaughlin, B. (2003). Computationalism, Connectionism, and the Philosophy of Mind. In L. Floridi (Ed.), *The Blackwell Guide to the Philosophy of Computing and Information* (pp. 135-51). Blackwell.

Kiverstein, Julian (2012). The Meaning of Embodiment. *Topics in Cognitive Science* 4 (4):740-758

Unit 4: Modularity and its Discontents

(4 weeks, 12 hours)

1. Massive Modularity Hypothesis
2. How Modular is the Mind?

Carruthers, Peter (2006). The case for massively modular models of mind. In Robert J. Stainton (ed.), *Contemporary Debates in Cognitive Science*. Blackwell.

Prinz, Jesse J. (2006). Is the mind really modular? In Robert J. Stainton (ed.), *Contemporary Debates in Cognitive Science*. Blackwell. pp. 22--36.

Suggestive Readings

Bermúdez, José Luis (2010). *Cognitive Science : An Introduction to the Science of the Mind*. Cambridge University Press.

Mukherji, Nirmalangshu (2003). Is C_{HL} linguistically specific? *Philosophical Psychology* 16 (2):289 – 308.

Shea, Nicholas (2018). *Representation in Cognitive Science*. Oxford University Press.

Samuels, R. (2002). Nativism in Cognitive Science. *Mind & Language*, 17(3), 233–265.
<https://doi.org/10.1111/1468-0017.00197>

Karmiloff-Smith, A. (2009). Nativism versus neuroconstructivism: Rethinking the study of developmental disorders. *Developmental Psychology*, 45(1), 56–63.
<https://doi.org/10.1037/a0014506>

Collins, J. (2005). Nativism: In defense of a biological understanding. *Philosophical Psychology*, 18(2), 157–177. <https://doi.org/10.1080/09515080500169686>

Khalidi, M. A. (2007). Innate cognitive capacities. *Mind & Language*, 22, 92-115

Elman, J., Bates, E., Johnson, M., Karmiloff-Smith, A., Parisi, D., & Plunket, K. (1996). *Rethinking Innateness: A Connectionist Perspective on Development*. MIT Press.

Turing, A. M. (1950). Computing machinery and intelligence. *Mind* 49, 433-460.

Bechtel, W. (1987). Connectionism and the Philosophy of Mind: An Overview. *The Southern Journal of Philosophy*, 26(S1): 17–41. doi:10.1111/j.2041-6962.1988.tb00461.

Keywords

Cognition, Language, Poverty of Stimulus, Modularity, Innateness, Nativism, Neuroconstructivism, Embodied Cognition.

Critical Reading of Texts DSE 7-B

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course title, Code & Semester	Credits	Credit distribution of the Course			Eligibility Criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical		
Critical Reading of Texts DSE 7-B	4	3	1	0	None	None

Course Objectives

1. This course is to familiarize the student with the Texts of Indian and Western Philosophy.
2. It discusses the background of the text and how to read in between the lines.

Learning Outcomes

1. The idea is to encourage the students to think and develop the reading of texts of Indian and Western Philosophy.
2. The students are able to find out the similarities and differences between the style of Indian and Western texts.

Unit 1: The Upaniṣads

(4 weeks, 12 Hours,)

Praśna- Upaniṣad – 1st to 3rd *Praśna*

Essential Reading: *Praśna -Upaniṣad* translated by Swami Sarvananda, Ramakrishna Math Publication, Mylapore, Madras. 1922, p. 36-45.

Ranganathan, Swami. (2019). The Message of Upanisads. Delhi: Bharatiya Vidya Bhawan.

Suggested Readings: 1) Dasgupta Surendranath, (2018). *A History of Indian Philosophy*, Rupa Publications India, ISBN: 978-93-5304-108-3, Chapter III, P28-58.

2) Deussen Paul, (2011), *The Philosophy of the Upanishads*, Motilal Banarsidass Publishers India, ISBN: 978-81-208-1620-6, Chapter 1, p. 1-15.

3) Radhakrishnan, S. (2018). *The Principal Upaniṣad*, 29th impression, Harper Collins Publishers, India, ISBN: 13-978-81-7223-124-8.

Unit 2 *Śrī Bhāṣya*

(4 weeks, 12 Hours,)

(Brahma Sutras, Ramanuja commentary) 1.1.1 to 1.1.4

Essential Reading: Vireswarananda Swami (1986) *Śrī Bhāṣya* (Brahma Sutras, Ramanuja commentary) Advaita Ashrama, Calcutta, p1- 88.

Suggested Reading: Vireswarananda Swami (1986) *Śrī Bhāṣya* (Brahma Sutras, Ramanuja commentary) Advaita Ashrama, Calcutta, Introduction.

OR

Bhāṣā-Pariccheda

The concept of 7 Categories

Essential Reading:

Madhavananda Swami tr, (1977) *Bhāṣā-Pariccheda* with Siddhānta -Mutavāli, Advaita Ashrama , Calcutta p.6- 22

Suggested Reading:

Annambhaṭṭa, (1983). *Tarkasamgraha–Dīpikā* (tr.) Gopinath Bhattacharya, Progressive Publishers, Calcutta,p.13-18.

Datta and Chatterjee (2016) *An Introduction to Indian Philosophy*, , Motilal Banarsidass Ltd. Delhi, p.227-244.

Dasgupta S.N. (2022 3rd ed) *A History of Indian Philosophy* , Rupa, p. 313-319.

Sharma, C.D. (2013) *A Critical Survey of Indian Philosophy*, Motilal Banarsidass Ltd. Delhi, p.175-83

OR

Narad Bhakti Suktrani

Essential Reading: Sarma Subrahmanya ed. (1938) *Narad's Aphorisma on Bhakti*, The Adhyatma Prakasha Press, Bangalore.

UNIT 3 *To be is to be an idea*

(4 weeks, 12 Hours,)

1. Refutation of Idealism

Essential Reading:

Moore, G.E. (1997) *Refutation of Idealism, Philosophical Studies*, Routledge & Kegan Paul Ltd. London, p. 1-30

Suggested Readings:

Joachim Harold H 'A Reply to Mr. Moore', *Mind* 16 (63) p. 410-415.

UNIT 4: *To be Nothing*

(4 weeks, 12 Hours,)

1. Being and Nothingness

Essential Reading:

Sartre, Jean Paul (2021) *Being and Nothingness* , Washington Square Press,p.121-162.

Suggested Readings:

Gusman, Simon (2018). To the Nothingnesses Themselves: Husserl's Influence on Sartre's Notion of Nothingness. *Journal of the British Society for Phenomenology* 49 (1):55-70.

<https://doi.org/10.1080/00071773.2017.1387687>

Postmodernism DSE 7C

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & credits Course Code	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
	Lecture	Tutorial	Practical/ Practice		
Postmodernism DSE 7C			Nil	None	None

Course Objectives:

1. The course aims to give students a thorough understanding of the primary philosophical concepts and arguments of postmodernism.
2. The course will introduce students to an intellectual position, or mode of discourse, characterized by scepticism toward what it sees as the grand narratives of modernity, scepticism toward the effectiveness of ideology in transforming social systems, opposition to epistemic certainty, and the stability of meaning.
3. The course will train students to understand and frame philosophical questions about the literary, artistic, and philosophical movement that arose in the 20th century and

emphasized on the distinction between objective, scientific, and lived or experienced worlds.

4. The course will introduce students to the central tenets of postmodernism through the texts of scholars like Lyotard, Derrida, Deleuze and Guattari, Rorty, and Foucault.

Course Learning Outcome

After successful completion of this course, students would be able to:

1. Identify the philosophical underpinnings of postmodernism.
2. Define postmodernism in its various contexts, including as a school of philosophy, a time period, and an aesthetic movement.
3. Enable the students to critically examine, and have a comprehensive understanding of the importance of postmodern ideas for understanding knowledge, representation, progress, the political, the nature of language, and the claims of science

Unit 1: Introduction

4 Weeks, 12 Hrs

1. Critique of the Enlightenment Project
2. Postmodernism and its conditions
3. Entry into the postmodern age

Essential/Recommended reading:

Foucault, M. (1997). "What is Enlightenment?" in Paul Rabinow ed. *Ethics: Subjectivity and Truth*. New York: The New Press. pp. 303-319.

Lyotard, J. F. (1993). Answering the question: What is postmodernism? *Postmodernism: A Reader*, 38-46.

Jameson, F. (1991). Postmodernism, or the cultural logic of late capitalism. Chapter 1, Duke University Press.

Unit 2: 'Methods' of Postmodernism

5 weeks , 15 hrs

1. Deconstruction

2. Genealogy of Subject
3. Rhizomatic Thought

Essential/Recommended reading

Derrida, J. (1982). Différance. *Margins of Philosophy* (Trans. by Bass, A.), Chapter 1: Différance. The Harvester Press Limited, Sussex.

Foucault, M. (1982). The subject and Power. *Critical Inquiry*, 8(4), 777-795.

Felix, G., & Guattari, D. (1987). A thousand plateaus: Capitalism and schizophrenia. Trans. by Massumi, B.), Chapter 1: Introduction: Rhizome. University of Minnesota, Minneapolis.

Unit 3: ‘Truth’ in Postmodernism

3 weeks, 9 hrs

1. Objectivity in Postmodernism
2. Critique of Truth in Postmodernism

Essential/ Recommended Readings

Rorty, R. (1985). Solidarity or objectivity. *Post-Analytic Philosophy*, 3, 5-6.

Dennett, D. C. (2000, February). Postmodernism and truth. In *The Proceedings of the Twentieth World Congress of Philosophy* (Vol. 8, pp. 93-103).

Unit 4: ‘Reality’ in Postmodernism

3 weeks, 9 hrs

1. Difference, Repetition and Reality
2. Hyper Reality

Essential/Recommended Readings

Deleuze, Gilles. 1994. *Difference and Repetition*, Trans. by Paul Patton. New York: Columbia University Press. Introduction (pp. 1-17).

Baudrillard, Jean. 1994. *Simulacra and Simulation*. Trans. by Sheila Faria Glaser. Michigan: The University of Michigan Press. *The Precision of Simulacra*, pp. 1-42.

Suggestive Readings

1. Butler, C. (2002). *Postmodernism: A Very Short Introduction* (Vol. 74). Oxford

Paperbacks.

2. Derrida, J. (1982). Signature Event Context." *Glyph* 1: 172-97. 1977b. Limited Inc. abc..." *Glyph*, 2, 162-254.

3. Best, S., & Kellner, D. (1991). *Postmodern theory: Critical Interrogations*. Bloomsbury Publishing.

4. West, D. (2010). *Continental philosophy: An Introduction*. Polity.

5. Fuggle, S. (2012). Michel Foucault: Key Concepts. *French Studies: A Quarterly Review*, 66(2), 272-273.

6. Douglas-Jones, R. C., & Sariola, S. (2009). Rhizome yourself: experiencing Deleuze and Guattari from theory to practice. *Rhizomes.*, 19(Summer).

7. Sweetman, B. (1999). Postmodernism, Derrida, and Différance: A Critique. *International Philosophical Quarterly*, 39(1), 5-18.

8. Rorty, R., & Richard, R. (1989). *Contingency, Irony, and Solidarity*. Cambridge University Press.

9. Nietzsche, F. (1873). "Truth and Lie in an Extra Moral Sense," *Fragment, 1873*: from the Nachlass. Compiled from translations by Walter Kaufmann and Daniel Breazeale. pp. 53-63.

10. Dumitrescu, V. M. (2001). Modernism, Postmodernism, and the Question of Identity. *Dialogos*, 2(3), 1-14.

11. Foucault, M. (1982). The subject and power. *Critical inquiry*, 8(4), 777-795.

Keywords

Difference, Deconstruction, Truth, Subject, Postmodernism, Rhizome, Objectivity, Identity

Research Methodology DSE 7 D

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Research Methodology DSE 7 D	4	3	1	Nil	None	None

Course Objective

1. This course introduces students to the fundamental methods and approaches in philosophical research.
2. It will cover different research methods in philosophy, and practical tools for conducting original research.
3. The course will train students to frame philosophical questions, and develop the skills to produce well-argued, clear, and systematic philosophical writing
4. The course-teachers shall conduct regular exercises with students to train them in summarizing, comprehending and paraphrasing unseen passages from different texts across varied areas in Philosophy.
5. The course will introduce students to the major journals in the field and the citation methods they employ

Learning Outcomes

After going through this course, the student will

1. Understand the key research methods in philosophy, including analytic and continental methods and historical methods
2. Formulate and refine philosophical research questions.
3. Analyze and critically evaluate existing philosophical literature.
4. Construct coherent and logically sound philosophical arguments.
5. Write research papers that meet academic standards in philosophy.
6. Understand the ethical responsibilities of conducting and presenting philosophical research.

Unit 1: Types of Research Methods in Philosophy

(5 weeks, 15 hours)

1. Methods (Qualitative and Quantitative) and Problems of Philosophy
2. Approaches and Comparison of Methods
3. Critical Theory and Philosophy
4. Indian Conception of Philosophy and its methods- Sravana, Manana, and Nididhyasana

Essential/recommended readings

Chakraborti , N.N. (2018) 'Methodology in Indian Philosophy' in P. Bilimoria et al. (eds), *History of Indian Philosophy*. Routledge, Pp15-26

Mohanty, J. N. (1989). Indian philosophical tradition: The theory of pramāṇa. In ShlomoBiderman& Ben-Ami Scharfstein (eds.), *Rationality in Question: On Eastern and Western Views of Rationality*. E.J. Brill. pp. 217--230.

Prasad, H.S. (2019) 'On Buddhist Methodology' in L 'Shravak" and S Rai (eds), *Investigating Principles : International Aspects of Buddhist Culture*, The Buddha Dharma Centre of Hong Kong. Pp 289-315

Marcuse, Herbert. (1989). 'Critical Theory and Philosophy' in Bronner, Stephen Eric & Kellner, Douglas (eds.) *Critical Theory and Society: A Reader*. Routledge, Pp.58-76.

Føllesdal, Dagfinn (1996). Analytic philosophy: What is it and why should one engage in it? *Ratio* 9 (3):193-208.

Unit 2: Conducting Research and Writing Papers

(4 weeks, 12 hours)

1. Finding a Topic - Analysis, Textual, Critical, or Application based
2. Raising a Focused Question
3. How to write a paper in philosophy

Essential/recommended readings

Martinich, A. P. (2016). *Philosophical Writing: An Introduction* (Chapters 3 and 4). Wiley-Blackwell.

Unit 3: Academic Writing Styles

(3 weeks, 9 hours)

1. Identifying the Journals in Philosophy
2. Writing Bibliography
3. Citations Methods

Essential/recommended readings

Teachers are to use **philpapers.org** to introduce students to the best journals in the field. Other resources like Scopus, Wiley, Springer, Jstor etc may also be used.

