

DEPARTMENT	PHILOSOPHY
PROGRAMME	M.A.
LEVEL	6.5
DURATION	4 SEMESTERS
INTAKE	28

PROGRAMME OBJECTIVES (Separately for each programme, in bullet points)

PROGRAMME	M.A
PROGRAMME OBJECTIVES	
<ul style="list-style-type: none"> • Demonstrate a coherent and systematic understanding of various fields of Philosophy in Indian and Western traditions like Epistemology, Logic, Ethics, Philosophy of Language, Metaphysics, Philosophy of Mind and Philosophy of Science. • Employ different methods of philosophizing such as analytical, hermeneutical, phenomenological and dialectical. • Examine problems from diverse points of view, offer multiple solutions and assess proposed solutions. 	

FIRST SEMESTER

Course	Characteristics of Indian Philosophy - Course Code: PH 401										Credits	2
Course Type	DSC											
Course Description												
The course lays a special emphasis on the Cārvāka system of materialism and its critique of Vedas since it serves as a <i>purva-paksa</i> for other schools of Indian Philosophy.												
Course Objectives												
This course is designed to serve as an introduction to Indian philosophy with a focus on the core concepts from the orthodox and heterodox schools such as the concepts of reality, self, knowledge, freedom, morality, and rationality. Students will be introduced to philosophical ideas in the Vedas and Upaniṣads.												
Course Learning Outcomes (in bullet points)												
By the end of this course the students would be able to												
<ol style="list-style-type: none"> 1. Discuss the concept of reason in Indian philosophy. 2. Recognize the influence of Vedas on the later schools of Indian philosophy. 3. Explain the concept of self-according to Upanishads. 4. Analyze the notion of freedom and bondage expounded by Cārvāka and its received understandings by other systems of philosophy. 5. Illustrate contemporary receptions of Cārvāka's philosophy. 												
Mapped to Programme Level Outcomes												
	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO

	1	2	3	4	5	6	7	8	9	10	11	12
CLO1	3	3	3	2	2	3	3	3	3	3	2	2
CLO2	2	2	3	1	2	2	3	2	3	2	1	2
CLO3	3	2	2	3	3	3	3	3	3	1	2	2
CLO4	3	2	2	2	2	2	3	3	3	2		2
CLO5	2	2	3	2	2	3	3	2	3	2	2	3

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Introduction: The Basic Features of Indian Philosophy.	15
1.1	The Schools of Indian Philosophy Reading: [Students can consult any of the books mentioned in the suggested readings (secondary texts) to get an entry and introductory understanding of the general trends in Indian Philosophy that would serve as a background for this course.]	3
1.2	Common issues in Indian Philosophy: 1. The concept of Freedom 2. Knowledge of Self and Others 3. Reason, Reality and Morality Reading: Three Myths of Indian Philosophy, Chapter 1, <i>Indian Philosophy: A Counter Perspective</i> by Daya Krishna <i>Freedom and Its Conditions, Presuppositions of Indian Philosophy</i> by Karl Potter <i>Rationality in Indian Philosophy</i> by Arindam Chakrabarty https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405164566.ch18	5

1.3	Vedic Literature : Samhitā, Brāhmaṇa, Āraṇyaka and Upaniṣad Reading: The Vedas, Brāhmaṇa And Their Philosophy, Chapter 2, <i>A history of Indian Philosophy</i> by S. Dasgupta	3
1.4	Vedāṅgas [Limbs of Vedās]: Śikṣā, Chandas, Vyākaraṇa, Nirukta, Kalpa, Jyotiṣa Reading: <i>Encyclopedia of Vedic Philosophy</i> edited by Subhodh Kapoor (2002), Chapter 53.	1
1.5	Upanisadic Philosophy Reading: Kathopanisad with Śankrācārya Bhāṣya, 1 st chapter https://estudentdavedanta.net/Eight-Upanisads-Vol-1.pdf	3
2.	Cārvāka Darṣana	13
2.1	Origin, Sources and Growth of the system Reading: Problem and Method, Chapter 1, <i>Lokayat: A Study in Indian Materialism</i> by Debiprasad Chattopadhyaya	2
2.2	Cārvāka as Purvapakṣa and its relation to other schools	1
2.3	Epistemology: Perception as a source of knowledge Refutation of Inference Refutation of Comparison Refutation of Verbal Testimony Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.	4
2.4	Metaphysics Refutation of Soul Refutation of God Refutation of Vedas Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.	4

2.5	<p>Ethics</p> <p>Refutation of <i>Karma</i></p> <p>Interrogating the <i>Puruṣārthas</i></p> <p>Establishing pleasure as the highest ideal of life</p> <p>Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.</p>	2
	Total Lectures	28

Assessment:

Assessment will be based on one assignment, one written test and one presentation totaling 40% weightage, and an end semester examination with 60% weightage.

Primary Texts

Cowell, E.B. & Gough, A.E. (1904), *Mādhvācārya's Sarvadarśanasangraha* (translated into English), Kegan Paul, Trench, Trubner and Co., London.

Kapoor, Subhodh. ed. (2002), *Encyclopedia of Vedic Philosophy*, Cosmo Publications, New Delhi.

Shastri, Sitaram S. (1905), *Upanishads and Sankara's commentary*, G. A. Natesan and Co., Esplande, Madras.

Secondary Texts:

Chattopadhyaya, Debipradad, (1959), *Lokayat: A Study in Indian Materialism*, People's Publishing House, New Delhi.

Dasgupta, S.N. (1992) *A History of Indian Philosophy*. Vol.I, Motilal Banarsidass, Delhi.

Daya Krishna (2006) *Indian Philosophy: A Counter Perspective*, Indian Books Centre, Delhi.

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

Kunjuni Raja, K. (1963). *Indian Theories of Meaning*, Adyar Library, Madras.

Matilal, B. K. (1996). *Logic, Language, and Reality*, Motilal Banarsidass, Delhi.

Mohanty, J.N. (1992), *Reason and Tradition in Indian Thought*, Clarendon Press, Oxford.

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

Muller, F.M.(1928), *The Six Systems of Indian Philosophy*, Longmans, London.

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

Sharma, Chandradhar (1991), *A Critical Survey of Indian Philosophy*, Motilal Banarsidass, Delhi.

