

UNIVERSITY OF DELHI
DEPARTMENT : Philosophy
COURSE NAME: BA (Hons.)
(SEMESTER -I)

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



DSC and GE Courses

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Introduction to Philosophy	DSC	4	3	1	0		Annexure-I
Logic	DSC	4	3	1	0		
Indian Philosophy	DSC	4	3	1	0		
Ethics in Public Domain	GE 1 - A	4	3	1	0		Annexure-II
Technology And Ethics	GE 1- B	4	3	1	0		
Constitutional Morality	GE 1 -C	4	3	1	0		
Media Ethics	GE 1 - D	4	3	1	0		

Course Title: Introduction to Philosophy
DSC 1: 4 credits

Course Objectives: This course is an introduction to philosophy. It will introduce students to questions like What is Reality?, What is Good and What is Bad?, What is Beautiful and Why? What is Justice? What is Science and Scientific temper? Etc. The course covers some basic topics so that the student is well aware of the breadth of the subject of philosophy and is prepared for further study in it.

Course Learning Objectives: The student will come to know what is studied in various fields of philosophy, how the subject is divided into various fields. Apart from the subject matter of ethics, aesthetics, and social political philosophy, the student will also learn about the relation between philosophy and science and about the inculcation of the scientific temper for doing further work in philosophy. The student will be well prepared to tackle questions of philosophy after taking this course.

UNIT 1: What is Philosophy?

1. Philosophy, *Darsana, Anviksiki, Tattva*
2. Classifications of Philosophy

Recommended Readings

“What is Philosophy” (pp. 1-5), “Divisions of Philosophy”, (pp. 13-15, in Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill

“Introduction” (pp. 1-10) by Bertrand Russell, *History of Western Philosophy*, RKP, “General Introduction” (1-12) in Ramakrishna Puligandla’s *Fundamentals of Indian Philosophy*, D K Printworld, 2008

Kauṭīlya. (2003). *Arthaśāstra*, Book 1, section 1-3, *The Kauṭīlya Arthaśāstra*-, trans. R. P. Kangle, (Bombay University : 1972), reprint, Delhi: 2003, Motilal Banarasi Das Publishers.

UNIT 2: Metaphysics and Epistemology

1. The Question of Existence
2. Different views of reality
3. Knowledge and Belief

Recommended Readings

Kristie Miller: What is Metaphysics? (193-209)

Duncan Pritchard: What is Knowledge? (123-133) Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

UNIT 3: Ethics and Aesthetics

1. The basis of right and wrong
2. Aesthetics: art and its objects

Michael Brady: What is Ethics? (3- 6)

Kathleen Stock: What is Art? (81-93)

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

UNIT 4: Social and Political Philosophy and Philosophy of Science

1. Social Contract
2. Justice
3. Scientific Temper

Recommended Readings

Thom Brooks “What is Justice” (52-65)

Prescribed Text: Duncan Pritchard : What is this thing called Philosophy? (RKP, 2015)

Chattopadhyaya, D. P. (1990). Defending the Scientific Temper. *India International Centre Quarterly*, 17(3/4), 42–57. <http://www.jstor.org/stable/23002452>

Suggested Readings

Appiah, Anthony (2003). *Thinking It Through: An Introduction to Contemporary Philosophy*. Oxford University Press.

Blackburn, Simon (1999). *Think: A Compelling Introduction to Philosophy*. Oxford University Press.

Moore, Brooke Noel and Bruder, Kenneth (2010). *Philosophy: The Power of Ideas*. McGraw-Hill.

Perry, John ;Bratman, Michael & Fischer, John Martin (2009). *Introduction to Philosophy: Classical and Contemporary Readings, Fourth Edition, International Edition*. OupUsa.

Pojman, Louis P. & Fieser, James (eds.) (2007). *Introduction to Philosophy: Classical and Contemporary Readings*. Oxford University Press.

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

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

DSC 2

Logic: 4 Credits

Course Objective:

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

Course Learning Outcomes:

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

Unit 1**Basic Concepts in Logic**

1. Proposition and Sentence
2. Arguments: Deductive and Inductive
3. Truth, Validity and Soundness

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 1-33.