Essential /Recommended Readings:

Russell David Harper, (2010) *The Chicago Manual of Styles*, University of Chicago Press.

Publication Manual of American Psychological Association, (2020) American Psychological Association

Citation Styles: APA, MLA, Chicago, Turabian, IEEE <https://pitt.libguides.com/citationhelp>

Unit 4: Academic Ethics

(3 weeks, 9 hours)

1. Ethics in Publishing
2. Plagiarism: Types of Plagiarism
3. How to avoid Plagiarism

Teachers can use the following resource for this Unit

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

Tutorial

(15 hrs)

Students may be assigned tasks selected from the exercises suggested below :

1. Unit -1 Identifying specific methodologies used in certain seminal texts of Indian and /or Western Philosophy
2. Unit 2 and 3 – Students will be assigned (individually /groupwise) to write a short paper / book-review/article-review where they demonstrate practical application of the guidelines of research that they have learned in Unit 2
3. Unit 2 and 3 - Students will be assigned the task of identifying the relevant journal articles in Scopus indexed journals (under specific quartiles) with reference to a particular research topic .
4. Unit 2 and 3 - Students should demonstrate their ability to write end-notes, footnotes, and the full Bibliography - with reference to the paper or review that they are assigned to write .
5. Unit 3 – Students practice several alternative citation techniques for all possible categories of readings (viz. journal articles, books and book chapters, E resources, PhD and MPhil theses, Encyclopedia articles, etc.)
6. Unit 4 – Students are trained to identify research materials that show “Conflicts in interest” , or use objectionable reflections - that go against Publication Ethics

7. Unit 4 - Students practice how to run relevant software for checking plagiarism
8. Students will be given different plagiarized materials are asked to identify the specific category/ies of plagiarism they illustrate.
9. Students practice the technique of checking their own writings for plagiarism with relevant software, and reduce the similarity index and/or AI content within the permissible limit.

Suggestive Readings

Andow, James (2018). *What is This Thing Called Philosophical Methodology*. Routledge.

Bengson, John ; Cuneo, Terence & Shafer-Landau, Russ (2022). *Philosophical Methodology: From Data to Theory*. Oxford: Oxford University Press. Edited by Terence Cuneo & Russ Shafer-Landau.

Cappelen, Herman ; Gendler, Tamar & Hawthorne, John (eds.) (2016). *The Oxford Handbook of Philosophical Methodology*. Oxford, United Kingdom: Oxford University Press.

Haug, Matthew C. (ed.) (2013). *Philosophical Methodology: The Armchair or the Laboratory?*. New York: Routledge.

Nado, Jennifer (ed.) (2016). *Advances in Experimental Philosophy & Philosophical Methodology*. New York: Bloomsbury Academic.

Overgaard, Soren & D'Oro, Giuseppina (eds.) (2017). *The Cambridge Companion to Philosophical Methodology*. Cambridge, UK: Cambridge University Press.

Vaidya, Anand J. (2010). Philosophical methodology: The current debate. *Philosophical Psychology* 23 (3):391-417.

Glendinning, S. (2008), What is Phenomenology?. *Philosophy Compass*, 3: 30-50.
<https://doi.org/10.1111/j.1747-9991.2007.00113.x>

Delving into the Philosophical Method: A Critical Analysis

<https://philosophy.institute/research-methodology/philosophical-method-critical-analysis/>

BA Programme Philosophy Major

Year 4, Semester VII (To be effective from July 2025)

Continental Philosophy DSC 13

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Continental Philosophy DSC 13	4	3	1	Nil	None	None

Course Objectives

1. • The main objective of this course is to make students familiar with the leading figures of 19th
2. and 20th-century Continental philosophy.
3. • Key thinkers like Hegel, Kierkegaard, Sartre, Simone De Beauvoir, Albert Camu, Heidegger and Foucault will be discussed
4. • Key themes like method of dialectics, phenomenology, Sartre's Existentialism and Humanism,
5. Heidegger on technology and Foucault's main ideas will be analysed at length.

Learning Outcomes

1. • Students will understand the basics of Continental Philosophy and also be acquainted with major currents of thought in this tradition
2. • Students will be able to defend their view as to whether any features are distinctive of the continental tradition

3. • Students will learn to analyze the various ideas of the thinkers in the course, especially those of Hegel and Husserl's key contributions
4. • Students will develop the ability to understand original writings of philosophers
5. • Students will understand the general relevance of continental philosophy and its Contemporary reach and influence

Unit-I -Continental Philosophy and its Proponents (3 weeks, 9 Hours)

1. Introductory session: What is Continental philosophy?

Critchley, 2001, *Continental Philosophy: A Very Short Introduction*, Oxford

2. Hegel on Master-Slave Dialectics

Alexander Kojève.1980. *Introduction to the Reading of Hegel: Lectures on the Phenomenology of Spirit*. PP-3-30. Ithaca & London. Cornell University Press

Unit-II- Existentialism (4 weeks, 12 Hours)

- a. Søren Kierkegaard

Charles E. Moore, (ed) 2007, *Spiritual Writings of Kierkegaard*, PA 15437, USA, Plough Publishing House Farmington, "Essay 6- against the Crowd", pp-23-24, "Essay 7-Suspending the Ethical", pp. 25-29 & "Essay 79-Inwardness and Subjectivity", pp. 320-323, Provocations:

- b. Existentialism: Jean-Paul Sartre

Sartre, Jean-Paul (2007). *Existentialism Is a Humanism*. New Haven: Yale University Press. ISBN 978-0-300-11546-8.

Unit-III-Existentialism, Feminism and Theory of Absurd (4 weeks, 12 Hours)

- a. Existentialism: Simone de Beauvoir

Simone de Beauvoir. 1949. *The Second Sex*: Volume 1, Introduction, PP.13-25,

- b. Existentialism: Albert Camus

Primary Text

Camus, Albert. *The Myth of Sisyphus*. Translated by Justin O'Brien. Vintage Books, 1991.

Suggested Readings

Aronson, Ronald. *Camus and Sartre: The Story of a Friendship and the Quarrel That Ended It*. University of Chicago Press, 2004.

Sprintzen, David. *Camus: A Critical Examination*. Temple University Press, 1988.

Foley, John. *Albert Camus: From the Absurd to Revolt*. Routledge, 2008.

Unit-IV- Perspectives: Foucault and Heidegger (4 weeks, 12 Hours)

a. Michel Foucault on Docile Body

Michel Foucault. 1984. *The Foucault Reader. Part-II-Docile Bodies*, pp.179-187, edited by Paul, Rabinow. New York: Pantheon Books.

b. Martin Heidegger on Question Concerning Technology

Heidegger. Martin, 1977. *The Question Concerning Technology and Other Essays*, “Part I- The Question Concerning Technology”, PP-3-35, Translated and with an Introduction by William Levitt, New York & London: Garland Publishing, INC.

Suggestive Readings

D. West, ‘What is Continental Philosophy’ in *Continental Philosophy: An Introduction* (Polity, 2010).

Judith Butler, ‘Sex and Gender in Simone de Beauvoir’s *Second Sex*’ (14 pages)

McCall, ‘Simone de Beauvoir, *The Second Sex* and Jean-Paul Sartre’ (14 pages)

Stanford Encyclopaedia of Philosophy, ‘Albert Camus’, ‘Suicide, Absurdity, and Happiness: The Myth of Sisyphus’

Cutrofello, Andrew. (2004). *Continental Philosophy: A Contemporary Introduction*. Routledge.

Kearney, Richard & Rainwater, Mara (Eds.) (1995). *The Continental Philosophy Reader*.
Routledge.

McNeill, William & Feldman, Karen S. (Eds.) (1998). *Continental Philosophy: An Anthology*. Wiley-Blackwell.

Kearney, Richard (Ed.) (2003). Continental Philosophy in the 20th Century. Routledge History of Philosophy Volume 8. Routledge.

Solomon, Robert C. (1988). Continental Philosophy Since 1750: The Rise and Fall of the Self. Oxford University Press

Buddhist Philosophy DSE 5

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Buddhist Philosophy DSE 5	4	3	1	Nil	None	None

Course Objective

1. The primary objective of this course is to advance students' critical awareness of the background to the origin, nature, classification, Schools and Comprehensive understanding of the philosophy of Indian Buddhism.

Course Learning Outcomes

1. At the end of the course, a student should be able to demonstrate a clear understanding of the background to the origin of Buddhism in India.
2. They will acquire a good understanding of the key doctrines of Buddhist schools.

3. They have a sound understanding of Buddhist epistemology, metaphysics, and ethics and shall be able to go for further studies in the subject.

Unit 1. Introduction to Buddhism (3 Weeks / 9 hours)

1. Origin and Nature of Buddhism
2. Sects and Schools of Buddhism

Recommended Readings:

Bapat, P.V. (1959), 2500 Years of Buddhism, Government of India, Publications Division, New Delhi, and its Hindi translation also by the Publications Divisions, Chapter-2, pp, 9-20 and Chapter-6, pp,97-138.

Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai, Chapter-1 to14, pp,1-173.

Unit 2. Ethics of Buddhism (4 Weeks / 12 hours)

1. Pañcaśīla
2. Brahma Vihāras
3. Four Noble Truth
4. Eightfold Path

Recommended Readings:

Chatterjee, S.C. & Datta, D.M. (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta, Calcutta, Ch. IV.

Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai, Chapter-15 to 17, pp,201-251.

Walpole Sri Rahula (1974), What the Buddha Taught, Grove Press, New York, Chapter- 2 to 5, pp,16-50.

Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant. (2008), The Five Precepts, Buddhist Publication Society, Srilanka, pp,3-13.

Unit 3. Ontology of Buddhism

(4 Weeks / 12 hours)

1. Pāramitāas
2. Pratītyasamutpāda

Recommended Readings:

Chatterjee, S.C. & Datta, D.M. (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta, Calcutta, Ch. IV.

Mahathera. Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-25, pp,326-337.

Unit 4. Doctrines of Buddhism

(4 Weeks / 12 hours)

1. Nirvāṇa
2. No Soul Theory
3. Law of Karma

Recommended Readings:

Chatterjee, S.C. & Datta, D.M. (1984), An Introduction to Indian Philosophy, reprint, University of Calcutta, Calcutta, Ch. IV.

Mahathera, Narada. (2006), The Buddha and His Teachings, Jaico Publishing House, Mumbai. Chapter-18 to 36, pp,252-426.

Walpola Sri Rahula. (1974), What the Buddha Taught, Grove Press, New York, Chapter-6, pp,51-66.

Suggestive Readings:

Dahlke, P., Silacara, B., Oates, L.R., & Lounsbery, G. Constant (2008), The Five Precepts, Buddhist Publication Society, Srilanka.

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

Halbfars, W. (1999), Karma, Apurva and “Nature causes: observation on the growth and limits of the theory of Samsaras”, O’ Flabearty.

Harvey, Peter. (1990), An Introduction of Buddhist Ethics, Cambridge University Press, Cambridge.

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

Kamla, J. (1983), The Concept of Pañcaśīla in Indian Thought, P. V. Institute, Varanasi.

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

Mehta, Sonia. (2017), The Problem of Meaning in Buddhist Philosophy, Krishi Sanskriti Publication, Delhi.

Pande, G.C. (1957), Studies in the origins of Buddhism, Allahabad University, Allahabad.

Prasad, H.S. (2007), The Centrality of Ethics in Buddhism, Exploratory Essays, Motilal Banarsidass Publication, Delhi 110007.

Sarao, K.T.S. (2003), “Anatman/Atman (No-self/self)”, Encyclopedia Buddhism, Memillan, New York.

Walpola Sri Rahula (1974), What the Buddha Taught, Grove Press, New York.

Keywords: Pratītya-samutpāda, Astāṅga-mārga, Nirvāṇa, Anātma-vāda, Pañcaśīla, Brahma Vihāras

Symbolic Logic DSE 6

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Symbolic Logic	4	3	1	Nil	None	None
DSE 6						

Course Objectives

1. This paper aims to develop the student's skill in logic through more intensive engagement
2. The paper will emphasize on skills in proofs and derivation in propositional and quantificational logic and modal logic
3. In this paper students will learn the logic of relations in addition to quantification theory
4. The paper is designed to help students understand the power of a deductive theory and also the importance of the notion of deduction

Learning Outcomes

After completing this course students are expected to be able to do the following:

1. Learn the various principles and methods of natural deduction and also modal logic.
2. Through the use of its special symbols, this course (advanced logic) helps as an instrument for analysis and deduction.
3. It helps in constructing symbolic forms of both sentential as well as predicate logic and modal logic.

Unit 1: Natural Deduction

(3 Weeks, 9 hours)

1. Relevance of Symbolic Logic
2. Formal proof of validity: Rules of Inference and Rules of Replacement
3. Techniques for proving validity/invalidity: Conditional Proof and Indirect Proof
4. Proofs of Tautologies

Unit 2: Quantification Theory

(4 weeks, 12 hours)

1. Symbolization of Singular, General and Multiply-general propositions
2. Restrictions on Quantifier Rules:

(a) Special Restriction on UG (b) Special Restriction on EI

3. Derivations with Conditional Proof and Indirect Proof
 4. Proving invalidity
-

Unit 3: The Logic of Relations

(3 weeks, 9 Hours)

1. Symbolization: Relation
2. Some attributes of relations
3. Predicate Variables and Attributes of Attributes.

Unit 4: Modal Logic

(5 weeks, 15 hours)

1. Arguments involving modals
2. Symbolizing Modalities
3. Formal Systems

Essential Recommended Readings: -

1. Copi, I.M. *Symbolic Logic*, 5th edition. India: Pearson, 2008.Ch1- 5
2. Copi, Irving M. *Introduction to logic*. 6th Ed. New York London: Macmillan Collier Macmillan, 1982. Ch1.
3. Girle, Rod (2009). *Modal Logics and Philosophy*, Acumen Publishing, Chapter 1 “Argument and Modality” and 2 “A Simple Modal Logic”

Suggestive Readings:

- Hurley, Patrick J. *A concise introduction to logic*. Boston, MA: Wadsworth Cengage Learning, 2012.
- Sen, Madhucchanda. *Logic*. Delhi: Pearson, 2008.
- Jetli & Prabhakar. *Logic*. India: Pearson, 2012

Key Words: Symbols & Symbolizations, Formal Proof, Tautology, Conditional Proof, Quantification, Logic of Relation.

Philosophy of Mind DSE-7

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the Course (If any)
		Lecture	Tutorial	Practical		
Philosophy of Mind DSE-7	4	3	1	0	None	None

1. Course Objective: · The course will introduce students to the basic problems in philosophy of mind
2. The course is designed to equip the students with significant philosophical standpoints that have historically emerged on the mind/body problem
3. Students will develop the skill to analyse and evaluate the theoretical perspectives about the nature of mind and its relation to the world.