Shastri, Dakshinaranjan (1930), *A Short History of Indian Materialism*, Calcutta Book company, Calcutta.

Course	Sāmkhya Yoga	Course Code: PH 402	Credits	2
Course Type	DSC			
Course Description				
The course introduces students to two classical systems of Indian philosophy: Sāmkhya and Yoga with emphasis of metaphysical and ethical issues. The discussions will be based on select portions from the primary sources along with the secondary reflections on the same.				
Course Objectives				
To enable the students to have deep understanding of the systems of Samkhya and yoga.				
Course Learning Outcomes (in bullet points)				
By the end of this course the students would be able to				
<ol style="list-style-type: none"> 1. Explain the nature of reality as enumerated by Sāmkhya. 2. Explain the basic concepts of Yoga darśana (<i>citta</i>, <i>cittavṛttis</i>, <i>cittabhūmis</i> and <i>aṣṭāṅgayoga</i>). 3. Compare and contrast the metaphysics of Sāmkhya with that of other schools of Indian philosophy. 4. Discuss the notion of <i>kārya-kārṇa sambandh</i> (cause-effect relation) according to Sāmkhya and Yoga and its significance in Indian philosophy. 5. Interpret the texts, <i>Sāmkhyakārika</i> and <i>Yogasutra</i>. 6. Explain how the practices of Yoga enables to analyze the different values of varied cultures. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	3	2	2	2	2	3	2	2	2	2	
CLO2	3	3	3	3	3	3	3	3	3	2	3	
CLO3	2	3	3	2	2		3	3	2	1	1	2
CLO4	2	3	2	1	1	2	3	2	3	1	2	1
CLO5	2	3	2	2	2	1	3	3	3	2	2	1
CLO6	2	2	3	3	3	3	3	3	3	2	2	2

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Sāmkhya Darṣana	15
1.1	Introduction	2
1.2	Nature of Suffering (<i>Dukha</i>) and Freedom <i>Sāmkhyakārikā of Iṣvarakṛṣna with Tattvakaumudi of Vācaspati Miśra (Verses 1 & 2)</i>	2
1.3	Theory of causation: <i>Satkāryavāda</i> , Proofs for <i>Satkāryavāda</i> <i>Sāmkhyakārikā of Iṣvarakṛṣna with Tattvakaumudi of Vācaspati Miśra (Verses 8 & 9)</i>	3
1.4	<i>Prakṛti</i> : Nature of <i>prakṛti</i> , Proofs for the existence of <i>prakṛti</i> , Constituents of <i>prakṛti</i> <i>Sāmkhyakārikā of Iṣvarakṛṣna with Tattvakaumudi of Vācaspati Miśra (Verses 10,11, 12, 13, 15 & 16)</i>	4
1.5	<i>Purusa</i> : Nature of <i>purusa</i> , Proofs for the existence of <i>purusa</i> , Plurality of <i>purusa</i> . <i>Sāmkhyakārikā of Iṣvarakṛṣna with Tattvakaumudi of Vācaspati Miśra (Verses 17, 18 & 19)</i>	3
1.6	Evolution, Cause of evolution, Evolutes, Critical estimate <i>Sāmkhyakārikā of Iṣvarakṛṣna with Tattvakaumudi of Vācaspati Miśra (Verses 21-27)</i>	2
2.	Yoga Darṣana	13
2.1	Introduction	1
2.2	Nature and forms of <i>yoga</i>	1
2.3	Concept of <i>citta</i> , <i>cittavṛtti</i> and <i>cittabhūmis</i> <i>Yogasutra of Pātanjali with Vyāsa bhāṣya, Samādhipāda: verses 1-12</i>	4

2.4	Kleṣas and kliṣṭa vṛttis <i>Yogasutra of Pātanjali with Vyāsa bhāṣya</i> , Sādhanpāda: verses 1- 9	3
2.5	<i>Astāṅgayoga as a means of liberation</i> <i>Yogasutra of Pātanjali with Vyāsa bhāṣya</i> , Sādhanpāda: verses 29, 29	2
2.6	The place of God in yoga <i>Yogasutra of Pātanjali with Vyāsa bhāṣya</i> , Samādhipāda: verses 23 – 27	1
Total Lectures		28

Assessment:

Assessment will be based on one assignment, one written test and one presentation totaling 40% weightage, and an end semester examination with 60% weightage.

Primary Readings:

Bharti, Swami Veda (1986), *Yoga-Sutras of Pātanjali with the Exposition of Vyāsa*, Himalayan Institute, Allahabad.

Jha, Ganga Nath, (1896), *Tattva Kaumudi of Vācaspati Miśra*, Tookaram Tatya, Bombay.

Sastry, S.S.S. ed., (1973) *Sāmkhyakārika of Iśvarakṛṣṇa* (translated into English), University of Madras, Madras.

Virupakshananda, Swami (1995), *Sāmkhyakārika of Iśvarakṛṣṇa with Tattva Kaumudi of Vācaspati Miśra*, Sri Ramakrishna Math, Mylapur, Madras.

Woods, James Haughton (1966), *The Yoga system of Patanjali* (translated into English), Motilal Baarsidass, Delhi.

Secondary Readings:

Dasgupta, S.N. (1992) *A History of Indian Philosophy*. Vol.I., Motilal Banarsidass, Delhi.

Dasgupta, Surender (2001), *The Study of Patanjali.*, Indian Council of Philosophical Research, New Delhi.

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

Keith, A.B. (1918) *The Samkhya System*, Clarendon Press, Oxford.

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

Muller, F.M. (1928), *The Six Systems of Indian Philosophy*, Longmans, London.

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

Sen Gupta, Anima (1973), *Classical Samkhya: A Critical Study*, Gour Ashram, Lucknow.

Sharma, Chandradhar (1991), *A Critical Survey of Indian Philosophy*. Motilal Banarsidass, Delhi.

Shastri, Dakshinananjan (1930), *A Short History of Indian Materialism*. Calcutta Book company, Calcutta.