Unit 2

Traditional Logic:

1. Categorical Propositions: Quality, Quantity and Distribution of Terms
2. The Traditional Square of Opposition, Existential Import
3. Immediate Inferences- Conversion, Obversion and Contraposition
4. Translating Ordinary Language Sentences into Standard Logical Form

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 167-250.

Unit 3

Categorical Syllogisms:

1. Moods and Figures
2. Rules of Syllogism and Syllogistic Fallacies
3. Determining Validity/Invalidity using rules of Syllogism
4. Determining Validity/Invalidity using Venn Diagrams

Recommended Readings:

1. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016. pp. 211-254. References:

Suggested Readings

1. Jain, Krishna. *A Textbook of Logic*. New Delhi: D.K. Printworld, 2018.
2. Copi, Irving M., Carl Cohen, and Kenneth McMahon. *Introduction to Logic*. 14th ed. Delhi: Pearson, 2016.

Teaching Learning Process:

Lectures and tutorial as per University norm is Recommended. Assessment Methods:

Assessment Methods

75% for University exam and 25% for internal assessment as per University guidelines is required.

Keywords: Proposition, Truth, Validity, Soundness, Deduction and Induction, Categorical Proposition, Existential Import, Syllogism, Fallacies, Venn-Diagram

DSC 3

Indian Philosophy: 4 credits

Course Objectives

- In this course the focus will be on interactive learning where students will engage themselves into rigorous and an analytical examination of key concepts in a manner that enables them for contemporary engagement and reflection . Hence there will be a focus on the dialectical and analytical method to understand Indian philosophy.
- The aim is to make students familiar with and develop a clear understanding of the major concepts such as the Śruti and Smṛiti, Karma, Jñāna and Bhakti in different systems of Indian Philosophy and Śreyas and Preyas in Kathopanishad . It will also show the problems which arise in translating the Sanskrit terms to English, for example dharma as translated as religion within Indian Philosophical studies.
- Debate amongst the schools regarding the nature of the self will enhance various perspectives and further increase students understanding of Indian Philosophical systems and their philosophy.
- Improved critical reading of the texts, their rational and logical understanding, and writing abilities.
- Finally it will give a holistic development of their personality.

Course Learning Outcomes

- Students will understand the richness of Indian Intellectual Traditions through basic concepts such as Śruti and Smṛiti, Karma, Jñāna and Bhakti, Śreyas and Preyas and Students will appreciate the Indian Metaphysics of various ancient Indian schools such as Cārvāka, Buddhism, Jainism, Sāṅkhya, Pūrva- Mīmāṃsā and Vedānta, which will help them to understand and appreciate different perspectives within the society at large.
- Students will learn to develop scientific, logical and rational inquiry for understanding the systems.
- Students will be able to do a comparative analysis of all systems which will further enhance their debating skills.
- Students will develop the ability to think critically and to read and analyse scientific literature.
- Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

UNIT 1: Introduction to Indian Philosophy

1. Historical overview
3. Rise of Systems
4. Origins of Indian Philosophy

Recommended Readings

J.N.Mohanty, *Classical Indian Philosophy*, Lanham: Rowman and Little field, 1999, pp.1-10.

A.K.Warder, *A Course in Indian Philosophy*, Delhi: MotilalBanarsidass Publishers, 2018, pp.4-11

UNIT 2: Outlines of Indian Philosophy

1. Distinction between *Śruti* and Smṛiti.
2. Distinction between Dharma and Religion.
3. Emphasis on *Karma* (Action), *Jñāna* (Knowledge) and *Bhakti* (Devotion) : An Understanding of different Indian Philosophical Schools
4. Śreyas and Preyas with reference to *KaṭhaUpaniṣad*.