Learning Outcomes:

1. Students will analyse and evaluate different perspectives about the nature of mind.
2. They will develop an understanding of the nature of subjective experiences relative to a person's material properties and processes.
3. They will be analysing the debates on the nature of consciousness. They would examine the explanatory gap and evaluate whether the naturalistic explanation leaves 'qualia', the qualitative aspects of experience, unexplained'
4. The course would help the student to develop an interest in the contemporary debates in cognitive sciences.

UNIT I: MIND-BODY RELATION

(4 Weeks / 12 hours)

1. Dualism
2. Mind Body Interaction

Essential/ Recommended Readings:

- Descartes, R. Meditations on First Philosophy (II and VI). In D. J. Chalmers (Ed.), *Philosophy of mind: Classical and contemporary readings* (pp. 10–21). Oxford University Press. 2002.
- Ryle, G. Descartes' Myth. In D. J. Chalmers (Ed.), *Philosophy of Mind: Classical and Contemporary Readings* (pp. 32–38). Oxford University Press. 2002.

UNIT II: IDENTITY THEORY AND FUNCTIONALISM **hours)**

(4 Weeks / 12

1. Identity Theory
2. Functionalism

Essential/Recommended Readings:

- Smart, J.J.C. Sensations and Brain Processes. In D. J. Chalmers (Ed.), *Philosophy of mind: Classical and contemporary readings* (pp. 60–68). Oxford University Press. 2002.
- Putnam, H. The Nature of Mental States. In D. J. Chalmers (Ed.), *Philosophy of mind: Classical and contemporary readings* (pp. 73–79). Oxford University Press. 2002.

UNIT III: EPIPHENOMENAL QUALIA AND THE EXPLANATORY GAP **Weeks / 12 Hours)**

(4

1. Epiphenomenalism
2. The Problem of Qualia

Essential/Recommended Readings:

- Jackson, F. Epiphenomenal Qualia. In D. J. Chalmers (Ed.), *Philosophy of mind: Classical and contemporary readings* (pp. 273–280). Oxford University Press. 2002.
- Levine, J. Materialism and Qualia: The Explanatory Gap. In D. J. Chalmers (Ed.), *Philosophy of mind: Classical and contemporary readings* (pp. 354–361). Oxford University Press. 2002.

UNIT IV: EMERGENCE: A FRAMEWORK TO UNDERSTAND CONSCIOUSNESS (3 Weeks / 9 hours)

1. Complex Systems
2. Emergence

Essential/Recommended Readings:

- Humphreys, P. (2016). Emergence. In P. Humphreys (Ed.), *The Oxford handbook of philosophy of science* (pp. 825–839). Oxford University Press. (Only section 1–9 and Section 12).

Suggestive Readings:

- Chalmers, D. J. (2017) “Naturalistic Dualism”. In M. Velmans & S. Schneider (Eds.), *The Blackwell Companion to Consciousness* (pp. 263–273). Blackwell.
- Robinson, H. (2020, September 11). *Dualism*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/dualism/>
- Crane, T. (2003) *The Mechanical Mind: A Philosophical Introduction to Minds, Machines and Mental Representation*, (2nd edition). New York: Routledge.
- Levin, J. (2018, July 20). *Functionalism*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/functionalism/>
- Chalmers, D. J. (1995). “Facing up to the problem of consciousness”. *Journal of Consciousness Studies*, 2(3), 200–219.
- Bedau, M., & Humphreys, P. (2008). *Emergence: Contemporary Readings in Philosophy and Science*. The MIT Press.

- O'Connor, T. (2020, August 10). *Emergent Properties*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/properties-emergent/>
- Kim, J. (2011). *Philosophy of Mind* (III). Westview Press.
- Heil, J. (2020). *Philosophy of Mind: A Contemporary Introduction* (4th ed.). Routledge.
- Zelazo, D., Moscovitch, M., & Thompson, E. (Eds.). (2007). *The Cambridge Handbook of Consciousness*. Cambridge University Press.

Keywords: Dualism, Category mistake, Identity theory, Functionalism, Epiphenomenalism, Qualia, Explanatory gap, Emergence

COMMON POOL OF GE COURSES

Philosophy of Education GE 7 A

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the Course (If any)
		Lecture	Tutorial	Practical		
Philosophy of Education GE 7 A	4	3	1	0	None	None

Course Objectives

1. This course is able to familiarize the student with the knowledge of Philosophy of Education.
2. It discusses the background, aims, Ethics, Values and Gurukul Parampara.
3. It highlights Philosophy of Education from the perspectives of Indian and Western thinkers.

Learning Outcomes

1. The idea is to encourage the students to think and develop comparisons between the Indian thinkers (Tagore, Vivekananda, Krishnamurti and Dr. S. Radhakrishnan) and Western thinkers (Dewey and Russell) regarding the concept of Philosophy of Education.
2. The students are able to find out the similarities and differences between the thinkers of Indian and Western Philosophy.
3. Gurukul parampara and models of Education are also discussed.

Unit 1: Introduction to Philosophy of Education: Western Philosophy (4 weeks, 12 hours)

1. Basic Questions
2. Nature and scope of education

Essential/recommended readings

Bailey, R (Ed.) (2014). What is the Philosophy of Education? *The Philosophy of Education: An Introduction*, Bloomsbury, Pp. 4-20.

Mwale, Marisen (2021). *Philosophy of Education*. Mzuzu University, Pp.3-44.

Unit 2: Theories of Education: Western Philosophy (3 weeks, 9 hours)

1. Dewey's pragmatic theory

2. Russell on Education

Essential/ recommended readings

Dewey, John (1916). *Democracy and Education: An Introduction to Philosophy of Education*. New York: The Macmillan Company, Pp.375-387.

Russell, B (1923). "Introduction" and "The Postulates of Modern Educational Theory" in *On Education*. RKP, pp. 10-37

Unit 3: Indian Thinkers

(4 weeks, 12

hours)

1. Rabindranath Tagore's views on Philosophy of Education
2. Swami Vivekananda's views on Philosophy of Education
3. Jiddu Krishnamurti's Views on Philosophy of Education
4. Dr. S. Radhakrishnan's Views on Philosophy of Education

Essential/ recommended readings

Tagore, Rabindranath (1947). Thoughts on Education. *The Visva Bharati Quarterly*, Vol.13, No.1 (May-Oct), Pp.1-7.

Vivekananda, Swami (1958). *The Complete Works of Swami Vivekananda*. Vol.4, Mayavati Almora: Advaita Ashrama, Pp.481-487.

Krishnamurti, Jiddu (2008). *Education & The Significance of Life*. Chennai: Krishnamurti Foundation India, Chapter 1 and 2.

Radhakrishnan, Sarvepalli (1944). *Education, Politics and War*. Poona: International Book Service, Pp. 75-110.

https://www.redbrickseducation.org/Pdf/Bo-Tree/people/People_Vol.01_P01_2010_For%20WEB.pdf

Unit 4: Ancient Indian perspective and Models of Education

(4 weeks, 12

hours)

1. What is Gurukul Parampara: Ancient Indian Perspective
2. Professional Ethics and Values Education: Models of Education

Essential/ recommended readings:

Rajguru, Nayan (2024). The Gurukul System: Ancient Pedagogical Practices and Their Role in Shaping Indian Knowledge Traditions. *International Journal for Multidisciplinary Research*, 6(6), Pp.1-10.

Shah, Ekta (2018). Professional Ethics and Values Education in Higher Education. *International Journal of Social Impact*, 3(4), Pp.55-61.

Jogalekar, Jaee (2024). The Significance of Gurukul Education System of Bharat & Its Importance in Indian Knowledge System: A Thematic Analysis. *Quest Journals: Journal of Research in Humanities and Social Science*, 12(12), Pp.61-68.

Suggestive Readings

Curren, Randall, "Philosophy of Education", *The Stanford Encyclopedia of Philosophy* (Spring 2025 Edition), Edward N. Zalta & Uri Nodelman (eds.), forthcoming URL = <https://plato.stanford.edu/archives/spr2025/entries/education-philosophy/>.

Chand, Jagdish (2010). *Philosophical Foundations of Education*. Delhi: Anshah Publishing House, Pp.52-68.

Levinson, Meira and Jacob Fay (eds), 2016, *Dilemmas of Educational Ethics: Cases and Commentaries*, Cambridge, MA: Harvard Education Press.

Dewey, John, 1902, *The Child and the Curriculum*, Chicago: The University of Chicago Press.

Gupta, Chetna (2019). *Tagore and Vivekananda's Views on Education: Philosophical and Contemporary Evaluation*. New Delhi: Shivalik Prakashan, Pp.14-50.

Sachdev, Neeraj., Gupta, Chetna (2021). An Ethical Appraisal of Higher Education: Assessing Teacher-Student Friendship and Autonomy of the Students in the Classroom. *European Journal of Humanities and Social Sciences*, 1(3), Pp. 30-33.

GE 7 B Philosophy of B R Ambedkar

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 7 B Philosophy of B R Ambedkar	4	3	1	Nil	None	None

Learning Objectives

- The aim of this course is to introduce the alternative approaches of contemporary Indian philosophical thought with special focus on Philosophy of B R Ambedkar.
- This course is an exploration of democratic and normative philosophical thought in reconstruction of Indian society.
- This course introduces the essential philosophical writings of contemporary Indian thinker B R Ambedkar by discussing the Philosophical method in general and Social-Political philosophy and philosophy of religion of Ambedkar in particular.

Course Learning Outcomes

- Learn Ambedkar's alternative reading of Indian philosophy by interrogating dominant philosophical systems and its texts.
- Critical engagement with social reality conditioned by the caste system.
- Learn the liberative and democratic potential of philosophy of Ambedkar in reconstructing the Indian nation.

· To develop into a good citizen by understudying the indigenous democratic philosophical thought.

Unit 1 Life world of B R Ambedkar

(9 Hours, 3 Weeks)

1. Life and Essential Writings of Ambedkar
2. Concepts and methodology of B.R.Ambedkar

Essential/Recommended Readings

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.1- 20.

Rodrigues, Valerian (ed). , 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.20-36

Unit 2 Philosophy of Religion

(12 Hours, 4 Weeks)

1. Philosophy of Religion and Indian Social Order

Essential/Recommended Readings

'The Hindu Social order: Its Essential Principles',*Dr. Babasaheb Ambedkar Writings and Speeches Vol.3*,New Delhi: Dr.Ambedkar Foundation,2014,pp95-115

2. Buddhism and Marxism

Social reforms.

Essential/Recommended Readings

Rodrigues, Valerian (ed). 'Religion and Dhamma',*The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002 Pp.57-59

Rodrigues, Valerian (ed). 'Buddha or Karl Marx', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp173-189

Unit 3 Social and Political Philosophy

(12 Hours, 4 Weeks)

1. Social Justice and Ideal society
2. Concept of Equality, Justice and Fraternity

Essential/Recommended reading

Rodrigues, Valerian (ed). 'Introduction', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, (extracts from *Annihilation of Caste*) pp 267-268,275-277,294-304

Rodrigues, Valerian (ed). 'Democracy', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp 60-64

Rodrigues, Valerian (ed). 'Political safeguards for depressed classes', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, 369-382

Unit 4 Contemporary Relevance of Ambedkar

(12 Hours, 4 Weeks)

1. Relevance of Ambedkar
2. Constitutional morality and Democracy

Essential/Recommended Readings

B.R. Ambedkar, 'Introduction', Rodrigues, Valerian (ed). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, p.36-43

Suggestive Readings:

B.R. Ambedkar, 'Philosophy of Hinduism', Moon, Vasant (Compiled) Dr. Babasaheb Ambedkar Writings and Speeches Vol.3, Education Department, Government of Maharashtra, 1987.

Rodrigues, Valerian.(Ed.) 'Krishna and His Gita', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002, pp.193-204

Rodrigues, Valerian(Ed.). 'Basic Features of Indian constitution', *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford Press, 2002New Delhi: Oxford Press, 2002, p.473-495

Omvedt, Gail. 'Ambedkarism : The Theory of Dalit Liberation', *Dalits And The Democratic Revolution: Dr. Ambedkar And The Dalit Movement In Colonial India* (Sage India, 1994) p.225-260 (Ambedkarism)

Omvedt, Gail. *Ambedkar: Towards Enlightened India*, Delhi: Penguin, 2017

Christophe Jaffrelot and Narendra Kumar (Eds), *Dr. Ambedkar and Democracy*, New Delhi: Oxford University Press, 2018(Chapter 16)

V.Geetha, *Bhimraoramji Ambedkar and the Question of Socialism in India*, Delhi: Palgrave, 2022

Gokhale, Pradeep (Ed.) *The Philosophy of Dr.B.R.Ambedkar*, Pune: IPQ Publication,2008

G. Aloysius, *Nationalism without a nation in India*. Delhi: Oxford University Press, 1997. Xii + 265 pp.

P. Kesava Kumar, *Political Philosophy of B.R.Ambedkar- An Inquiry into the Theoretical Foundations of the Dalit Movement*, New Delhi: Kalpaz,2013

Mungekar,Balachandra.(2022).The Essential Ambedkar,New Delhi:Rupa Publications

Roudrigues,Valerian.(2004).The Essential Writings of B.R. Ambedkar, New Delhi: Oxford University Publications

Roudrigues,Valerian.(2024).Ambedkar's Political Philosophy: A Grammar of Public Life from the Margin, New Delhi:Oxford University Press

Kuber,W.N.(1992).Ambedkar: A Critical Study,New Delhi: People's Publishing House

Moon,Vasant.(2022). Dr.Babasaheb Ambedkar,New Delhi: National Book Trust.

Stroud,Scott.R. (2022)The evolution of Pragmatism in India(An Intellectual Biography of B.R.Ambedkar),New Delhi: Harper Collins

Books and Writings of Ambedkar/ Dr.B.R.Ambedkar mea.gov.in

GE 7 C The Philosophy of Bio Politics

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
GE 7 C Philosophy of Bio Politics	4	3	1	Nil	None	None

Course Objectives:

1. Biopolitics takes life as a site of both technological production and economic manipulation.
2. The course outlined to know the relation between power and determined form of life. It is about the relationship between life and politics.
3. This course provides theoretical understanding of biopolitics by exploring the essential writings of Michel Foucault, Giorgio Agamben, Hardt , Antonio Negri, Jacques Ranciere in the ideological context of liberalism and fascism .
4. The course emphasizes the importance of affirmative biopolitics—a biopolitics based upon a politics of life as opposed to a politics over life. The affirmative biopolitics fosters democratic , autonomous valences of the multitude and promotes more egalitarian and free subjects.