Course	Greek Philosophy	Course Code: PH 403	Credits	4
Course Type	DSC			
Course Description				
This course teaches the Socratic and Pre-Socratic philosophy. The emphasis is on the metaphysical and epistemological aspects Greek thought. The topics covered within the course will be based on the English translations of the classical texts as well as other reliable supplementary materials.				
Course Objectives				
<ol style="list-style-type: none"> 1. Study the development of philosophy before and after Socrates in the history of Western Philosophy. 2. Critically engage the metaphysical and epistemological aspects of Greek thought. 				
Course Learning Outcomes (in bullet points)				
<p>After successful completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the key thinkers, major themes as well as important theories available in the classical Greek philosophical traditions. 2. Use the philosophical resources and tools available in the Greek traditions with adequate depth. 3. Develop a set of critical abilities to analyze the different philosophical theories discussed in the course. 4. Evaluate the respective arguments for and against the world-views offered by the Greek tradition. 5. Develop an overview of the origins and development of early stages of Western Philosophy which lay a foundation for a several contemporary philosophical debates. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	2	2	1	1	1	1	1	2	1	1	1	1
CLO 2	2	2	2	3	2	2	1	2	2	1	1	1
CLO 3	2	1	3	2	2	2	2	3	2	2	2	2
CLO 4	2	3	3	3	3	3	3	2	3	2	2	2
CLO 5	2	3	3	2	3	3	2	3	3	2	1	2

Detailed Syllabus:

Units	Topics	No. of Hours
	Introduction to the course	1 hour
1.	Pre-Socratics: Greek Naturalists ad Arche	6 hours
1.1	Thales: Doctrine of <i>Hydor</i> <i>Sources: Metaphysics Book I 982 a2-3; 983 b6-983 b19; Metaphysics Book I 983 b21-22.</i>	1 hour
1.2	Anaximander: Doctrine of <i>apeiron</i> <i>Sources: Simplicius, Commentary on Aristotle's Physics 24, lines 13ff. = 12A9 and B1, Pseudo-Plutarch (12A10)</i>	1 hour
1.3	Empedocles: The Doctrine of Multiple <i>arche</i> <i>Sources: On Nature (B6 = D 57; (B 109 = D 207);(B 17.1–13 = D 73)</i>	1 hour
1.4	Parmenides: The theory of Being and Permanence <i>Sources: Barnes, Jonathan, "Parmenides and the Eleatic One."</i>	1hour
1.5	Heraclitus: The Doctrine of Flux, <i>Logos</i> <i>Plato's Cratylus (402a8-10; DK 22A6)</i>	1 hour
1.6	Democritus and Leucippus: Greek Atomism <i>Sources: Metaphysics, Book I 4, 985 b4-10; DK 67A6.</i>	1 hour
2.	Pre-Socratics: Sophists	4 Hours
2.1	Early Sophists: Protagoras <i>Sources: Plato's Sophist 268c8-9</i>	1 hour
2.2	Knowledge as Sense Perception Relativism of Truth <i>Sources: Plato's Theatetus 152a2-4</i>	1 hour
2.3	Later Sophists: Calicles, Thrasymachus, Antiphone <i>Sources: Plato's Gorgias 483b4-e4</i>	1 hour
2.4	The opposition of nature (<i>Phusis</i>)and law(<i>nomos</i>);Relativism of morality and law Conventionalism <i>Sources: Plato's Gorgias 483b4-e4</i>	2 hours

3.	Socrates	
3.1	The methods: Dialectics and Elenchus; Knowledge as virtue <i>Sources: Crito (29e–30a)</i>	3 hours
3.2	Virtue, Human Life <i>Sources: Protagoras 357d-58d</i>	3 hours
3.3	Rejection of the weakness of will (Akrasia) <i>Sources: Plato's Protagoras (352b-358d)</i>	2 hours
4	Plato	
	The nature of Soul (and its relation to the body) <i>Sources: Plato, Phaedo 106d-108c; Plato, The Republic, Book IV, 435-end</i>	2 hours
	Theory of Knowledge: Knowledge as Recollection <i>Sources: Phaedo (73c-77aj)</i>	2 hours
	Rejection of Sense Perception <i>Sources: Plato, Theaetetus 184-186</i>	2 hours
	Classification of Knowledge in conformity with the theory of forms <i>Sources: The Republic, Book VI 511A</i>	3 hours
	Theory of Forms (and the explanation of the phenomenal world) <i>Sources: The Republic, Book V, VI, VII</i>	4 hours
	Aristotle's Critique of the Theory of Forms: Third man-Argument <i>Source: Aristotle, Metaphysics I 9,990b16-17</i>	2 hours
	Plato's Principle of interweaving of Forms and the Explanation of a) the possibility of speech and b) the explanation of meaningful false statements <i>Sources: Sophist 259e 5-6</i>	2 hours
5	Aristotle	
	Back to the world of senses and the non-postulation of (Platonic) Transcendent world	2 Hours

	Sources: <i>Metaphysics</i> 6.1, 1026a27–31	
	Aristotle's theory of Categories Sources: <i>The Categories</i> (1b25–27)	4 Hours
	Actuality, Potentiality and their interrelation; Different kinds of priority of Potentiality over Actuality: a) Logical b) Ontological c) Chronological; The account of change in the sensible world Sources: <i>Metaphysics</i> , Book VII	4 hours
	Aristotle's theory of Causality Sources: <i>Physics</i> 1.5-9, 11.7	3 hours
	Matter and Form Sources: <i>Metaphysics</i> , Book VII	3 hour
	Aristotle's theory of Soul Source: <i>De Anima</i> II 2, 414a 12-13.	1 hour
	Teleology in Aristotle's philosophy Source: Aristotle, <i>Physics</i> . 199a20–32	1 hours
	Total Lectures	56 hours

Assessment:

Your continuous evaluation will have their units each worth twenty points.

- There will be weekly assignments and the best ten will be counted for another 20%. In the absence of ten assignments, the total weekly assignments minus one will be counted. Weekly assignment are compulsory. (20%)
- There will be one term paper (2000 words) of a topic of your choice. You must clear the topic of your term paper with me. You must submit the term paper to pass this course. However, I will consider the best between the term paper and the mid-semester exam for the final evaluation. You can submit a preliminary draft of your term paper to me or your tutor, if you wish, before the final submission for feedback. (20%)
- There will be one midterm in class exam for twenty points. (20%)
- The end- semester exam contributes to sixty percent (60%) of the total points.