Recommended Readings

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

2. Radhakrishnan, S. Moore, (1967) *CA, A Sourcebook in Indian Philosophy*, Princeton.

3. Raju, P.T. (1985) *Structural Depths of Indian Thought*, NY Albany: State University of New York Press.

4. *KaṭhaUpaniṣad*

UNIT 3: Indian Metaphysics

- 1 Four Noble Truths (catvariyaśatyani), Doctrine of Dependent Origination (Pratityasamutpada) and Doctrine of Momentariness (Kṣāṇabhanga-vāda) in Buddhism. Prakṛti, Puruṣa and Parināmavāda of Sāṅkhya School.
- 2 Pūrva- Mīmāṃsā theory of Karma (Apurva)
- 3 Materialism-Early Sāṅkhya, Vaiśeṣika, Cārvāka,

Recommended Readings

1. Hiriyanna, M: (1951), *Outlines of Indian Philosophy*, London: Allen & Unwin
2. Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, Motilal Banarasi Das Publications, Delhi

3. Chatterjee, S.C. & D.M. Datta (1984), *An Introduction to Indian Philosophy*, reprint, University of Calcutta.
4. M.N.Roy, *Materialism in Indian Philosophy*, Delhi: Critical Quest ,2017, Pp1-22(Selections from Materialism: An Outline of the History of Scientific Thought

UNIT 4: Indian Epistemology

1. Syādvāda of Jainism
2. Prama and Pramana distinction with reference to Nyāya theory of Perception.

Recommended Readings

1. Chatterjee, S.C. (2008), *Nyāya Theory of Knowledge*, Delhi, Bharatiya Kala Prakashan.
2. Sharma, C.D. (2003) *Critical Survey of Indian Philosophy*, Delhi: MotilalBanarsidass
3. Stevenson, S.1951. *The Heart of Jainism*. London: Oxford University Press.
4. Shastri, Haridatta, *BhartiyaDarshanKaItihas*.(Hindi)
5. Upadhaya, Baldeva. *BhartiyaDarshan* (Hindi), Banaras.

Suggested Readings

1. Hiriyanna, M: (1951), *Outlines of Indian Philosophy*, London: Allen & Unwin
2. Dasgupta, S.N. (2004), *A History of Indian Philosophy*, Vol. 1, Motilal Banarasidass Publications, Delhi
3. Chatterjee, S.C. & D.M. Datta (1984), *An Introduction to Indian Philosophy*, reprint, University of Calcutta.
4. Ramakrishna Puligandla's *Fundamentals of Indian Philosophy*, D K Printworld, 2008
5. A.K.Warder, *A Course in Indian Philosophy*, Delhi: MotilalBanarsidass Publishers, 2018
6. . Raju, P.T. (1985) *Structural Depths of Indian Thought*, NY Albany: State University of New York Press.
7. Sharma, C.D. (2003) *Critical Survey of Indian Philosophy*, Delhi: MotilalBanarsidass
8. Bhattacharya, Ramkrishna. "Materialism in India: A Synoptic View." Retrieved 27 July 2012.<http://www.carvaka4india.com/2011/08/materialism-in-india-synoptic-view.html>

Teaching Learning Process

Lectures, Tutorials as per University Guidelines

Assessment Methods

External Exam : 75 marks, Internal Assessment: 25 marks

Keywords

Karma, Jnana, Bhakti, Momentariness, Dependent Origination, Sruti, Smrti

Generic Elective - (GE) Credit:4**GE – 1 A****Ethics in Public Domain****Course Objectives**

The course aims to develop an ethical perspective on socio-political and even economic issues where the public discourses and debates are often bereft of ethical/moral considerations and are often plagued with objectivism and materialism. Through theoretical understanding of ethics and its practical application in daily life, it generates ethical awareness/sensitivity necessary for overall wellbeing and inspires the readers to contribute voluntarily to the society as a responsible member.

Course Learning Outcomes

1. To equip the students with tools and techniques for handling socio political issues that affect them on individual / collective basis.
2. Larger awareness of public issues and empathy with marginalised issues in society. 3. Inculcate a sense of ethical responsibility and a vision to challenge the existing norms in need of change.

Unit I: Introduction to Ethics**1. Morality**

*Rachel, James. "What is Morality?" In *The Elements of Moral Philosophy*. 1-14. McGraw-Hill, 2012.

2. Cultural Relativism

*Rachel, James. "The Challenge of Cultural Relativism." In *The Elements of Moral Philosophy*. 15-34. McGraw- Hill, 2012.

Unit II: Structures of Inequality**1. Caste**

*Ambedkar, B. R. "Castes in India: Their Mechanism, Genesis and Development." Paper presented at an Anthology Seminar, Columbia University, 1916.