Learning outcomes of the Course:

1. Students will have a broad understanding of philosophical theories of biopolitics.
2. Students will have the knowledge of norms constituting in governing and controlling the life, population, social systems and political institutions.
3. Students will learn about the arguments and methodologies of biopolitics.
4. Students will be exposed to the understanding of the invariable relationship between life, technology, social system, and mechanisms of governance.

Unit I Introduction to Biopolitics

(9 Hours, 3 Weeks)

1. Introduction to theories of Biopolitics

Essential Readings

Lemke, Thomas. Biopolitics- An Advanced Introduction, New York; New York University, 2011, pp.1-22

Campbell, Timothy and Adam Sitze (Eds), 'Introduction', Biopolitics- A Reader, Durham: Duke University Press, 2013

Foucault, Michel (1997) 'The Birth of Biopolitics', in: Michel Foucault, Ethics: Subjectivity and Truth, ed. by Paul Rabinow, New York: The New Press 1997, pp. 73-79

Unit II Government of Living Beings: Michel Foucault (12 Hours, 4 Weeks)

1. Michael Foucault's views on Biopolitics

Essential Readings

Lemke, Thomas. Biopolitics- An Advanced Introduction, New York; New York University, 2011, pp-33-52

Foucault, M. Right of Death and Power over Life, Campbell, Timothy and Adam Sitze (Eds) Biopolitics- A Reader , Durham: Duke University Press, 2013, pp.41-60

Unit III Sovereign Power and Bare Life: Giorgio Agamben (12 Hours, 4 Weeks)

1. Agamben view on Sovereign power and Bare life

Essential Readings

Lemke, Thomas. Biopolitics- An Advanced Introduction, New York; New York University, 2011, pp-53-64

'Sovereign Power as Bare Life', Campbell, Timothy and Adam Sitze (Eds), Biopolitics- A Reader, Durham: Duke University Press, 2013 ,pp.134-144

'The Politicization of Life,' Campbell, Timothy and Adam Sitze (Eds), Biopolitics- A Reader, Durham: Duke University Press, 2013, pp.145-151

Unit IV Biopolitics and Multitude (12 Hours, 4 Weeks)

1. Empire and Multitude- Hardt, Negri
2. On Politics- Ranciere

Essential Readings

Michael Hardt and Antonio Negri. 'Biopolitical Production' , Campbell, Timothy and Adam Sitze (Eds) Biopolitics- A Reader Durham: Duke University Press, 2013 ,pp. 215 -236

Ranciere, Jaques . ‘Ten theses on Politics ‘, ‘Biopolitics or Politics’, Dissensus- On Politics and Aesthetics, London: Continuum International Publishing Group pp, 27-44 and 91-96

Suggestive Readings

Lemke, T. (2016): Rethinking Biopolitics: The New Materialism and the Political Economy of Life. In Wilmer, S. and Zukauskaitė, A. (eds.), Resisting Biopolitics: Philosophical, Political, and Performative Strategies, New York: Routledge, 57-73

Campbell, Timothy. Bios, Immunity, Life- The Thought of Roberto Esposito, Diacritics 36.2: 2–22

Vernon W Cisney and Nicolae Morar (Eds) Biopower- Foucault and Beyond

Campbell, Timothy and Adam Sitze (Eds), Biopolitics- A Reader, Durham: Duke University Press, 2013

Agamben G (1998) Homo Sacer: Sovereign Power and Bare Life. Heller-Roazen D (trans). Stanford, Stanford University Press.

Sergei Prozorov, Simona Rentea (eds.) The Routledge Handbook of Biopolitics, 2016

Michael Hardt and Antonio Negri . Biopolitics as Event, Campbell, Timothy and Adam Sitze (Eds) Biopolitics- A Reader , Durham: Duke University Press, 2013, pp. 237-244

Esposito- ‘The Enigma of Biopolitics’ in (Tr. Timothy Campbell) Bios-Biopolitics and philosophy, University of Minnesota Press, 2008, pp 13-43

Lemke, Thomas. Biopolitics- An Advanced Introduction, New York; New York University, 2011

Key Words

Biopolitics, life, Sovereignty, population, citizenship, governmentality, social control, liberalism

GE 7 D Environmental Ethics

Course title &	Credits	Credit distribution of the course	Eligibility	Pre-
---------------------------	----------------	--	--------------------	-------------

Code		Lecture	Tutorial	Practical/ Practice	criteria	requisite of the course (if any)
Environmental Ethics GE 7 D	4	3	1	Nil	None	None

Course Objectives

1. This course will explore wide-ranging environmental arguments, both theoretical and practical, shared from diverse perspectives by ethicists.
2. Students will, to begin with, be introduced to the myriad ways in which morality can be extended to the environment and some other important issues such as those concerning value.
3. The question ‘Does the pursuit of environmentalism (vis-à-vis sustainability) necessarily negate a good life?’ will be weighed.
4. The final unit will deliberate on how values that are implied in or derived from religions and traditional world-views are being used to address environmental concerns on the ground. This unit will thus illustrate the practical application of environmental ideas.

Course Learning Outcomes

- Students shall be able to identify the nature of environmental ethics as a discipline.
- The arguments employed by scholars to extend morality to the environment and challenges they face will become familiar.
- Students will develop the skill to critically evaluate scholarly views and build on their own arguments with sound logical reasoning.
- The students will be able to recognize the moral imperative behind many environmental decisions that humanity faces today.

Unit I: Introduction

(3 Weeks / 9 hours)

1. What is environmental ethics?
2. Anthropocentrism, biocentrism and ecocentrism

Jamieson, Dale, (2008) *Ethics and the Environment: An Introduction*, Cambridge: Cambridge University Press, 2008. Pp. 1-25.

Elliot, Robert, (1993) "Environmental Ethics." In Peter Singer (ed.), *A Companion to Ethics*, Oxford: Blackwell Publishers Ltd. pp. 284-293.

Unit II: Ecofeminism

(4 Weeks / 12 hours)

1. Understanding Ecofeminism
2. Feminism and the Environment

Warren, Karren J. (2014) "The Power and the Promise of Ecological Feminism." In Michael Boylan (ed.), *Environmental Ethics*, Malden, USA: WileyBlackwell. pp 64-71

Merchant, Carolyn. (2014) "Ecofeminism and Feminist Theory," In Michael Boylan (ed.), *Environmental Ethics*, Malden, USA: Wiley Blackwell. pp 59-63.

Unit III: Sustainability

(4 Weeks / 12 hours)

1. What is sustainability?
2. Sustainability and the good life

Hourdequin, Marion (2015) *Environmental Ethics: From Theory to Practice*, London: Bloomsbury. pp. 131-141

Milbrath, Lester W. (2002) "Redefining the Good life in a Sustainable Society", In David Schmidtz and Elizabeth Willott (eds.) *Environmental Ethics: What Really Matters, What Really Works*, New York, Oxford: Oxford University Press. pp 199-205

Unit IV: Application

(4 Weeks / 12 hours)

1. Practicing traditional and religious environmental ethics: some examples

Essential Readings

Callicott, J Baird. (1994) *Earths Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback*, Berkeley: University of California Press. pp 211-234.

Chapple, Christopher Key. (2001). "Hinduism and Deep Ecology", In David Landis Barnhill and Roger S. Gottlieb(eds.), *Deep Ecology and World Religions: New Essays on Sacred Ground*. State University of New York Press, pp 59-76.

Or

Khaleel, F., & Shobha, K. (2021). "Ontological Authority of Sustainability in Hindu Traditions: The Art of Planetary Maintenance." In *Foundations of a Sustainable Economy* Routledge. pp. 96-104.

Further Readings

Nelson, Michael Paul, 2002, "Introduction to Environmental Ethics," *Ethics for a Small Planet: A Communications Handbook on the Ethical and Theological Reasons for Protecting Biodiversity*, Madison, WI: The Biodiversity Project, January 2002. pp.41-47

McShane, Katie. (2009) "Environmental Ethics: An Overview." *Philosophy Compass* 4, no. 3: 407-420.

Goralnik, L. and M.P. Nelson, (2012) 'Anthropocentrism' in *Encyclopaedia of Applied Ethics* (Second Edition). pp 145-155. <https://doi.org/10.1016/B978-0-12-373932-2.00349-5>

Rolston, Holmes III. (2003) "Environmental Ethics" in Nicholas Bunnin and E. P. Tsui-James (eds.). *The Blackwell Companion to Philosophy*, Oxford, UK: Blackwell Publishing.

Curren, Randall, (2014) "Defining Sustainability Ethics," In Michael Boylan (ed.) *Environmental Ethics*, Malden, USA: Wiley Blackwell. pp 331-345.

Plumwood, Val, (1993) *Feminism and the Mastery of Nature*, London and New York: Routledge. Chapter 1

Hourdequin, Marion (2015) *Environmental Ethics: From Theory to Practice*, Bloomsbury, London, 88-100

Shiva, Vandana and J. Bandyopadhyay, (1986), “The Evolution, Structure, and Impact of the Chipko Movement”, *Mountain Research and Development*, Vol. 6, No. 2. pp. 133-142. URL: <http://www.jstor.org/stable/3673267>

Ariyaratne, A. T. and Joanna Macy, (1994) “The Island of the Temple and the Tank,” In Martine Batchelor and Kerry Brown (eds.) *Buddhism and Ecology*, Delhi: Motilal Banarsidass Publishers. pp. 78-86

Keywords:

ethics, environment, ecology, religion, feminism, anthropocentrism, biocentrism, ecocentrism, animals, sustainability, responsibility, value, duties, nature.

Philosophy Hons and Programme

Semester VIII

BA Honours Philosophy

Semester VIII

Meta Philosophy DSC 20

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Code	title &	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
			Lecture	Tutorial	Practical / Practice		
Metaphilosophy DSC 20		4	3	1	Nil	None	None

Course Objectives

1. To acquaint students with meta level inquiry into philosophy
2. To reflect rationally on questions like what is philosophy, is there anything like philosophical knowledge, does philosophy make progress, etc.
3. To enable students to be self reflective about the nature of their subject
4. To empower students with knowledge of contemporary meta-philosophical debates

Course Learning Outcomes

1. The student will learn about recent advances in meta-philosophy

2. The student will come to appreciate the endeavor of philosophy better
3. The student will be able to analyze fundamental issues related to Metaphilosophy
4. The student will be able to identify problems and methods of addressing philosophical questions

Course Structure

Unit 1: Philosophical methods

(4 weeks, 12 Hours)

1. The use of intuition in philosophy
2. Thought experiments
3. Experimental philosophy

Recommended readings

Goldman, Alvin I. (2007). Philosophical intuitions: Their target, their source, and their epistemic status. *Grazer Philosophische Studien* 74 (1):1-26.

Horvath, Joachim & Koch, Steffen (2021). Experimental philosophy and the method of cases. *Philosophy Compass* 16 (1): 1 - 13

Unit 2: Progress in Philosophy

(3 weeks, 9 Hours)

1. Progress in philosophy
2. Barriers to Progress

Essential/Recommended Readings

Stoljar, Daniel (2017). Is there Progress in Philosophy? A Brief Case for Optimism. In Russell Blackford & Damien Broderick (eds.), *Philosophy's Future: The Problem of Philosophical Progress*. New Jersey, USA pp. 107-118

Wilson, Jessica (2017). Three Barriers to Philosophical Progress. In Russell Blackford & Damien Broderick (eds.), *Philosophy's Future: The Problem of Philosophical Progress*. Hoboken, NJ: Wiley Blackwell. pp. 91--104.

Prescribed Text: Russell Blackford & Damien Broderick (eds.), *Philosophy's Future: The Problem of Philosophical Progress*. Hoboken, NJ: Wiley Blackwell, 2017

Unit 3: Philosophical Knowledge and Disagreement

(4 weeks, 12 Hours)

1. Philosophical Knowledge
2. Methods to resolve disagreement

Essential/Recommended Readings

Kornblith, Hilary (2013). Is Philosophical Knowledge Possible? In Diego E. Machuca (ed.), *Disagreement and Skepticism*. Routledge. pp. 260-276

Goldberg, Sanford (2013). Defending Philosophy in the Face of Systematic Disagreement. In Diego E. Machuca (ed.), *Disagreement and Skepticism*. Routledge. pp. 277-294.

Prescribed text: Diego E. Machuca (ed.), *Disagreement and Skepticism*. Routledge, 2013

Unit 4: Locating Indian Philosophy: Tradition and Modern Reflections (4 weeks, 12 Hours)

1. Reason and Indian Philosophy
2. Traditions in Indian Philosophy
3. Modern Reflections on Indian Philosophy

Essential/Recommended Readings

Chakrabarti, A (1999). "Rationality in Indian Philosophy", In Deutsch, Eliot & Bontekoe, Ron (eds.) (1999). *A Companion to World Philosophies*. Wiley-Blackwell, 259-278

Krishna, Daya (1965). Three conceptions of Indian philosophy. *Philosophy East and West* 15 (1):37-51.

Suggestive Readings

Chatterjee, Satischandra (1963). *Classical Indian philosophies*. [Calcutta]: University of Calcutta.

Pappu, Rama Rao ; S., S. & Puligandla, R. (eds.) (1982). *Indian philosophy: past and future*. Delhi: Motilal Banarsidass.

Perrett, Roy W. (ed.) (2000). *Metaphysics: Indian Philosophy*. New York: Routledge.

Perrett, Roy W. (2016). *An Introduction to Indian Philosophy*. Cambridge, United Kingdom: Cambridge University Press.

Feldman, Richard & Warfield, Ted (eds.) (2010). *Disagreement*. Oxford University Press.

Overgaard, Søren; Gilbert, Paul & Burwood, Stephen (2013). *An Introduction to Metaphilosophy*. Cambridge University Press.

Pritchard, Duncan (ed.) (2015). *What is This Thing Called Philosophy?*. Routledge.

Stoljar, Daniel (2017). *Philosophical Progress: In Defence of a Reasonable Optimism*. Oxford, UK: Oxford University Press.

Strawson, Peter (1992). *Analysis and Metaphysics: An Introduction to Philosophy*. Oxford University Press.

Keywords

Disagreement, Progress, Intuition, Thought Experiment, Experimental Philosophy, The place of reason in Indian philosophy, conceptions of Indian philosophy.