Suggested Readings:

Aristotle, *The Complete Works of Aristotle* (ed.) J. Barnes, (Princeton: Princeton University

Press,1991), Vol. 1

Barnes, Jonathan. 1979. "Parmenides and the Eleatic One." Reprinted in: J. Barnes, *Method and*

Metaphysics. *Essays in Ancient Philosophy I*, edited by Maddalena Bonelli, New York: Oxford University Press 2011, pp. 262-287.

Brumbaugh, Robert S. *The Philosophers of Greece* (London: George Allen & Unwin Ltd, 1966).

Cohen, S. Marc, P. Curd, and C. D. C. Reeve, *Readings in Ancient Greek Philosophy* (Indianapolis, IN: Hackett Publishing Co., 2011), 4th edition.

Curd, Patricia, "Presocratic Philosophy", *The Stanford Encyclopedia of Philosophy* (Fall 2020 Edition), Edward N. Zalta (ed.), forthcoming URL = <https://plato.stanford.edu/archives/fall2020/entries/presocratics/>.

Kraut, Richard, "Plato", *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2017/entries/plato/>.

McKirahan Richard, D. *Philosophy before Socrates: An Introduction with Texts and Commentaries* (Indianapolis, IN: Hackett Publishing Co., 2010), 2nd Edition.

Plato, *The Complete Dialogues of Plato* (eds.) E. Hamilton and H. Cairns (New York: Bollingen Foundation, 1961)

Shields, Christopher, "Aristotle", *The Stanford Encyclopedia of Philosophy* (Winter 2016 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2016/entries/aristotle/>.

Course	Ethics	Course Code: PH 404	Credits	4
Course Type	DSC			
Course Description				
The course aims at a comprehensive introduction to ethics. The first part is on the nature of ethics and moral reasoning. The second part deals with the three main normative ethical theories: Deontology, Utilitarianism, and Virtue ethics. The third part of the course concentrates on the debates between moral realism and cognitivism on the one hand, and moral antirealism and non-cognitivism on the other. The fourth part concerns the application of ethical theories to particular cases such as theories of punishment, abortion, and animal rights.				
Course Objectives				
<ol style="list-style-type: none"> 1. To enable students to establish a clear understanding of varieties of ethical approaches such as normative ethics, meta-ethics, and applied ethics. 2. To prepare students to participate in current debates including business, environment, technology, development, and medicines. 3. To offer a platform to gather a variety of new principles and perspectives that may help students enhance and refine their critical thinking. 4. To enable students to assess themselves based on their learned ethical theories and arguments. 5. To make students analyse, restructure, and summarise (lucidly) moral arguments from readings. 				
Course Learning Outcomes (in bullet points)				
After completion of this course successfully, the students will be able to.....				
<ol style="list-style-type: none"> 1. Identify value judgments and moral reasoning. 2. Explain major normative ethical theories such as Deontology, Utilitarianism, and virtue ethics. 3. Analyze and evaluate a number of arguments for and objections to normative ethical theories. 4. Explain various meta-ethical theories about whether moral judgments can be true or false. 5. Analyse and evaluate arguments for and objects to meta-ethical theories. 6. Articulate the central arguments in the works of key moral thinkers of historical importance such as Aristotle, Kant, Jeremy Bentham, Mill, and Nozick. 7. Apply ethical theories to practical contexts to resolve moral dilemmas. 8. Write clear, concise and coherent paper on ethical issues. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2			2								
CLO2	3	3		3	3							
CLO3	2		3	3	2			2		2		2
CLO4	3	3		2	2							
CLO5	2		3	3	3			2		2		2

CLO6	3	3			3							
CLO7	2			3				2		2		3
CLO8						3		3		2		

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Nature of Moral Philosophy	4
	<p>Nature moral Philosophy; Descriptive, Normative, and Moral Statements; Nature of Moral Arguments and their evaluation; The Trolley Problem.</p> <p>Readings: Russ Shafer Landau, <i>The Fundamental of Ethics</i>, pp. 1-15.</p> <p>Lewis Vaughn, <i>Doing Ethics: Moral Reasoning and Contemporary Issues</i>, pp. 43-61.</p> <p>J J Thomson, "Killing, Letting Die, and the Trolley Problem."</p>	4
2.	Normative Ethical Theories	17
2.a	Utilitarianism	
2.a.1	<p>Bentham's Qualitative Hedonistic Utilitarianism; Mill's Qualitative Hedonistic Utilitarianism</p> <p>Readings: Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i>, Chapters: 1 & 4.</p> <p>John Stuart Mill (1859), <i>Utilitarianism</i>, Chapters: 1& 2</p>	4
	<p>Extreme and Restricted Utilitarianism</p> <p>J.J.C. Smart, "Extreme and Restricted Utilitarianism," Smart, <i>Utilitarianism</i>, Ch. 2</p>	2

	The distinction Between Act and Rule Utilitarianism Brad Hooker, "Rule Consequentialism,"; Peter Singer, "Famine, Affluence and Morality."	2
2.b	Kantian Deontological Ethics	
	Morality, Rationality and the Principle of Universizability. Reading: Russ Shafer Landau, <i>The Fundamental of Ethics</i> , Oxford University Press, Pp 154-165	1
	Kant's notions of good will and Duty; The Distinction Between Hypothetical and Categorical Imperative; The Four Formulations of the Categorical Imperative. Reading: Kant, <i>Groundwork of the Metaphysics of Morals</i> , Preface pp xvii – xxv; Chs 1& 2 Foot, 'Morality as a system of Hypothetical Imperatives'	4
	Postulates of Pure Practical Reason Immanuel Kant, "God and Immortality as Postulates of Pure Practical Reason," from <i>Critique of Practical Reason</i> .	1
	Kant's Formula of Universal Law Christina Korsgaard, "Kant's Formula of Universal Law,"; Thomas Nagel, "War and Massacre"	3
2c	Virtue Ethics	10
	The Idea of the Good (Eudaimonia) Aristotle, <i>Nicomachean Ethics</i> , Book I, Sections 1-5, 7-10, 13	1
	Moral Virtues Aristotle, <i>Nicomachean Ethics</i> , Book II, Sections 1-7	2