2. Gender

*Beauvoir, Simone de. "The Married Woman." In *Second Sex*, vol. II, part two, chapter 5. USA: Vintage, 2011.

Unit III: Freedom and Morality

*Sen, Amartya. "Freedom, Agency and Wellbeing." In *Inequality Re-examined*, 56-72. USA: First Harvard University Press, 1992.

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

Unit IV: Animal Ethics

*Singer, Peter. "All Animals Are Equal." In *Ethics in Practice: An Anthology* edited by Hugh LaFollette, 107-115. USA; UK; Australia: Blackwell, 2004.

Teaching Learning Process

Lectures, Tutorials as per University Guidelines

Assessment Methods

External Exam : 75 marks, Internal Assessment: 25 marks

Keywords

Morality, Inequality, Agency Freedom, Privacy, Animal Rights

Technology and Ethics

GE 1 B

Credits: 4

Course Objective

To enable students to ethically analyse the technological advancements which is a challenge for human kind in the light of ethical evaluation and implications of actions in the digital space. The studies aims to guide students to use technology responsibly. They will understand the development of technology and the importance of its ethical usage so that they become ethical citizens in a digital world.

Course Learning Outcomes

Students' enhanced ability to analyse the impact of technology on social, political, economic and legal issues from an ethical point of view. They will responsibly function and lead the usage to technology so as to save society from its harmful effects. With an increased ethical sensitivity and an improved ethical judgment capacity, they will be expected to advocate for the best practices of technology with its ethical implications.

Unit 1 Ethical and Social Implications of Technology:

- Ethical Issues in the Use of Technology
- Information Technology and Digital Divide

Recommended Readings:

• Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" International Scholarly and Scientific Research& Innovation, vol. 8, no 9, 2014, pp. 3015-19.

• Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

- Tavani, H. T. Ethics and Technology, (4th ed.) Wiley, 2004. pp. 303-309.

Suggested Readings:

- Himma, K.E and Tavani,H. (Ed): The Handbook of Information and Computer Ethics, New Jersey . John Willey and Sons., 2000.
- Mitcham C. Encyclopedia of Science Technology and Ethics, Introduction, Macmillan , U.S.A 2005.
- Tavani, H.T. Ethics & Technology, 4th Edition, Willey, U.S.A, 2004.
- Bynum T.W. and Rogerson S. (eds.) Computer Ethics and Professional Responsibility, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Digital Divide: Perspective for future, The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008.
- Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010.

Unit 2 Biotechnology and Ethics

- Stem Cell Culture and its issues.

Recommended Readings:

"Of Stem Cells Ethics" Nature Cell Biology, vol. 19, 2017. editorial pp. i. Also available at www.nature.com/articles/ncb3652.

Suggested Readings:

- Tavani, T.H. Ethics And Technology, ,The Handbook of Information and Computer Ethics, Willey. 2008. U.S.A.
- Himma, K.E. & Tavani,H.T.(ed)Encyclopedia of Science, Technology and Ethics: Mac Millan Reference USA, 2005.
- Feenberg, Andrew. Questioning Technology, Routledge, 1999

Unit 3 Some Recent Considerations in Technology and its ethical implications

- Artificial Intelligence
- Nano- technology

Recommended Readings:

- Tavani, H. T. Ethics and Technology, (4th ed.) Wiley, 2004. pp. 355-363, 382-387.
- Veraszto, E. V., Freito, L. V. "Technology and Its Social Implications: Myths and Realities in the Interpretation of the Concept" International Scholarly and Scientific Research& Innovation, vol. 8, no 9, 2014, pp. 3015-19.

- Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010. pp 116-131. 168-173.

Suggested Readings:

- Mitcham C. Encyclopedia of Science Technology and Ethics, Introduction, Macmillan , U.S.A 2005.
- Bynum T.W. and Rogerson S. (eds.) Computer Ethics and Professional Responsibility, Wiley Blackwell Publishing , 2003.
- Canellopoulou M. and Himma K. E. The Hand Book of Information and Computer Ethics, New Jersey: John Wiley and sons, 2008.

- Floridi, L. (ed) The Cambridge Handbook of Information and Computer Ethics. Cambridge University Press. Cambridge . 2010.