Contemporary Political Philosophy DSE 8 A

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Code	title & Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Contemporary	4	3	1	Nil	None	None
---------------------	----------	----------	----------	------------	-------------	-------------

**Political
Philosophy**

DSE 8 A

Course Objectives

1. To make the students familiar with contemporary debates of political philosophy
2. To acquaint with various approaches to political philosophy and its significance
3. To revisit the theories of justice in the light of contemporary social and political struggles

Learning Outcomes

After taking this course the student will:

1. Understand the contemporary debates of social and political philosophy in the light of social justice
2. Develop a practical approach to political philosophy rather carrying with either ideal and non- ideal theories of politics
3. Learn the limitations of of liberal theory and the importance of other contemporary critical theories

Unit I. Just Society and Political Philosophy

(3 weeks, 9 Hours)

1. The Concept of Justice
2. Liberalism

Essential/Recommended Readings

Arneson, Richard J (2008) “Justice after Rawls”, John S Dryzek, Bonnie Honig and Anne Phillips (Eds.) *The Oxford Hand Book of Political Theory*, Oxford: OUP. pp.45-66

Sandel, Michael (Ed.), (1984) *Liberalism and Its Critics*, New York: New York University Press, (Introduction pp1-12)

Unit II. Critique of Liberalism

(4 weeks, 12 Hours)

1. Radical Liberalism
2. Communitarianism

Essential/Recommended Readings

Sandel, Michael. (2003) 'Liberalism and Limits of Justice', and Amy Gutmann, 'Communitarian Critics of Liberalism', in Derek Maltravers and Jon Pike, *Debates in Contemporary Political Philosophy- An Anthology*, London: Routledge, pp182-194

Mill, Charles (2017) 'The Critique of Racial Liberalism', From *Black Rights and White Wrongs*, Oxford: OUP, (p.xiii-xxi)

Unit III. Multiculturalism, Politics of Recognition and Minority Rights (4 weeks, 12 Hours)

1. Multiculturalism
2. Politics of Difference

Essential/Recommended Readings

Kymlicka, Will (2007) "Community and Multiculturalism", *Companion to Contemporary Political Philosophy* Vol.2, Wiley Blackwell, pp 463-477,

Young, Iris M. (2009) "Structural Injustice and Politics of Difference", Thomas Christiano and John Christman (Eds) *Contemporary Debates in Political Philosophy*, Wiley- Blackwell , pp.362-384

Unit IV. Humiliation, Human Dignity and Self- Respect

(4 weeks, 12 Hours)

1. Concept of Dignity
2. Conception of Self Respect

Essential/Recommended Readings

Gopal Guru (2011) *'Humiliation'*, Delhi: Oxford University Press, Introduction

Dillon, Robin, (1995) 'Towards a Feminist Conception of Self-Respect', Robin S Dillon (Ed.)

Dignity, Character and Self-respect, New York: Routledge, Pp 290-310

G. Aloysius, (2019) *Periyar and Modernity*, Delhi: Critical Quest. Pp 12-42

Suggestive Readings

Estlund, David. (2014) Utopophobia, *Philosophy and Public Affairs*, 42(2)

David Estlund, (2020) 'An Unrealistic Introduction', David Estlund, *Utopophobia- On the Limits (if any) of Political Philosophy*, Princeton: Princeton University Press, pp3-24,

Laurence, Ben. The Question of the Agents of Change, *Journal of Political Philosophy* 28(4); 355-377,2020, (Laurence, Ben. Agents of Change-Political Philosophy in Practice, Harvard: Harvard University Press,2021)

Parekh , Bhikhu. (2003) Contemporary liberal responses to diversity, Derek Maltravers and Jon Pike, (Eds.) *Debates in Contemporary Political Philosophy- An Anthology*, London: Routledge, pp. 239-247

Foucault, Michel. (1991) 'Governmentality', Graham Burchell, Colin Gordon and Peter Miller(Eds.), *The Foucault Effect -Studies in Governmentality*, Chicago: University of Chicago Press, pp.87-104,

Foucault, Michel. (2007) The Critique, SylvereLotringer and Lysa Hochroth (eds)*The Politics of Truth* , Semiotext(e)

Michael Walzer, (1990) Communitarian Critique of Liberalism, *Political Theory*, Vol. 18, No. 1 pp. 6-23

Mill, Charles (2017) 'Ideal Theory as Ideology', In *Black Rights and White Wrongs*, Oxford: OUP, pp.72-90.

Taylor, Charles. (1995) 'Politics of Recognition,' *Multiculturalism*, (Ed.Amy Gutmann) Princeton: Princeton University,, Pp.25-73

Axel Honneth , (1996) *The Struggle for Recognition: The Moral Grammar of Social Conflicts*. MIT Press, Pp.160-180

Robin S Dillon (Ed.) (1995) *Dignity, Character and Self-respect*, New York: Routledge,

Kilmister, Suzy (2020) *Contours of Dignity*, Oxford: Oxford University Press,, Pp.16-38

Jeff Malpas and Norelle Lickiss (Eds). (2007) *Perspectives on Human Dignity: A Conversation*,

Springer

Margalit, Avishai. (2009) *Decent Society*, Cambridge: Harvard University Press,

Keywords

Justice, Liberalism, Communitarianism, Politics of Difference, Multiculturalism, Human Dignity, Self-Respect, Structural injustice, Recognition

Philosophy of Perception DSE 8 B

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Perception	4	3	1	Nil	None	None

DSE 8 B

Course Objectives

1. To introduce students to the philosophical problems surrounding the notion of perception
2. To familiarize students with both Indian and western theories of perception
3. To make students appreciate the concepts surrounding the contents and epistemic justification of perceptual intake
4. To enable students to pursue the philosophy of perception at a higher level

Course Learning Outcomes:

1. Students will be able to understand the problems regarding perception
2. Students will be able to analyze different theories and assess their arguments
3. Students will imbibe advanced knowledge regarding latest debates on perception

4. Students will be motivated to further study the field of perception

Course Structure

UNIT 1: Introduction: Theories of Perception (3 weeks, 9 hours)

1. Indian systems of perception
2. Perception in classical western literature

Essential/Recommended Readings

Matilal, B.K., (1986). “What Do We See?” Chapter-7 of *Perception An Essay on Classical Indian Theories of Knowledge*. Oxford University Press, New York.

Optional Reading: "The Problem of Perception", *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2021/entries/perception-problem/>.

UNIT 2: Contents of Perceptual Experiences (4 weeks, 12 hours)

1. Sense datum view, internal physical state view, representational view, and naïve realism
2. Phenomenology

Essential/Recommended Readings

Pautz, A. (2021). “Introduction” in *Perception* (pp. 1-14). Routledge.

Merleau-Ponty, M. (2002). Introduction (section 1 and 4) of *Phenomenology of Perception* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203994610>

UNIT 3: Epistemic Justification (4 weeks, 12 hours)

1. The Rationality of Perception
2. Cognitive Impenetrability of Perception

Essential/Recommended readings

Siegel, Susanna (2017). Chapter 1 and 2 of *The Rationality of Perception*. Oxford University Press.

Firestone, C., and Scholl, B. (2016). Cognition does not affect perception: Evaluating the evidence for “top-down” effects. *Behavioral and Brain Sciences*, 39, E229.
Doi:10.1017/S0140525X15000965

Unit 4: Contemporary Approaches

(3 weeks, 9 hours)

1. Enactive Vision
2. Computational processing in perception

Essential/Recommended readings

Myin E., & Degenaar J. (2014). Enactive Vision in Lawrence Shapiro (ed.), *The Routledge Handbook of Embodied Cognition*. Routledge. pp. 90-98.

Raftopoulos A., (2009). Chapter 3 of *Cognition and Perception: How Do Psychology and Neural Science Inform Philosophy?* MIT Press.

Suggestive Readings

Stokes, Dustin (2012). Perceiving and Desiring: A New Look at the Cognitive Penetrability of Experience. *Philosophical Studies* 158(3):479-92. PhilArchive copy v1:
<https://philarchive.org/archive/STOSADv1>

Noe, A. (2004). *Action in perception*. Cambridge, Mass: MIT Press.

Deroy, Ophelia (2013). Object-sensitivity versus cognitive penetrability of perception. *Philosophical Studies* 162 (1):87-107.

Brogaard, Berit (2016). Perception and Its Objects. *Analysis*. 76 (3):374-380.

Strawson, P. F. (2011). *Philosophical Writings*. Oxford University Press.

Snowdon, Paul F. (1992). How to interpret direct perception. In *The Contents of Experience*. New York: Cambridge University Press.

Datta, Dharendra Mohan (1932). *The Six Ways of Knowing: A Critical Study of the Vedānta Theory of Knowledge*. London: G. Allen & Unwin.

Keywords : Perception, Cognition, Naïve Realism, representationalism, sense-data theory, perceptual content, epistemic warrant, perceptual justification, cognitive penetration, visual processes, enactive perception, embodied cognition

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Critical Theory DSE 8C

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Critical Theory	3	1	Nil	None	None	None

DSE 8 C

Course Objectives:

1. The course aims to introduce students to concepts, traditions, and debates in critical theory.
2. This course will introduce key methods and themes in critical theory.
3. The course will explore methodological questions such as the nature of critique and the relationship between theory and practice
4. Additionally, it will also cover the relations between critical theory and politics and society, and critical theory and technology

Course Learning Outcome:

After successful completion of this course, students would be able to:

1. Identify the philosophical underpinning of critical theory
2. Familiarize themselves with key methods, themes, and figures in twentieth-century and contemporary critical theory.
3. Identify and assess different modes of philosophical critique.
4. Clearly and accurately reconstruct philosophical views held by critical theorists.
5. Acquire key theoretical and conceptual vocabularies for undertaking advanced study in the field.

Unit I Introduction to Critical Theory

(3 weeks, 9 hrs)

1. Origin of Critical Theory
2. Core concepts and approaches of critical theory

Essential /Recommended Readings

Ingram David and Ingram, Julia Simon (Eds.)(1992). 'Introduction,' *Critical Theory: Essential Readings*, New York: Paragon House, pp. XIV - XXXII

Thompson, Michael J. (2017), 'Introduction: What is Critical Theory,' *The Palgrave Handbook of Critical Theory*, Palgrave Mac Millan, pp. 1-12

Unit II Traditional Theory, Critical Theory and Enlightenment (4 weeks, 12 hrs)

Essential/ Recommended Readings

1. Difference between traditional and critical theories
2. Critical theory and the concept of enlightenment

Horkheimer, Max. (1992) "Traditional and Critical Theory." In David Ingram and Julia Simon-Ingram (Eds.). *Critical Theory: Essential Readings*, New York: Paragon House, pp.239-253

Adorno, Theodor W. and Horkheimer, Max . (1992) "The Concept of Enlightenment" In David Ingram and Julia Simon-Ingram (Eds.). *Critical Theory: Essential Readings*, New York: Paragon House, pp. 49-56

Unit III Philosophy, Politics, and Psychoanalysis (4 weeks, 12 hrs)

Essential/Recommended Readings

1. Philosophy and Critical Theory
2. Understanding the relationship between the evolution of critical theories and the crisis of psychoanalysis

Marcuse, Herbert.(2020) " Philosophy and Critical Theory," In Stephen Eric Bronner and Douglas MacKay Kellner (Ed.) *Critical Theory and Society- A Reader*, New York: Routledge, pp.58-73

Fromm, Erich. (2020) "The Crisis of Psychoanalysis," In Stephen Eric Bronner and Douglas MacKay Kellner (Ed.) *Critical Theory and Society- A Reader*, New York: Routledge, pp.247-252

Unit IV Society, Culture and Technology (4 weeks, 12 hrs)

1. Critical Theory and Society
2. Critical theory and technology

Essential/ Recommended Readings

Habermas, Jurgen (1989).The Tasks of a Critical Theory of Society, Stephen Eric Bronner and Douglas MacKay Kellner (Ed.) *Critical Theory and Society- A Reader*, New York: Routledge pp.292-310

Feinberg, Andrew.(2005) *Critical Theory of Technology: An Overview*, Tailoring Biotechnologies, Vol. 1, Issue 1, pp. 47-64

Suggestive Readings

Ingram,David and Ingram, Julia Simon (Eds.). (1992). ‘Introduction,’ *Critical Theory: Essential Readings*, New York: Paragon House, pp.XIV - XXXII

Adorno, Theodor W.and Horkheimer, Max .(1992) The Concept of Enlightenment David Ingram and Julia Simon-Ingram (Eds.).. *Critical Theory: Essential Readings*, New York: Paragon House, pp. 6-30

Tallack, Douglas.(1995). *Critical Theory -A Reader*, London: Routledge

Chambers, Simone (2006). *The Politics of Critical Theory*, Cambridge: Cambridge University Press, pp. 219-243

Badmington, Neil and Thomas, Julia (Eds.) (2008).*The Routledge Critical and Cultural Theory -Reader*, London: Routledge

Freud, Sigmund.(1959). *An Outline of Psycho- Analysis*, London: Hogarth Press,pp.1-9

Keywords

Enlightenment, Modernity, Critical Theory, Technology, Psychoanalysis

BA MAJOR (PHILOSOPHY)

SEMESTER VIII

Theories of Cognition DSC -14

Credit Distribution, Eligibility and Pre-Requisite of the Course

Course title, Code & Semester	Credits	Credit distribution of the Course			Eligibility Criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical		
Theories of Cognition DSC -14	4	3	1	0	None	Nil

Course Objectives

1. This course familiarizes the student with the Indian and western theories of knowledge and cognition.
2. It discusses the background of theory of cognition
3. It will inform the students about the theories of error in Philosophy
4. It will make students aware of the rich tradition of epistemology in India.

Learning Outcomes

After taking this course, the students will be

1. Encouraged to think and develop their knowledge about the Indian and Western theories of cognition
2. Able to critically analyze that Indian theories of cognition along with their western counterparts
3. Able to understand and think in terms of Indian terminology used in theories of cognition
4. Appreciate and apply the concepts of Indian theories to contemporary problems of cognition

Unit 1: Introduction to Indian Theory of Cognition

(3 weeks, 9 Hours)

1. Introduction
2. Nyāya theory of cognition

Essential/Recommended Reading:

Chatterjee Satishchandra (2015). *The Nyāya Theory of Knowledge-*, Chapter 2, p. 9-33.

Suggested Readings:

Annambhaṭṭa, (1983). *Tarkasamgraha–Dīpikā* (tr.) Gopinath Bhattacharya, Progressive Publishers, Calcutta, p.143-145; 347-350.

Dasgupta, Surendranath. (2018). *A History of Indian Philosophy*, Rupa Publications, India, ISBN: 978-93-5304-108-3.

Radhakrishnan, S. (1983). *Indian Philosophy*, London: George Allen & Unwin Ltd. ISBN: 978-7223-898-8.

Unit 2: Khyātivāda (The Theories of Error in Indian Philosophy) (4 weeks, 12 Hours)

1. *YathārthaKhyāti / SatKhyāti* (Viśiṣṭādvaita School)

2. *AnirvacanīyaKhyāti* (Advaita School)

Essential/Recommended Reading:

Kar, B. (1978). *The Theories of Error in Indian Philosophy*, India: Ajantha Publication, Chapter 1, p.16-32 and Chapter 5, p.102-120.