	<p>Doctrine of the Mean - Virtues of Generosity, Magnanimity, Magnificence</p> <p>Aristotle, <i>Nicomachean Ethics</i>, Book IV, sections 1-5</p>	2
	<p>Practical reason and Practical Wisdom</p> <p>Aristotle, <i>Nicomachean Ethics</i>, Book VI, Sections, 1, 2, 5, 8, 9, 12, 13.</p>	2
	<p>Pleasure and Happiness</p> <p>Aristotle, <i>Nicomachean Ethics</i>, Books VII, Sections 12 – 13; X, sections 1-8</p>	1
	<p>Contemporary Forms of Virtue Ethics</p> <p>Russell Shafer-Landau, <i>Ethical Theory: An Anthology</i>, 609-611.</p>	2
3	Meta-Ethics	3
	<p>Introduction to Meta-ethics.</p> <p>Reading: Andrew Fisher, <i>Meta Ethics: An Introduction</i>, pp 1-11.</p>	3
3.a	Moral Realism and Cognitivism	16
	<p>Arguments for and against Moral realism; Naturalism and Non-naturalism.</p> <p>Micheal, Smith, “Realism”, from Peter Singer, ed., <i>A Companion to Ethics</i> (Blackwell, 1991), 399-410.</p>	4
	<p>Non-Naturalist Ethics, Divine Command Theory and Intuitionism</p> <p>Readings:</p> <p>Timmons, Micheal, <i>Moral Theory: An Introduction</i>, pp. 23-37.</p> <p>Moore, G. E., “The Subject-Matter of Ethics”, from <i>Principia Ethica</i>, (Cambridge, 1968).</p> <p>Russ, Shafer-Landau. “Ethics as Philosophy: A Defense of Ethical Nonnaturalism,” from Mark Timmons and Terence Horgan, eds., <i>Meta Ethics after Moore</i> (Oxford University Press, 2005).</p>	3

	Naturalistic Fallacy and the Open question Argument Moore, G. E., "The Subject-Matter of Ethics", from <i>Principia Ethica</i> , 58-62 Fisher, Andrew., "Meta-ethics: An Introduction", 11-24	2
	Expressivism and Subjectivism Primary Readings: A.J.Ayer, "A Critique of Ethics," from <i>Language, Truth and Logic</i> , pp. 102-13. J.L.Mackie, "The Subjectivity of Values," from <i>Ethics: Inventing Right and Wrong</i> , pp. 15-18, 29-43.	3
	Error Theory - arguments for and against Fisher, Andrew., "Meta-ethics: An Introduction," pp. 39-53.	1
	Relativism - agent and speaker relativism, cultural relativism. Harry, Gensler, "Cultural Relativism," from <i>Ethics: A Contemporary Introduction</i> (Routledge, 1998), 11-17 Gilbert, Harman, "Moral Relativism Defended," <i>Philosophical Review</i> , 85(1975), 3-22	3
3.b	Moral Antirealism and Non-Cognitivist theories	6
	Prescriptivism and Emotivism Hare, R.M. "The Language of the Morals" (Clarendon Press, 1952), 1-56. Ayer, A.J., "A Critique of Ethics," from <i>Language, Truth and Logic</i> , (Dover,1952), 102-13	6
	Total Hours	56

Assessment:

The evaluation is based on two quizzes, one minor and a written essay of 1000 words, totaling 40% weightage, and the end semester examination with 60% weightage.

Suggested Readings

Books:

- Aristotle (1999), *Nicomachean Ethics*, trans. W.D. Ross, Kitchener: Batoche Books.
- Ayer, A. J. (1952), "A Critique of Ethics," in *Language, Truth and Logic*, Dover: 102-13.
- Bentham, Jeremy (1907), *An Introduction to the Principles of Morals and Legislation*, Oxford: Clarendon Press.
- Fisher, Andrew (2014), *Metaethics: An Introduction*, Abington: Routledge.
- Hare, R.M (1952), *The Language of the Morals*, Clarendon Press.
- Kant, Immanuel (1999), *Groundwork of the Metaphysics of Morals*, Trans. Mary Gregor, Cambridge University Press.
- Kant, Immanuel (1909), *Critique of Practical Reason and other works in the theory of Ethics*, Trans. T.K. Abott, London: Longmans Green and Company.
- Mill, John Stuart (1863), *Utilitarianism*, London: Parker, Son & Bourn, West Strand.
- Shafer-Landau, Russ (2010), *Fundamentals of Ethics*. Oxford: Oxford University Press.
- Shafer-Landau, Russ (2012), *Ethical Theory: an Anthology*, Wiley-Blackwell, 609-611.
- Singer, Peter (1979) *Practical Ethics*, Cambridge: Cambridge University Press.
- Smart, J.J.C., Williams, Bernard, (1973), *Utilitarianism: For and Against*, Cambridge University Press.
- Timmons, Mark (2013), *Moral Theory: An Introduction*, London: Rowman & Littlefield Publishers.
- Timmons, Mark and Horgan, Terry, eds. (2005), *Meta Ethics after Moore*, Oxford University Press.
- Vaughn, Lewis (2015), *Doing Ethics: Moral Reasoning and Contemporary Issues*. New York: Norton & Company.

Papers:

- Anderson, Elizabeth (2004), "Animal Rights and the Values of Nonhuman Life", in *Animal Rights: Current Debates and New Directions*, Cass R. Sunstein and Martha C. Nussbaum (eds.), Oxford: Oxford University Press, chapter 13.
- Flew, Anthony (1954), "The Justification of Punishment", *Philosophy*, Vol 29. No.111: 291-307.
- Foot, Philippa (1972), "Morality as a system of Hypothetical Imperatives," *Philosophical Review*, Vol. 81: 305-15.
- Geach, P.T. (1965), "Assertion," *The Philosophical Review*. Vol. 74, No: 4: 449-465.
- Gensler, Harry (1998), "Cultural Relativism," in *Ethics: A Contemporary Introduction*, Routledge: 11-17.
- Gideon, Rosen (1998), "Blackburn's Essays in Quasi Realism", *Nous*, Vol. 32, No: 3: 386-405.
- Hampton, Jean (1984), "The Moral Education Theory of Punishment," *Philosophy & Public Affairs*, Vol. 13, No. 3: 208-238.
- Harman, Gilbert (1975), "Moral Relativism Defended," *Philosophical Review*, Vol. 85: 3-22.