- Barnes, B. The Public Evaluation of Science and Technology From Carl Mitcham (Ed.) Encyclopedia of Science, Technology and Ethics:Mac Millan Reference USA, 2005.

Teaching Learning Process

Lectures, Tutorials as per University Guidelines

Assessment Methods

External Exam : 75 marks, Internal Assessment: 25 marks

Keywords

Science, Technology, Ethics, Computer ethics

Constitutional Morality: 4 Credits

Constitutional Morality

Course Objectives: This course is about the underlying ethics and political philosophy of Indian constitution. The aim of the course is to introduce the key themes of constitution in terms of morality. Further this course explores the importance of democracy and its functioning by representing the aspirations of its people.

Course learning Outcomes

The student will come to know about the constitutional morality and its implications in everyday social and political life. The student will be aware of representation of people, rights of citizens and that leads to develop the democratic political culture for strengthening the nation state.

Unit I: Constitutionalism and Democracy

Recommended Readings

John Elster, Introduction, John Elster Rune Stagst and, Gudmund Hernes(Eds), *Constitutionalism and Democracy*, Cambridge: Cambridge University Press,1988, pp.1-17

Preamble of Indian Constitution

Unit II Constitutional Morality

Recommended Readings

Dr. B. R. Ambedkar, motion to introduce the Draft Constitution, Constituent Assembly Debates vol 7 (4 November 1948)

Dr. B. R. Ambedkar, speech on third reading of the Draft Constitution, Constituent Assembly Debates vol 11 (25 November 1949)

Vallabhai Patel, Appendix. Constituent Assembly of India Debates Proceedings), Vol.3, Tuesday, the 29th April, 1947

Annexure-Justifiable Fundamental Rights, Constituent Assembly of India Debates Proceedings), Vol.3 Tuesday, the 29th April, 1947

Unit III: Citizenship and Rights

Recommended Readings

UpendraBaxi (2010), 'The Justice of Human Rights in Indian Constitutionalism', in Akash Singh and SilikaMohapatra (eds.), *Indian Political Thought: A Reader*. Routledge, London & New York, Chapter 17.

ShefaliJha, 'Rights versus Representation', *Economic and Political Weekly*, Vol. 38, Issue No. 16, 19 Apr, 2003

Unit IV Secularism and Social Justice

Recommended Readings

Rajeev Bhargava, 'India's Secular Constitution', ZoyaHasan, E.Sreedharan and R.Sudarshan (Eds.), *India's Living Constitution-Ideas, Practices and Controversies*, Delhi: Permanent Black,2002 Pp.105-133

Gopal Guru, 'Reclaiming Social Justice' Rajeev Bhargava (ed.) *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press,Pp.92

Suggested Readings

Jawaharlal Nehru, "Speech on the Aims and Objects of the Constituent Assembly," Constituent Assembly Debates (13 December 1946)

SujitChoudhary, MadhavKosla and PratapBhanuMehta . ' Locating Indian Constitutionalism,' *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP,2016

Uday S Mehta, "Indian Constitutionalism: Crisis, Unity, and History," *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP,2016

Granville Austin (1999), *Working a Democratic Constitution*. Oxford University Press, Delhi.

Ujjwal Kumar Singh and Anupama Rao, "B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy," Summerhill, IAS Review, XXIII:2 (Winter 2017)

Rajeev Bhargava, *Ethics and Politics of the Indian Constitution*, Delhi: Oxford University Press, New Delhi: Oxford University Press,2008

PratapBhanu Mehta, 'What is constitutional morality?'

https://www.india-seminar.com/2010/615/615_pratap_bhanu_mehta.htm

Teaching Learning Process: - As per university guidelines, lectures and tutorials.

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

Keywords: - Preamble, democracy, rights, secularism, citizenship, morality, social justice

Media Ethics: 4 credits

Course Objectives: To acquaint students with ethical practice of media usage, to democratize the public sphere. Also, theories of media ethics will be discussed along with the case studies related to important issues

Course learning Objectives: The student will learn how ideology affects content of media, and how media is often saturated with manufactured consent, paid or otherwise. The student will learn to be wary of the distinction between appearance and reality in media usage, ownership, democratization and representation of caste and gender and transparency in news etc.