Suggestive Readings:

Dey, D. (2016). *Theories of Illusion in Indian Philosophy*, D.K. Printworld,

Mohanty, J. N. (2000). *Classical Indian Philosophy*. UK: Rowman & Littlefield Publishers.

Sharma, C. D. (2003). *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass Publishers Private Limited.

UNIT 3 Error and Cognition

(3 weeks, 9 Hours)

1. Knowledge, Error, and probable Opinion.

2. The Limits of Philosophical Knowledge.

Essential/Recommended Reading

Russell, B. (1986). *The Problems of Philosophy* (Chapters 12-14). Oxford University Press.

Suggestive Reading:

Schilpp, P. A. (Ed.). (1944). *The Library of Living Philosophers Volume- V The philosophy of Bertrand Russell*. Cambridge University Press, London.

UNIT 4: Phenomenological Theory of Cognition

(5 weeks, 15 Hours)

1. Phenomenology and Indian Philosophy

2. Husserl's Theory

Essential/Recommended Reading

Chattopadhyaya, D.P., Embree, Mohanty (ed) (1992). *Phenomenology and Indian Philosophy*, Indian Council of Philosophical Research, New Delhi in association with Motilal Banarsidass Publishers Private Limited, ISBN: 81-208-0770-7, Chapter 1, p.8-19.

Zahavi, Dan.(2003) *Husserl's Phenomenology*, Stanford University Press, California. Chapter-2, p. 43- 77.

Suggestive Readings:

Bhadra, Mrinal Kanti (1990). *A Critical Survey of Phenomenology and Existentialism*, Indian Council of Philosophical Research, New Delhi, ISBN: 81-7023-282-1.

Krishna, Daya. (2009). *The Nature of Philosophy*, Indian Council of Philosophical Research, New Delhi, ISBN: 978-81-89963-06-4, p. 202-228.

Keywords: *Khyātivāda* , *YathārthaKhyāti*, *SatKhyāti*, *Viśiṣṭādvaita*, *AnirvacanīyaKhyāti*, *Advaita*, Phenomenology.

PHILOSOPHY OF SCIENCE DSE 8

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Philosophy of Science DSE 8	4	3	1	Nil	None	None

Course Objectives:

1. The objective is to provide students with a foundational understanding of the central philosophical concepts in the philosophy of science, such as the nature of scientific knowledge, the scientific method, and the demarcation between science and non-science.
2. The objective is to help students critically analyze and evaluate the theories, assumptions, and practices that underlie scientific inquiry
3. The objective is to enhance students' ability to engage in philosophical analysis and argumentations, helping them formulate and defend positions on key debates in the philosophy of science both in written and oral formats.

Learning Outcomes

1. Students will be able to critically understand and discuss fundamental philosophical issues related to the nature of science, such as the distinction between science and pseudoscience, the role of observation and theory in scientific inquiry, and the problem of induction.
2. Students will be able to apply key philosophical theories, such as falsifiability, scientific realism, and instrumentalism, to real-world scientific examples, demonstrating how these theories inform and shape scientific practices and theories.
3. Students will be able to construct well-reasoned philosophical arguments on key debates in the philosophy of science, presenting and defending their positions through clear, logical reasoning in both written and oral forms.

UNIT I: INTRODUCTION TO PHILOSOPHY OF SCIENCE**(5 Weeks / 15 Hours)**

1. Science and Philosophy of Science
2. Hume: The Traditional Problem of Induction
3. The Nature of Doubt and its Relation to Science

Essential Readings:

- Ladyman, J. (2002). Introduction. In *Understanding philosophy of science*. (pp. 1-8). Routledge.
- Okasha, S. (2016). What is Science? In *Philosophy of science: A very short introduction* (2nded., pp. 1–15). Oxford University Press.
- Hume, D. (2002). David Hume, An Enquiry Concerning Human Understanding (Section IV- parts 1 & 2). In M. Huemer (Ed.), *Epistemology: Contemporary readings* (pp. 298–306). Routledge. (Originally published in 1748).
- Sarukkai S. (2005). Doubt. In *Indian Philosophy and Philosophy of Science*. (pp. 20-42). Motilal Banarsidass

Further Readings:

- Henderson, L. (2018, March 21). *The problem of induction*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/induction-problem/>
- Lipton, P. (2013). Induction. In M. Curd, J. A. Cover & C. Pincock (Eds), *Philosophy of science: The central issues*. W.W. Norton & Company.
- Swinburne, R. (Ed.). (1974). *The justification of induction*. Oxford University Press.

UNIT II: OBSERVATION, LAWS OF NATURE AND SCIENTIFIC EXPLANATION

(4 Weeks / 12 Hours)

1. Theory Ladenness of Observation
2. Two models of Scientific Explanation

Essential Readings:

- Hanson, N. R. (1958). Observation. In *Patterns of discovery: An inquiry into the conceptual foundations of Science* (pp. 4–30). C.U.P.
- Hempel, C. G. (2007). Two models of scientific explanation. In Y. Balashov & A. Rosenberg (Eds.), *Philosophy of science: Contemporary readings* (pp. 45–55). essay, Routledge.

Further Readings:

- Boyd, N. M., & Bogen, J. (2021, June 14). *Theory and observation in science*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/science-theory-observation/>
- Cartwright, N. (1980). The Truth Doesn't Explain Much. *American Philosophical Quarterly* 17 (2):159—163.
- Dretske, F. I. (1977). Laws of nature. *Philosophy of Science*, 44(2), 248–268.
- Harman, G. H. (1965). The inference to the best explanation. *The Philosophical Review*, 74(1), 88–95.
- Hanson, N. R., & Toulmin, S. (1972). *Observation and explanation: A guide to philosophy of science*. George Allen & Unwin.
- Hempel, C. G. (1966). Laws and their role in scientific explanation. In *Philosophy of natural science* (pp. 237–259). Prentice-Hall.
- Woodward, J., & Ross, L. (2021, May 10). *Scientific explanation*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/scientific-explanation/>

UNIT III: THE METHODOLOGY OF SCIENCE AND SCIENTIFIC PROGRESS

(4 Weeks / 12 Hours)1.

Popper: The Problem of Demarcation

2. Falsificationism

3. Kuhn: Paradigm and Paradigm Change

Essential Readings:

- Popper, K. (1963). *Conjectures and Refutations*, 2nd ed., pp.33-46. Routledge.
- Popper, K. (1959). *The Logic of Scientific Discovery*, pp. 10-20, 57-73. Routledge.
- Kuhn, T. (1962). *The Structure of Scientific Revolutions* (chapters 1-2, 11- 12). Chicago University Press.

Further Readings:

Dilworth, C. (2008). *Scientific progress a study concerning the nature of the relation between successive scientific theories* (4th ed.). Springer.

Feyerabend, P. (1981). In I. Hacking (Ed.), *How to Defend Society Against Science*. In *Scientific revolutions* (pp. 156–167). Oxford University Press.

Hepburn, B., & Andersen, H. (2021, June 1). *Scientific method*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/scientific-method/>

Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago University Press.

Lakatos, I. (1978). A Methodology of Scientific Research Programmes. In J. Worrall & G. Currie (Eds.), *The methodology of scientific research programmes: Philosophical papers* (Vol. 1, pp. 47–67). Cambridge University Press.

Niiniluoto, I. (2019, October 16). *Scientific progress*. Stanford Encyclopedia of Philosophy. Retrieved July 11, 2022, from <https://plato.stanford.edu/entries/scientific-progress>.

Nola, R., & Sankey, H. (Eds.). (2000). *After Popper, Kuhn and Feyerabend: Recent issues in theories of scientific method*. Kluwer Academic.

UNIT IV: ON SCIENTIFIC REALISM AND ANTIREALISM

(2 Weeks / 6 Hours)

1. Arguments concerning scientific realism and antirealism

Essential Readings:

- van Fraassen, B. C. (1987). Arguments concerning scientific realism. In *The scientific image* (pp. 6–40). Clarendon Press. [also available in] van Fraassen, B.C. (1998). Arguments concerning scientific realism. In M. Curd and J. A. Cover (Eds.), *Philosophy of science: The central issues* (pp. 1064-1087). W. W. Norton and Company. (Originally published in 1980).

Further Readings

- Chakravartty, A. (2017, June 12). *Scientific realism*. Stanford Encyclopedia of Philosophy. Retrieved from <https://plato.stanford.edu/entries/scientific-realism/>
- Fine, A. (1991). Piecemeal realism. *Philosophical Studies*, 61(1), 79–96.
- Harman, G. H. (1965). The inference to the best explanation. *The Philosophical Review*, 74(1), 88–95.
- Ladyman, J. (1998). What is Structural Realism? *Studies in History and Philosophy of Science*, 29, 409–424.
- Lyons, T. D. (2016). Scientific realism. In P. Humphreys (ed.), *The Oxford handbook of philosophy of science* (pp. 564-584). Oxford University Press.

Additional Resources

- Boyd, R., Gasper, P., & Trout, J. D. (1999). *The Philosophy of Science*. MIT Press.
- Curd, M., Cover, J. A., & Pincock, C. (Eds.). (2013). *Philosophy of science: The central issues*. W.W. Norton & Company.
- Feynman, R. P. (2010). *The Feynman lectures on physics* (Vol. 1), pp. 52—56. Basic Books.
- Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. The University of Chicago Press.
- Humphreys, P. (Ed.). (2016). *The Oxford Handbook of Philosophy of Science*. Oxford University Press.
- Ladyman, J. (2002). *Understanding philosophy of science*. Routledge.

Machamer, P., & Silberstein, M. J. (2008). *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers.

Papineau, D. (1996). *The Philosophy of Science*. Oxford University Press.

Keywords

Induction, Problem of Induction, Observation, Explanation, Laws of nature, Demarcation, Science and pseudoscience, Falsification, Scientific Revolution, normal science, paradigm shift, incommensurability, Hume, Popper, Kuhn, realism, antirealism

Applied Ethics DSE 9

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Applied Ethics DSE 9	4	3	1	Nil	None	None

Course Objectives

1. This course is about evolving, interdisciplinary domain dealing with ethical issues in diverse areas
2. This incorporates social, political, normative, business, computer, medical, bioethics, and environmental ethics.

3. The course will inculcate a sense of inquiry into new areas that students feel interested in but don't know how to inquire into systematically.

Course Learning Outcomes

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

Unit 1 An Introduction to Applied Ethics

(2 weeks, 6 Hours)

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

Essential/Recommended Readings

Newton, L. (2013). Cases and Decisions. In: Ethical Decision Making: Introduction to Cases and Concepts in Ethics. SpringerBriefs in Ethics. Springer, Heidelberg. https://doi.org/10.1007/978-3-319-00167-8_1

Beauchamp, Tom L. (2003). The Nature of Applied Ethics. In R. G. Frey & Christopher Heath Wellman, *A Companion to Applied Ethics*. Malden, MA: Wiley-Blackwell. pp. 1–16.

Unit 2 Value of Human Life

(4 weeks, 12 Hours)

1. Human Rights
2. Punishment

Essential/Recommended Readings:

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

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

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

Unit 3 Environmental Ethics

(4 weeks, 12 Hours)

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

Essential/Recommended Readings:

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

Vibha Chaturvedi, Pragati Sahni (2019), *Understanding ethics*, Motilal Banarsidass Publishers, Private Limited, Delhi, Chapter 1, pp. 1-17, and Chapter 20: 234-243

Unit 4 Professional Ethics in Public Policy

(4 weeks, 12 Hours)

1. Debates in Medical Ethics - Surrogacy, Euthanasia and Abortion
2. Issues in Privacy: Media Ethics for Public Interest

Essential/Recommended readings

Thomson, Judith Jarvis (1971). A defense of abortion. *Philosophy and Public Affairs* 1 (1):47-66.

Warren, Mary Anne (1973). On the moral and legal status of abortion. *The Monist* 57 (1):43-61.

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

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

Suggestive Readings

Singer, P. (1986). *Applied ethics*. Oxford University Press.

Pojman, L., Pojman, P., & McShane, K. (2017). *Environmental ethics: Readings in theory and application*. Cengage Learning.

Motilal, S. (Ed.). (2010). *Applied ethics and human rights: Conceptual analysis and contextual applications*. Anthem Press.

Cohen, I. C., & Wellman, C. H. (2014). *Contemporary debates in applied ethics*. Wiley-Blackwell.

Patterson, A., & Wilkins, L. (2018). *Media ethics: Issues and cases*. Rowman & Littlefield Publishers.

Rachel, J. (2011). *The elements of moral philosophy*. Oxford University Press.

Philosophy of Language DSE 10

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Philosophy of Language	4	3	1	Nil	None	None
DSE 10						

Course Objective

1. To make students appreciate the nuances of philosophical debates around the nature of meaning
2. To make students understand a primary theory of language from classical india
3. To make students aware of the key semantical issues in western philosophical tradition
4. To acquaint students with current philosophical debates in philosophy of language

Course Learning Outcomes

After completing this course students will

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

Unit I: Philosophy and Grammar (3 weeks, 9 hours)

1. The *Sphoṭa* Theory: Early History and Patanjali's View.
2. Bhartṛhari's view of *Sphoṭa*.

Essential /Recommended Readings:

Matilal, B.K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990, pp. 77-83; 84-98.

UNIT II: Conceptions of Language

(4 weeks, 12 hours)

1. Views of Later Grammarians
2. Translation and Bhartṛhari's Concept of Language (*Śabda*)

Essential /Recommended Readings:

Matilal, B.K. (1990) *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, pp. 99-105, 120-132.

UNIT III: The Structure of Language and Thought

(5 weeks, 15 hours)

1. Linguistic Sign
2. Truth and Thought
3. Necessity

Essential/Recommended Readings

1. Saussure, F. de, (2011) *Course in General Linguistics*, Wade Baskin (trans.), Columbia University Press, pp. 65-78.
2. Frege, G. (1956) "Thought: A Logical Inquiry". *Mind*, Vol. 65, pp. 289-311
3. Kripke S. A. (1971) "Identity and Necessity". In Milton Karl Munitz (ed.), *Identity and Individuation* New York, New York University Press., pp. 135-164.

UNIT IV: Indexicals

(3 weeks, 9 hours)

1. Are indexicals essential?
2. Shifted Reference

Essential/recommended Readings

1. Perry, J. (1979) "The problem of the essential indexical". *Noûs* 13 (1), pp. 3-21.
2. Predelli, S. (1998) "I am not here now". *Analysis* 58 (2), pp. 107-115.

Suggestive Readings

· Lycan, W. (2008) *Philosophy of Language: A Contemporary Introduction*, New York: Routledge.

· Jerrold, K. J. (1971) "The Philosophical Relevance of Linguistic Theory" in *The Philosophy of Language*, (ed.) Searle, Oxford University Press,.