- Hooker, Brad (2000), "Rule Consequentialism," in Hugh LaFollette, ed., *Blackwell Guide to Ethical Theory*, Blackwell Publishing:183-204.
- Korsgaard, Christina (1985), "Kant's Formula of Universal Law," *Pacific Philosophical Quarterly*, Vol.66: 24-47.
- Mackie, J. L.(1977), "The Subjectivity of Values," in *Ethics: Inventing Right and Wrong*, Penguin: 15-18, 29-43.
- Marquis, Don (1989) "Why Abortion is Immoral," *Journal of Philosophy*, Vol. 86, No.4: 183 -202.
- Moore, G. E. (1968), "The Subject-Matter of Ethics", in *Principia Ethica*, Cambridge: Cambridge University Press.
- Nagel, Thomas (1972), "War and Massacre," *Philosophy and Public Affairs*, 1972, Vol: 15, No. 6: 951-951.
- Regan, Tom, (1983), *The Case for Animal Rights*, Berkeley: University of California Press.
- Shafer-Landau, Russ (2005), "Ethics as Philosophy: A Defense of Ethical Nonnaturalism," in Mark Timmons and Terence Horgan, eds., *Meta Ethics after Moore*, Oxford University Press, 2005.
- Shafer-Landau, Russ (2005), "Ethics as Philosophy: A Defense of Ethical Nonnaturalism," in Mark Timmons and Terence Horgan, eds., *Meta Ethics after Moore*, Oxford University Press.
- Smart, J.J.C. (1956), "Extreme and Restricted Utilitarianism," *Philosophical Quarterly*, Vol.6: 344-54.
- Smith, Micheal (1991), "Realism," in Peter Singer, ed., *A Companion to Ethics*, Blackwell: 399-410.
- Singer, Peter (1972), "Famine, Affluence, and Morality," *Philosophy and Public Affairs*, Vol. 1, No. 3: 229-243.
- Thomson, Judith Jarvis (1971), "A defense of Abortion," *Philosophy and Public Affairs*, Vol.1 No.1: 47-66.
- Thomson, Judith Jarvis (1976), "Killing, Letting Die, and the Trolley Problem," *The Monist*, Vol.59: 204-17.

Course	Formal Logic						Course Code: PH 405				Credits	4
Course Type	DSC											
Course Description												
This course is designed to introduce the fundamentals of modern symbolic logic. Therefore no prior training in logic is required or assumed. The focus of the study is First Order Logic. Apart from exploring the systems as a problem solving exercise, attempt will be done to discuss them from the perspective of formal language. For exploring these systems, both model theoretic and proof theoretic approaches will be considered. In addition, some important meta-theorems will be discussed to enrich our understanding of symbolic logic. This course is highly recommended for students intending to pursue advanced studies in logic as well as research programs												
Course Objectives												
The objective of the course is to orient the students with the fundamentals of formal language and formal reasoning. The process will equip them with tools and skills to analyse and evaluate arguments and also appreciate the possibilities and limitations of formal reasoning.												
Course Learning Outcomes (in bullet points)												
After completing the course, students are expected to understand the basic structures, techniques and approaches of pure formal reasoning and subsequently they will be equipped to do the following:												
<ol style="list-style-type: none"> 1. Distinguish the difference between formal (artificial) language and natural language and also between meta-language and object language. 2. Identify the forms of proposition as opposed to grammatical forms of sentences 3. Translate ordinary sentences of natural language into sentences of formal language 4. Check the formal values (truth values) of symbolized sentences using methods such as truth-table and truth-tree 5. Distinguish the difference between form of reasoning and content of reasoning 6. Check the consistency and validity of the forms of reasoning 7. Demonstrate the validity of forms of reasoning by using the method of natural deduction 8. Use the tools of formal reasoning to analyze and evaluate philosophical reasoning and other deductive reasoning and discourses. 9. Learn to abstract and establish formal relations among concepts and ideas 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1				1	2	1	2	2	2	3	3	3
CLO2				1	3	2	2	2	2	2	2	2
CLO3				1	2	2	2	2	2	3	3	2

CLO4					1	1	1	1	1	1	1	1
CLO5		1	1	2	3	2	2	3	3	3	3	3
CLO6		1	1	2	2	3	2	3	3	3	3	3
CLO7		1	1	2	2	2			1	2	3	2
CLO8		1	1	2	3	3	1	3	3	3	3	3
CLO9		1	1	2	3	3	2	3	3	3	3	3

Detailed Syllabus:

1. Part I: Introduction

[10 hours: L=8, T=2, P=0]

- i. Introduction
- ii. What is formal logic?
- iii. What is its relation with formal language
 - a. Language
 - b. Natural language and formal language
 - c. Meta-language and object language
 - d. Proposition

2. Part II: Sentential Logic

[16 hours: L= 16, T=4, P=0]

- i. Truth-functional connectives
- ii. Symbolization
- iii. Truth-table and abbreviated truth table method
- iv. Truth-tree method
- v. Natural deduction method

2. Part III: Meta-theorems and Meta-theoretic concepts [10 hours: L=10, T=2, P=0]

- i. Completeness of truth-functional calculus
- ii. Nature of logical connectives
- iii. Deduction theorem
- iv. Monotonicity theorem
- v. Mathematical induction
- vi. Soundness theorem

- vii. Completeness theorem
 - viii. Adequacy theorem
 - ix. Compactness
 - x. Reductio Ad Absurdum
3. **Part IV: Quantificational Logic** [16 hours: L=14, T=5, P=0]
- i. Symbolization
 - ii. Truth-tree method
 - iii. Natural deduction method
4. **Part V: Some observations** [4 hours: L=4, T=1, P=0]
- i. Revision of fundamental concepts
 - ii. Extensions of First Order Logic
 - i. Modal Alethic Logic
 - ii. Deontic Logic
 - iii. Epistemic Logic

Assessment:

There will be weekly quizzes throughout the semester. 2/3 best performance will be selected and awarded marks. It will be for 20 marks. There will be one assignment to identify, collect and categorize fallacious reasoning in day to day life. This will constitute 20 marks. There will be one term paper to write one short argumentative essay for 20 marks. All the assignments are compulsory. However only the best of these two internal assessments will be considered for grading purpose. End semester exam will constitute 60% of the total marks.