Unit 1 : Introduction to Media and Ethics

1. Defining Media Ethics

2. Approaches to media Ethics

Recommended Readings

Stephen J.A. Ward, (2011). Ch. 2. Approaches to Media Ethics (Pg. 52-87), *Ethics and the Media*. Cambridge University Press.

Unit 2: Media, Power and Control

- 1 Cultural Imperialism as Globalisation of Ideology
- 2 Adorno : Culture Industry
- 3 Political Economy and Ideology
- 4 Manufacturing Consent

Recommended Readings

Adorno, Ch.3. Culture Industry Reconsidered (Pg. 98-106), *Culture Industry*. Routledge.

Chomsky, Ch. 1. A Propaganda Model, *Manufacturing Consent*. Pantheon Books

Unit3: Media and Democratic Bases

Roots of Objectivity

1. Objectivity: Senses and Origins
2. Normative Theory of Media
3. Evolution of Normative Traditions

Recommended Readings

Stephen J.A. Ward (2004). Ch. 1. Objectivity: Senses and Origins (Pg.9-36), *The Invention of Journalism Ethics*. McGil-Queens University Press

Christian G. Clifford, Theodore L. Glasser, Dennis McQuail, Kaarle Nordenstreng (2009). Evolution of Normative Traditions (Pg. 37-64), *Normative Theories of the Media*. University of Illinois Press.

Unit 4 Issues in Media Ethics and Professional Ethics

1. Representation of caste, gender
2. Violence and Obscenity
3. Paid News and advertisements
4. Professional ethics

Recommended Readings

Subarno Chatterji and Sevanti Ninan, *The Hoot Reader (Media Practice in Twenty First Century India)*, New Delhi: Oxford University Press, 2013 (Relevant Selections)

Vipul Mudgal. Ch. 6. *News for Sale: 'Paid News', Media Ethics, and India's Democratic Public Sphere* (Pg. 100-117). In Shakuntala Rao (Ed.), Herman Wasserman (Ed.). (2015). *Media Ethics and Justice in the Age of Globalization*. Palgrave MacMillan

Ashwini, S(2021) Social Media Platform Regulation in India- A special Reference to The Information Technology(Intermediary Guidelines and Digital Media Ethics Code) Rules,2021 , *Perspectives on Social Media Platform Regulation*, Nomos Verlagsgesellschaft, mbH&co.KG, pp215-232

Suggested Readings

Philip Patterson and Lee Wilkins,(1998). Media Ethics: Issues and Cases (7th Edition), New York: Mc Graw-Hill Co

Louis A Day, (2000). Ethics in Media Communication: Cases and Controversies(3rd edition) Belmont, CA: Wadsworth

Black , Jay, B. Steele and R.Barney (1999) Doing Ethics in Journalism: A Hand book with case studies (3rd edition), Boston: Allyn& Bacon

Christains, Clfford, M. Fackler, K. Rotzoll and B.McKee(1998) Media Ethics: Cases and Moral Reasoning(5th Edition) new York: Longman

Arant, David(Ed)(1999) Ethics, Issues and controversies in Mass media. Cpulder, Co: Coursewise Publishng

Gordon, A. David and J M Kittross(1999), Contraversies in Media Ethics, New York: Addison Wesely Longman

Limburg Val E (1994) Electronic Media Ethics, Boston: Focal Press

Lynch, Dianne (ed) (1999) Stand! Virtual Ethics: Debating Media in Digital Age, Boulder, Co

Foreman, G(2010) The Ethical Journalist, MA: Wiley-Blackwell

Norms of Journalistic conduct, Press council of India

[Untitled-1 \(presscouncil.nic.in\)](http://presscouncil.nic.in)

[Salient features of Press Council of India's norms of Journalistic Conduct in India - Legal Desire](#)

Thakurta, Paranjay Guha. (2008). Media Ethics: Truth, Fairness and Objectivity , New Delhi: Oxford University Press, 2015

Rao, S. (2014). Covering Rape in Shame Culture: Studying Journalism ethics in India's New Television News Media , Journal of Mass Media Ethics, 29(3), 153-167

Teaching Learning Process: - As per university guidelines, lectures and tutorials.

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

Keywords: - Media, democracy, consent, professional ethics, manipulation, culture, paid news, ideology