· Barthes, R. (1986) *Elements of Semiology*. Hill and Wang, New York

- Russell, B. (2010) *The Philosophy of Logical Atomism*. London: Routledge
- Morris, Michael. (2007) *An Introduction to the Philosophy of Language*, Cambridge University Press, Cambridge
- Donnellan, K. (1966) "References and Definite Descriptions" , *The Philosophical Review*, vol.-75, pp. 281-304.
- Kunjuni Raja, (1963) K. *Indian Theories of Meaning*, Adyar Library, Madras
- Shastri, D. N. (1964) *Critique of Indian Realism*, Agra: Agra University.
- Matilal, B. K. *The Word and the World: India's contribution to the Study of Language*. Delhi; Oxford University Press, 1990.
- Matilal, B. K. (1996) *Logic, Language, and Reality*, Delhi: Motilal Banarsidass, Delhi
- Visvanatha, (1995) *Nyaya Siddhanta Muktaavali* of Visvanatha, English Translation: *Nyaya Philosophy of Language*, Tr. by John Vattanky , S. J. , Sri Satguru Publications, Delhi

Keywords: Language, Meaning, Sphoṭa, Sense -Reference, Concept- Object, Indexical, Shifted Reference

GENERAL ELECTIVES

Global Philosophy GE 8 A

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Global Philosophy GE 8 A	4	3	1	Nil	None	None

Course Objectives

1. Students will examine and compare major philosophical traditions from around the world,
2. Students will critically assess how cultural, social, and historical contexts influence the development of philosophical ideas,
3. Students will engage in thoughtful discussions that encourage the synthesis of ideas across diverse philosophical traditions,

Learning Outcomes

1. Students will be able to identify, explain, and contrast philosophical ideas from diverse global traditions
2. Students will develop the ability to critically analyze philosophical arguments and ideas from different cultures, recognizing the historical, social, and political factors that shape these ideas.

3. Students will enhance their ability to engage in respectful, informed debates on global philosophical topics, incorporating diverse perspectives

Unit I: An Overview of Global Philosophy

(3 weeks, 9 Hours)

1. Canons of Western Philosophy and Contestation
2. Global Evolution of Philosophy

Essential/ Recommended Readings

Baggini, Julian .(2018).‘A historical overview from the Axial to the Information Age,’ *How The World Thinks: A Global History of Philosophy*. London: Granta, Pp13-22

Cooper, David E . (2003). *World Philosophies: An historical introduction*. Malden, MA: Blackwell, Pp.1-9

Unit II Asian Philosophies

(4 weeks, 12 Hours)

1. Indian Philosophy
2. Chinese Philosophy
3. Japanese Philosophy

Essential/Recommended Readings

Indian Philosophy

Phillips, Stephen H.(2003). ‘Indian Philosophies,’ In Robert C Salomon and Kathleen M. Higgins (Eds) *From Africa to Zen- An Invitation to World Philosophy* , Lanham: Rowman and Littlefield Publishers

Chinese Philosophy

Zhang Chunpo and Li Xi, (1997) *Knowledge and reality in Chinese Philosophy*, In Brian Carr and Indira Mahalingam (Eds.) *Companion Encyclopedia of Asian Philosophy*, London: Routledge

Japanese Philosophy

Heisig, James W. Kasulis, Thomas P. and Maraldo, John C. (Eds.) (2011) *Japanese Philosophy: A Sourcebook*, Honolulu: University of Hawai'i Press ,Pp.1-22

Unit III African, Caribbean and Latin American Philosophy (4 weeks, 12 Hours)

1. African Philosophy
2. Caribbean Philosophy
3. Latin American Philosophy

Essential/Recommended Readings

Ramose, Mogobe B (2005) 'The struggle for reason in Africa', In P. H. Coetzee and A. P. J. Roux (Eds) *The African Philosophy-Reader*, London: Routledge, pp.1-9

Headley, Clevis. (2011) 'Afro-Caribbean Philosophy,' In William Edelglass and Jay L. Garfield(Eds) *The Oxford Handbook of World Philosophy*, Oxford University Press

Garcia, Jorge J. E. (2010) 'Identity and Latin American Philosophy' In Susana Nuccetelli, Ofelia Schutte and Otavio Bueno.(Eds.) . *A Companion to Latin American Philosophy*, Oxford: Wiley Blackwell, pp.253-268

Unit IV Persian and Arab Philosophy

(4 weeks, 12 Hours)

1. Zoroastrian Outlook
2. Arabic Philosophy

Essential/Recommended Readings

Ormsby,Eric (2003). 'Arabic Philosophy,' In Robert C Salomon and Kathleen M .Higgins (Eds) *From Africa to Zen- An Invitation to World Philosophy* , Lanham: Rowman and Littlefield Publishers

Boyce,Mary (1997) 'The origins of Zoroastrian Philosophy', In Brian Carr and Indira Mahalingam (Eds.) *Companion Encyclopedia of Asian Philosophy*, London: Routledge, Pp4-20

Suggestive Readings

Panikker,Raimon (1993) Satapathaprajna: Should We Speak of Philosophy in Classical India? A case of Homeomorphic Equivalents' Guttorm Floistad (ed.) *Contemporary Philosophy-A New Survey, Vol.5 Asian Philosophy*, Springer Science +Business Media Dordrecht pp.11-67

Grant Silva, (2020). *Liberation Philosophy*, Robert Eli Sanchez, Jr.(Ed.) *Latin American and Latinx Philosophy*, New York: Routledge

Jana S. Rošker (2021) 'Prologue: Chinese Philosophy- Fact or fiction' *Interpreting Chinese Philosophy- A New Methodology* Bloomsbury, pp.1-9

Enrique Dussel, (2003). *Philosophy in Latin America in the Twentieth Century: Problems and Currents*, *Latin American Philosophy- Currents, Issues, Debates* , Indiana University Press pp.11-35

F. Ochieng'-Odiambo.(2010). *Trends and Issues in African Philosophy* New York: Peter Lang Publishing, Inc., pp.7-15

Gabriel Garcia Marquez,(1982) *The Solitude of Latin America*, Nobel Lecture.<https://www.nobelprize.org/prizes/literature/1982/marquez/lecture/>

Simón Bolívar and Leopoldo Zea (2014). *The Question of a Latin American Philosophy and Its Identity*, Alejandro Arturo Vallega(Ed.) *Latin American Philosophy From Identity to Radical Exteriority*, Indiana University Press,

Tomonobu Imamichi (1993). 'The character of Japanese thought' Guttorm Floistad (ed.) *Contemporary Philosophy-A New Survey, Vol.5 Asian Philosophy*, Springer Science +Business Media Dordrecht pp.269-282

Thomas P. Kasulis.(2018) *Engaging Japanese Philosophy: A Short History*, Honolulu: University of Hawai'i Press

Kojiā Tanaka, *Japanese and Korean Philosophy*, William Edelglass and Jay L. Garfield(Eds)(2011) *The Oxford Handbook of World Philosophy*

Zhang Dainian (2004). *Axiology in Pre-Modern Chinese Philosophy*, Robin R. Wang(Ed) *Chinese Philosophy- In An Era of Globalization*(Translated by Eric L. Hutton)State University of New York Press, pp13-36

Ronnie L. Littlejohn (2020). *Chinese Philosophy-An Introduction* London: I. B. Tauris & Co. Ltd

Tamara Albertini. (2011) *Reintroducing Islamic Philosophy: The Persisting Problem of "Smaller Orientalisms"* In William Edelglass and Jay L.Garfield(Eds) *The Oxford Handbook of World Philosophy*, Oxford University Press

Mosley, Albert and Ferguson II, Stephen C. (2011) 'Philosophy in Africa and the African Diaspora' In William Edelglass and Jay L.Garfield(Eds) *The Oxford Handbook of World Philosophy*, Oxford University Press

McClenden III, John H and Ferguson II, Stephen C (2011) ‘African American Philosophy: A General Outline’, William Edelglass and Jay L. Garfield (Eds) *The Oxford Handbook of World Philosophy*, Oxford University Press

Mogobe B., Ramose . (2005). *African Philosophy through Ubuntu*. Harare: Mond Books Publishers , Pp5-28

Wiredu, Kwasi (1980) *Philosophy and an African Culture* (Cambridge: Cambridge University Press

Wiredu, Kwasi (1992). “African Philosophical Tradition,” *The Philosophical Forum*, vol. 24, nos. 1–3 , 36.

F. Ochieng’-Odhiambo (2010) *Trends and Issues in African Philosophy* New York: Peter Lang Publishing, Inc., pp.7-15

Kaphagawani, D.N. (1987) ‘The Philosophical Significance of Bantu Nomenclature: A Shot at contemporary African philosophy,’ Guttorm Floistad (ed.) *Contemporary Philosophy-A New Survey*, Vol.5 African Philosophy, Bostan: Martinus Nijhoff Publishers, Pp.121-152,

Potter, Karl H. (1997) *Knowledge and reality in Indian philosophy* , Brian Carr and Indira Mahalingam (Eds.) *Companion Encyclopedia of Asian Philosophy* pp.227-239

Keywords

Indian Philosophy, Asian Philosophy, Chinese Philosophy, Japanese Philosophy, Latin American Philosophy, Arab Philosophy, World Philosophy

Philosophical Counselling GE 8 B

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title &	Credits	Credit distribution of the course	Eligibility criteria	Pre- requisite of

Code		Lecture	Tutorial	Practical		the course (if any)
PHILOSOPHICAL COUNSELLING	4	3	1		Under Graduation	NA
GE 8 B						

Course Learning Objectives:

1. To be able to differentiate philosophical counselling from psychological counselling.
2. To be able to apply philosophical insights to address human suffering.
3. To be able to use the Indian philosophical system for philosophical counselling.
4. To be able to use phenomenological and existential insights for philosophical counselling.
5. To be able to use modern cognitive sciences like dynamic system theory and embodied-enactive cognition for philosophical counselling.

Course Learning Outcomes:

Upon completion of the course, students are expected to:

1. Differentiate philosophical counseling from other counseling practices.
2. Apply philosophical insights to address and alleviate human suffering through a deeper understanding of human nature.
3. Utilize phenomenological and existential perspectives to analyze human suffering conditions.
4. Employ cognitive science approaches such as Dynamic Systems Theory and Embodied-Enactive Cognition to comprehend and modify dysfunctional human behaviors.
5. Appreciate and apply spiritual principles and practices from Zen Buddhism, Yoga, Samkhya, and Upanishadic philosophy for self-transformation and well-being.

Course Structure

UNIT 1: Defining Philosophical Counseling (3 weeks, 9 hours)

1. Foundational principles
2. Distinguishing philosophical counselling from other approaches.
3. Scope and limitations

Essential/Recommended Readings:

- Lahav, R. (2001). Philosophical Counseling as a Quest for Wisdom. *Practical Philosophy*.
- Marinoff, L. (1998). What Philosophical Counseling Can't Do. *Philosophy in the Contemporary World*, 5(4), 33–41.

UNIT 2: Phenomenology and Existentialism (4 weeks, 12 hours)

1. Phenomenological and existential perspectives on human suffering
2. Examining implications

Essential/Recommended Readings:

- Aho, K. (2019). Affectivity and its disorders. In G. Stanghellini, M. Broome, A. Raballo, et al. (Eds.), *The Oxford handbook of phenomenological psychopathology*. Oxford University Press.
- Deurzen, E. V. (1998). *Existentialism and Existential Psychotherapy*. Taylor & Frances/Routledge

UNIT 3: Dynamic Systems and Embodied-Enactive Cognition (4 weeks, 12 hours)

1. Role of cognitive science in philosophical counselling
2. Dynamic systems and embodied cognition as frameworks

Essential/Recommended Readings:

- Barrett, N. F. (2014). A dynamic systems view of habits. *Frontiers in Human Neuroscience*, 8, Article 682. <https://doi.org/10.3389/fnhum.2014.00682>
- Slaby, J., Paskaleva, A., Stephan, A. (2013). Enactive Emotion and Impaired Agency in Depression. *Journal of Consciousness Studies*. 20(7-8).

UNIT 4: Eastern Perspectives (4 weeks, 12 hours)

Philosophical counseling through the lens of Eastern traditions

Zen Buddhism as pathways to self-transformation

3. Yoga as pathways to self-transformation

Essential/Recommended Readings:

Fromm, E. (1959). Psychoanalysis and Zen Buddhism. *Psychologia*, 2, 79-99

Bhide, S. R., Bhargav, H., Gangadhar, B. N. (2021). Exploring the Therapeutic Potential of Yoga Philosophy: A Perspective on the Need for Yoga-Based Counseling Program (YBCP) in Common Mental Disorders. *Indian Journal of Psychological Medicine*. 45(4):420–429. doi: 10.1177/02537176211051987

Navneet, R. (2022). Guiding Models from Some Traditional Indian Philosophies for the Contemporary Worldview. In *Spirituality and Management: From Models to Applications*, Eds. Sanjeev P. Sahni, Tithi Bhatnagar, Pankaj Gupta, Springer Publication.

Suggestive Readings:

- Marinoff, L. (1999). *Plato, not Prozac!: Applying philosophy to everyday problems*. Ch. 2-4, 5-9, 11, 12, 14, New York: Harper Collins.

- Krishnananda, S. Lessons from the Upanishads. [Available online]
https://www.swami-krishnananda.org/upanishad/Lessons_on_the_Upanishads.pdf
- de Monticelli, R. (2019). Edmund Husserl. The Oxford Handbook of Phenomenological Psychopathology. Oxford University Press.
- Fernandez, A. V. (2019). Martin Heidegger. In The Oxford Handbook of Phenomenological Psychopathology. Oxford University Press.
- Hatzimoysis, A. (2019). Jean-Paul Sartre. In The Oxford Handbook of Phenomenological Psychopathology. Oxford University Press.
- Smith, L. B., & Thelen, E. (2003). Development as a dynamic system. Trends in Cognitive Sciences, 7(8), 343–348. [https://doi.org/10.1016/S1364-6613\(03\)00156-6](https://doi.org/10.1016/S1364-6613(03)00156-6)
- Sheets-Johnstone, M. (2019). Merleau-Ponty, Phenomenology, and Psychopathology. In The Oxford Handbook of Phenomenological Psychopathology. Oxford University Press.

Keywords: Worldview, wisdom, phenomenology, existentialism, dynamic system theory, embodied-enactive cognition, Zen Buddhism, Yoga, Samkhya, Upanishadic philosophy.

Philosophy of Literature GE 8C

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

Philosophy of Literature	4	3	1	Nil	None	None
GE 8 C						

Course Objectives:

1. This course would introduce the students to some basic issues in philosophy of literature from both the eastern and western traditions, as well as analytic and continental thought.
2. The course would look through a variety of readings from the classical traditions as well as contemporary thought to acquaint the students with the discourse of philosophy of literature.
3. This course will help the students to understand and interpret works of literature from a philosophical point of view.