Suggested Readings

Part I

Singh, A. and Goswami, C. (1998), *Fundamentals of Logic* (ICPR), Chapter 0

Cohen, R. Morris, (1944), *A Preface to Logic* (Dover Publication), Chapter 1 &2

Russell, Bertrand and Whitehead, Alfred North, (1963), *Principia Mathematica*, (Cambridge University Press)

Priest, Graham, (2017), *Logic: A Very Short Introduction*, (Oxford University Press)

Part II:

Singh, A. and Goswami, C. (1998), *Fundamentals of Logic* (ICPR), Chapter 1

Bergmann, M., Moor, J. and Nelson, J, (2003), *The Logic Book* (McGraw Hill), Chapter 2, 3, 4 & 5
Jeffrey, R., (1991), *Formal Logic: Its Scope and Limits*, 3rd Edition, (McGraw Hill), Chapter 4,
Copi, I.M., (2010), *Symbolic Logic* 5th Edition (PHI Learning Pvt. Ltd.), Chapter 3
Prior, A.N., (1960), "The Runabout Inference-Ticket", *Analysis*, Vol. 21, No. 2, pp.38-39
Belnap, Nuel D., (1962), "Tonk, Plonk and Plink", *Analysis*, Vol. 22, No. 6, pp.130-134
Wansing, H., (2006), "Connectives Stranger than Tonk," *Journal of Philosophical Logic*, Vol. 35, No. 6,
pp.653-660

Part III:

Bergmann, M., Moor, J. and Nelson, J, (2003), *The Logic Book* (McGraw Hill), Chapter 6
Singh, A. and Goswami, C. (1998), *Fundamentals of Logic* (ICPR), Chapter 1

Part IV:

Jeffrey, R., (1991), *Formal Logic: Its Scope and Limits*, 3rd Edition (McGraw Hill), Chapter 6, 7, 9.
Bergmann, M., Moor, J. and Nelson, J, (2003), *The Logic Book* (McGraw Hill), Chapter 7, 8, 9 &10
Copi, I.M., (2010), *Symbolic Logic* 5th Edition (PHI Learning Pvt. Ltd.), Chapter 4, 5 & 6

Part V:

Tinyi, Venusa, (2015), "Philosophical Issues Centering Round Sentential Logic IV: Modal Logics", UGC: E-PG Patshala, Module Id:3.17
Tinyi, Venusa, (2015), "Philosophical Issues Centering Round Sentential Logic V – Introduction to Axiomatic System", UGC: E-PG Patshala, Module Id:3.18

Course	Buddhism & Jainism		Course Code: PH 407						Credits	4		
Course Type	DSC											
Course Description												
Part A of the course deals with Jaina Philosophy based on a primary text on Jainism' and Part B on the Buddhist Philosophy.												
Part A: Introduction of the Key Concepts and Theories of the Jaina Philosophy based on the study of the <i>Tattvīrtha Sūtra</i> by Ēcīrya Umīsvīti/Umīsvīmḥ (English translation by Nathmal Tatia as <i>That Which Is</i> . (Institute of Jainology/HarperCollins: Middlesex.2002).												
Part B: Understanding of the Key Concepts and Theories of the Buddhist Philosophy based on the <i>Compendium of Philosophy</i> (English translation of the <i>Abhidhammattha-sa'gaha</i> by Anuruddhacariya with <i>Introductory essay and notes</i> by Shwe Zan Aung & edited by, Pali Text Society, Oxford: 1910/1979.)												
Course Objectives												
The course is designed to acquaint the students with the central Philosophy of Jainism and Buddhism by way of the primary sources to appreciate the nuance and purport of the a technical term for appropriate interpretation commensurate with the original meaning.												
Course Learning Outcomes (in bullet points)												
After completion of this course successfully, the students will be able to												
1. Critically appreciate the central philosophy of the two systems.												
2. Examine the values of the two systems for their application to the social context.												
3. Explain the key terms and concepts of the two schools of philosophy with ability to determine the appropriate renditions in English for a technical term.												
4. Develop a critical ability to determine the place of the two schools in the global context.												
5. Demonstrate the desired critical ability to explain the Indian concepts in the modern language.												
6. Develop research aptitude in the subject.												
7. Undertake higher researches in the related areas.												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	2	2	3	2		2	2	3	2		
CLO2	1	3	2			2	2	2	3	2		
CLO3	3	3	2			2	2	2	3	2		
CLO4	1		1		2	3	2	2	3	2	1	
CLO5	2	2		3		2	2	2	3	3		

CLO6	3	3	3			1	2	2	3	2		1
CLO7	2	3	3	3								
CLO8												

Detailed Syllabus:

Detailed Lecture Outline (with topics and number of lectures)		
Unit No.	Topic	No. of Hours
PART A: JAISNISM		28
1.	Jaina view of Triratna (<i>That Which Is</i> 1.1)	2
2.	Jaina view of realities; Categories of Truth (<i>That Which Is</i> pp.xviii-xxi);1.4	4
3.	Substance; properties etc. (<i>That Which Is</i> pp.45-63)	4
4.	Concept of time (<i>That Which Is</i> pp.123-136)	3
5.	Anekāntavāda (Non-Absolutism) & Pluralism (<i>That Which Is</i> pp.136-38)	3
6.	Jaina theory of Bondage and Liberation (<i>That Which Is</i> pp.185-264)	2
7.	Jaina Epistemology <ul style="list-style-type: none"> • Pramā and Pramāṇa • Stages of Sensory Cognition • Saptabhaṅgi Naya • Syādvāda (<i>That Which Is</i> pp.185-264 pp.5-27)	10

Suggested Texts and References for Part A:

Primary Texts:

Tatia, Nathmal. 2002. *That Which Is* (being the English Translation of *Tattvārtha Sītra* by Ācārya Umāsvāti/Umāsvāmī). Middlesex: Institute of Jainology/Harper Collins. (Tatia)

Secondary Texts:

Matilal B.K. 1981. *The Central Philosophy of Jainism (Anekāntavāda)*. Ahmadabad: L.D. Institute of Indology.

Sharma, C.D. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass.

Potter, K.H (ed). 1996. *Encyclopedia of Indian Philosophies*, Vol.VII. Delhi: Motilal Banarsidass.