Course Learning Outcomes

1. The students will be able to critically analyze the literary value, as well as the philosophical arguments presented through literary texts.
2. The students will be able to understand basic concepts in philosophy of literature
3. The students will learn the role of imagination in literature
4. The students will appreciate the multifaceted importance of literature for the culture and life of a society

Unit- 1 Introduction to Philosophy of Literature

(3 weeks, 9 Hours)

1. Relation between Philosophy and Literature.
2. The identity of Literature

Essential/Recommended reading:

Sartre, J.P. (1988). What is Literature? And Other Essays. Cambridge: Harvard University Press. (pp. 25 - 47 & 239 - 245)

New, C. (1999). What is Literature? Definition and Resemblances. In *Philosophy of Literature: An Introduction*. (Ch. 1 pp 1-18 & Ch. 2. pp. 19-37). Routledge

Danto, A.C. (2010). Philosophy and/as/of Literature. In A Companion to the Philosophy of Literature (eds.) Garry L. Hagberg & Walter Jost, (part I, Ch. 4. pp. 52 - 67). UK: Blackwell Publishing Ltd.

Unit- 2 Classical Poetry and Philosophy

(4 weeks, 12 Hours)

1. Philosophy and Poetry
2. Theory of Art

Essential/Recommended Reading:

Plato. (2007). The Republic (part X). UK: Penguin. (pp. 335 - 353)

Aristotle. (1996). Poetics. UK: Penguin. (pp. vii - xviii & 3 - 10)

Mammata. (1967). Kavya Prakash with English Translation by Dr. Ganganatha Jha. Varanasi: Kishore Chand Jain. (Ch. 1. pp. 1 - 7)

Unit-3 Modernism and Postmodernism (4 weeks, 12 Hours)

1. Textuality
2. Absurdity

Essential/Recommended Readings:

Barthes, Roland. (1977). *The Death of the Author*. Image, Music, Text. London: Fontana. Page 142-148.

Camus, Albert. (1955). *The Myth of Sisyphus*. UK: Penguin. Page 3 - 48.

Unit- 4 Literature and Philosophy (4 weeks, 12 Hours)

(Revised)

1. Tolstoy on Shakespeare
2. Moral Dilemmas in The Mahabharata

Essential/Recommended Readings:

Tolstoy, L. (1906). *Tolstoy on Shakespeare, A Critical Essay on Shakespeare*. New York. Funk & Wagnalls. Part 1.

Rukmani, T.S., Moral Dilemmas in The Mahabharata. In *Moral Dilemmas in the Mahabharata* (ed.) B.K. Matilal, pp. 20 - 34.. Shimla: Indian Institute of Advanced Study.

Suggestive readings:

Leo, J.R.D. (ed.) (2020). *Philosophy as World Literature*. New York: Bloomsbury. pp. 1-16.

New, C. (2001). *Philosophy of Literature*. London: Routledge. pp. 19-38.

Hagberg, G.L. & Jost, W. (eds.) (2010). *A Companion to the Philosophy of Literature* UK: Blackwell Publishing Ltd.

Barthes, R. (1975). *The Pleasure of the Text*. New York: Hill & Wang.

Matilal, B.K. (1989). Moral Dilemmas: Insights from Indian Epics. In *Moral Dilemmas in the Mahabharata* (ed.) B.K. Matilal, pp. 1 - 9. Shimla: Indian Institute of Advanced Study.

Afro Asian Philosophy GE 8D

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre- requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Afro- Asian Philosophy GE 8 D	4	3	1	Nil	None	None

Objectives of the Course:

To introduce students to diverse philosophical traditions of Asian and African Countries.

To highlight the importance of indigenous knowledge and cultural heritage in the backdrop of western colonialism

To promote intercultural dialogue and mutual understanding between Asian and African civilizations

To encourage students to appreciate and respect diverse philosophical perspectives.

Outcomes of the Course:

Students will learn about the rich philosophical traditions of Asia and Africa

Students will learn about how colonial experiences shaped the philosophical thought of these regions.

Students will develop the ability to compare their own philosophical traditions with other Asian and African cultures.

By exploring different philosophies, students will develop broader and more inclusive understanding of global philosophical thought.

Unit I Comparative Philosophy (5 weeks, 15 hrs)

Indian, Chinese, African and Western Philosophies

Raju, P.T. (2007) 'Evaluation of Traditions and Its Principles,' Introduction to Comparative Philosophy, New Delhi: Motilal Banarsidass Publishers, pp.251-283

Serequeberhan, Tsenay. (1996) The Critique of Eurocentrism and the practice of African Philosophy, Postcolonial African Philosophy -A Critical Reader Emmanuel Chukwudi Eze (Ed.) Lewisburg: Bucknell University, pp.141-158

Unit-II Asian Philosophy- Indian (2 weeks, 6 hrs)

Potter, Karl H. (1997) Knowledge and reality in Indian philosophy, Brian Carr and Indira Mahalingam (Eds.) *Companion Encyclopedia of Asian Philosophy* pp.227-239

Unit III Asian Philosophy –Chinese and Japanese Philosophies (3 weeks, 9 hrs)

Raju, P.T (2007) 'Chinese Philosophy and Mindfulness', Introduction to Comparative Philosophy, New Delhi: Motilal Banarsidass publishers, pp.95-139

Heisig, James W., Kasulis, Thomas P. and Maraldo, John C. (Eds.) (2011) *Japanese Philosophy: A Sourcebook*, Honolulu: University of Hawai'i Press, Pp.1-22

Unit -IV African and Arabic Philosophy (5 weeks, 15 hrs)

Imbo, Samuel Oluoch .(1998). 'How Is African Philosophy to Be Defined?' *An Introduction to African Philosophy* Lanham: Rowman & Littlefield Publishers,

Kaphagawani, D.N. (1987) 'The Philosophical Significance of Bantu Nomenclature: A Shot at contemporary African philosophy,' Guttorm Floistad (ed.) *Contemporary Philosophy-A New Survey*, Vol.5 African Philosophy, Bostan: Martinus Nijhoff Publishers, Pp.121-152,

Eric Ormsby, (2003). 'Arabic Philosophy', Robert C Salomon and Kathleen M .Higgins (Eds) *From Afria to Zen- An Invitation to World Philosophy* , Lanham: Rowman and Littlefield Publishers

Further Readings

Raju, P.T(2007) 'Indian philosophy- Introduction ,' Introduction to Comparative Philosophy, New Delhi: Motilal Banarsidass Publishers, Pp.171-195

Panikker, Raimon (1993) Satapathaprajna : Should We Speak of Philosophy in Classical India? A case of Homeomorphic Equivalents' Guttorm Floistad (ed.) *Contemporary Philosophy-A New Survey*, Vol.5 Asian Philosophy, Springer Science +Business Media Dordrecht pp.11-67

Wiredu, Kwasi .(1980) Philosophy and an African Culture (Cambridge: Cambridge University Press, Kwasi Wiredu, "African Philosophical Tradition," The Philosophical Forum, vol. 24, nos. 1-3 (Fall-Spring, 1992/93), 36.

Hallen, Barry (2002). *A Short History of African Philosophy*, Bloomington: Indiana University Press.

Serequeberhan, Tsenay, (1991) African Philosophy- The Essential Readings, New York: Paragan House.

Kasulis, Thomas P .(2018) *Engaging Japanese Philosophy: A Short History*, Honolulu: University of Hawai'i Press.

McClendon III, John H. and Ferguson II, Stephen C (2011) ' African American Philosophy: A General Outline' , William Edelglass and Jay L. Garfield(Eds) *The Oxford Handbook of World Philosophy*, Oxford University Press.

Brian Carr and Indira Mahalingam (Eds.)(1997). *Companion Encyclopedia of Asian Philosophy*, London: Routledge

Tanaka, Kojiā.(2011). ‘Japanese and Korean Philosophy,’ William Edelglass and Jay L. Garfield (Eds) The Oxford Handbook of World Philosophy

Keywords

Indian Philosophy, Chinese Philosophy, Japanese Philosophy, African Philosophy, Arabic Philosophy

Tribal Philosophy GE 8 E

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & credits Code	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
	Lecture	Tutorial	Practical/ Practice		
Tribal Philosophy GE 8 E			Nil	None	None

Course Objectives:

1. To give students a thorough understanding of the basic philosophical concepts and arguments of Tribal philosophy.
2. To acquaint students with the various methods that have been used in tribal philosophy,
3. To reflect rationally on the concept of being, existence, and knowledge that one comes across in tribal worldview.
4. To introduce students to social-political and ethical facets of tribal philosophy.

Course Learning Outcome:

1. Students will become familiar with the various concepts, arguments, and methods of tribal philosophy.

2. Students will learn about the concept of knowledge, being, and existence found in tribal philosophy, as well as about the social, political, and ethical aspects of tribal philosophy. Additionally, they will gain a better understanding of contemporary debates.
3. Research in tribal philosophy will also be facilitated by this course.

Unit 1: Introduction to Tribal Philosophy (4 weeks, 12 hrs)

1. What is Tribal Philosophy?
2. Nature of Tribal Worldview

Essential/ Recommended Readings

Xalxo, Roshan Praveen (2021). "Tribal Philosophy." Delhi, India: Indian Social Institute. Pp.203-212

Ogaba, I. S. (2021). A quest for a structural tribal formation of knowledge. *International Journal of Humanities and Innovation (IJHI)*, 4(1), Pp 29-33.

Ariina, H. F. (2019). "Tribal philosophy: An epistemological understanding on tribal worldview". In Behera Charan Maguni (Ed) *Shifting Perspectives in Tribal Studies*. Springer, Singapore. Pp351-364

Unit 2: Concept of Being and Existence in Tribal Philosophy (3 weeks, 9 hrs)

1. Meaning of self and nature in tribal philosophy
2. Relationship between self and nature in Tribal Philosophy

Essential/ Recommended Readings

Sen, A. K. (2017). "Meaning of self and landscape and dynamics of self-fashioning," In Sen A.K. *Indigeneity, landscape and history: Adivasi self-fashioning in India*. Routledge India. Pp 43-57

Hembrom, Gomati Bodra. (2019). "Sacred landscape, modes of subsistence, and Adivasi Rights in the globalized world," In Manish K. Verma (Ed.) *Globalization, Environment and Social Justice-Perspectives, Issues and Concerns*, Routledge, London, and New York, Pp 261-271

Unit 3: Tribal Epistemology (3 weeks, 9hrs)

1. Concept of Knowledge in Tribal Philosophy
2. Traditional Tribal Ecological Knowledge and its relevance

Essential/Recommended Reading

Ogaba, Isenyo Solomon.(2019) "Tribal Epistemology" *PINISI Discretion Review* 3.2: 205-216.

Berkes, F. (1993). Traditional ecological knowledge in perspective. *Traditional ecological knowledge: Concepts and Cases, 1, 1-9.*

Unit 4: Socio-Political and ethical aspects of Tribal Philosophy (5 weeks, 15 hrs)

1. Concept of justice in tribal philosophy
2. Gender and Tribal Philosophy
3. Morality in Tribal worldview
4. Tribal Movement and environmentalism

Essential/Recommended Readings

Melton, A. P. (1995). Indigenous justice systems and tribal society. *Judicature*, 79, 126.

Hembrom,Gomati Bodra. (2017). Adivasi woman in globalized India: Emerging Issues and Challenges, *Women 's Link*, Vol-23, No-3, Jul-Sept. Pp 3 to 8

Wright, C. (2015). Tribal morality and the ethical other: The tension between modern moral aspirations and evolved moral dispositions. *Journal of Dialogue Studies*, 3(1), Pp 89-116.

Sutradhar, A. (2015). Indian Environmentalism and Tribal Movements.*Karatoya: NBU J. Hist.* Vol. 8, pg 172-194

Suggestive Readings

1. Munda, R. (2009). *Aadi Dharam*. Rajkamal Prakashan.Delhi
2. Lloyd N Binder and Bruce Hanbidge(1993), "Aboriginal People and Resource co-management?" In Inglis, J. (Ed.).*Traditional ecological knowledge: Concepts and cases.* IDRC
3. Smith, L. T. (2021). "Imperialism, History, Writing, and Theory" In Smith, L. T. *Decolonizing methodologies: Research and indigenous peoples.* Bloomsbury Publishing. Pg 19-40

4. Petrovic, J. E., & Mitchell, R. M. (Eds.). (2018). Indigenous philosophies of education around the world (Vol. 19). Routledge.
5. Bates P., Chiba, M., Kube, S. and Nakashima, D. (2009) Learning and Knowing in Indigenous Societies Today, UNESCO, Paris
6. Grim, J. A. (Ed.). (2001). Indigenous traditions and ecology. Cambridge, MA: Harvard University Press.
7. Xaxa, V. (1999). Tribes as indigenous people of India. *Economic and Political Weekly*, 3589-3595.
8. Xaxa, V. (2004). Women and Gender in the Study of Tribes in India. *Indian Journal of Gender Studies*, 11(3), 345-367.
9. Andersson Rani-Henrik(2021) "Traditional Indigenous Knowledge and Nature Protection Collaboration and Changing Paradigms" In Andersson, R. H., Cothran, B., & Kekki, S, *Bridging Cultural Concepts of Nature: Indigenous People and Protected Spaces of Nature*, Helsinki University Press, pg 1-25
10. Goode, R. W., Chairman, T., Tribe, N. F. M., & Gammage, B. (2015). Tribal-traditional ecological knowledge. Nuck-A-Hee: Newsletter of the Sierra Mono Museum.
11. Metz, T. (2011). Ubuntu as a moral theory and human rights in South Africa. *African Human Rights Law Journal*, 11(2), 532-559.
12. Sen, A. K. (2017). "Norms of Self Governance," In *Indigeneity, landscape and history: Adivasi self-fashioning in India*. Routledge India. pg 113-36
13. Hembrom,Gomati Bodra. (2019). "Sacred landscape, modes of subsistence, and Adivasi Rights in the globalized world," In Manish K. Verma (Ed.) *Globalization, Environment and Social Justice-Perspectives, Issues and Concerns*, Routledge, London, and New York, pg 261-308
14. Ghanshyam(2021) "Indigenous Republic (Indigenocracy)" In Abhay Xaxa, Ganesh N. Devy(Ed) *Being Adivasi: Existence, Entitlements, Exclusion*, pg 144-157
15. Mallik, Samar Basu... [et al.] (Eds) (2024) *Adivasi darshan*,Rajkamal Prakashan.Delhi

Keywords

Tribal, Indigenous, Self-governance, Environmentalism, Gender, Sacred landscape, Tribal epistemology, morality, tribal movement, Justice