Sethia , Tara.2004. *Ahimsā, Anekānta and Jainism*. Motilal Banarsidass.

Dundas, Paul. 2002. *The Jains*. London: Routledge.

PART B: BUDDHISM		28
1.	Sources on Buddhist Philosophy <i>Compendium of Buddhist Literature</i> ch 1 & 2	2
2.	Survey of the popular philosophical views prevalent during the Age of the Buddha (DN 1.1); (Rhys Davids, T.W. 2007. <i>Dialogues of Buddha</i> 1.1; pp. 1-55)	4
3.	Concept of Buddha & Concept of Bodhisatta (http://ignca.gov.in/online-digital-resources/jataka-stories/introduction/)	4
4.	Three-fold characteristics of the world (Tilakkha,a) <i>Manual of Buddhism</i> pp.56-58; SN 22.59; (S iii 66)	2
5.	Buddhism as a Middle Path MV <i>Manual of Buddhism</i> pp.45-64 ;	2
6.	The Four Noble Truths <i>Manual of Buddhism</i> pp.45-64 ;	3
7.	Buddhist Philosophy of Relations: i. Doctrine of Dependent Origination ii. System of Correlations <i>Compendium of Philosophy</i> pp.187-197	3
8.	Buddhist view of mind Mind <i>Compendium of Philosophy</i> pp.81-93	5

	Buddhist view of matter Matter <i>Compendium of Philosophy</i> pp.154-168	
11.	Dharmakīrti's theory of Perception Stcherbatsky pp.1-47	
12	Śūnyavāda Dutta and Chatterjee pp.143-46	1
13	Yogācāra Dutta and Chatterjee pp.147-149	1
14	Nibbāna/Nirvāṇa (Dutta and Chatterjee pp.127-330)	1

Assessment:

Full marks: 100 (3 internal assessments; and end semester examination)

Three internal assessments (maximum 40 marks)

a. **Class Room Presentation:** To evaluate the students' understanding of the topic. Score - 20 points.

b. **Test:** To assess the students' ability to identify and interpret the key terms, concepts and theories and their articulation conforming the original meaning of the textual explanations. Score- 20 points.

c. **Term Paper:** To assess the comprehension level of the candidate demonstrating the research aptitude in the subject. Score - 20 points.

The best of two out of three internal assessments will count for the maximum internal assessment not exceeding 40 points. End semester examination (maximum 60 marks) : based on the essay type questions to evaluate the comprehension level and writing ability of a candidate.

Primary Texts:

1. Rhys Davids, C.A.F. (ed). 1979. *Compendium of Philosophy* (English translation of the *Abhidhammatthasaṅgaha* with Introductory essay and notes by Shwe Zan Aung). Oxford: Pali Text Society.
2. Rhys Davids, T.W.. (Tr). 2007. *Dialogues of the Buddha*. Delhi: Motilal Banarsidass.

Secondary Texts:

3. Narada, U. A. 1968. *Manual of Abhidhamma*. Kandy: Buddhist Publication Society.
4. Sharma, C.D. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass.

5. Potter, K.H (ed). 1996. *Encyclopedia of Indian Philosophies*, Vol.VII. Delhi: Motilal Banarsidass.
6. Varma, C.B. 1993. *A Concise Encyclopedia of Early Buddhist Philosophy*. Delhi: Eastern Book Linkers.
7. Nakamura, Hajime. 1980. *Indian Buddhism: A Survey with Bibliographical Notes*. 1980. Kufs publication. Hirakata. Japan. (Nakamura)
8. Kalupahana, David J. 1984. *Buddhist Philosophy: A Historical Analysis.*, Honolulu: the University of Hawaii Press. (Kalupahana)
9. Jayatilleke, K. N. 1963. *Early Buddhist Theory of Knowledge*. NSW: Allen and Unwin.(Jayatilleke)
10. Fernando Tola, Carmen Dragonetti. 2004. *Being as Consciousness: Yogācāra Philosophy of Buddhism*. Delhi: Motilal Banarsidass. (Tola & Dragonetti)
11. Chatterjee S. & Dutta, D.1984. *An Introduction to Indian Philosophy*. University of Calcutta. (Chatterjee S. & Dutta)
12. Varma, C.B. 2011. *Manual of Buddhism*. New Delhi: Buddhist World Press.
13. Varma, C.B. 2011. *Compendium of Buddhist Literature*. New Delhi: Buddhist World Press (CBL)

Course	Fundamentals of Indian philosophy		Course Code: PH/GEC - 410		Credits	2						
Course Type	GEC											
Course Description												
This course has been designed to familiarize postgraduate students with basic concepts and features of Indian philosophy. The concepts chosen for discussion are those that have permeated different Indian languages and cultures. This course is divided into 4 units: General Overview, Basic concepts, The Vedas and Purusarthas												
Course Objectives												
Objective of this course to make students aware about the basic concepts of Indian philosophy through which Indian philosophical systems can be studied in detail, If the students wants to venture deep in to Indian systems.												
Course Learning Outcomes (in bullet points)												
After the completion of this course successfully, the students will be able to												
<ol style="list-style-type: none"> 1. Describe the Basic features of Indian philosophy. 2. Relate problems and issues that ancient Indian intellectual tradition raises. 3. Examine the significance of Indian philosophy in modern context. 4. Scrutinize, interpret and comment on basic concepts of Indian philosophy. 5. Develop and articulate their views about philosophical concerns of Indian philosophers for the society. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	2	2	3	2		2	2	3	2		
CLO2	3	3	2			2	2	2	3	2		
CLO3	1		1		2	3	2	2	3	2	1	
CLO4	2	2		3		2	2	2	3	3		
CLO5	3	3	3			1	2	2	3	2		1

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	General over view	1
1.1	Introduction: Meaning of Darsana	1

2.	Basic concepts	8
2.1	Prameya śāstra: Monism, Dualism, Pluralism	1
2.2	Pramāna śāstra: Theories of Knowledge and Rationality	1
2.3	Kārya Kāraṇa Sambandh: Theory of causation	1
2.4	Duhkkha: Suffering	1
2.5	Avidya: Ignorance	1
2.6	Law of Karma: Theory of Action	1
2.7	Rebirth and death process(RBDP)	1
2.8	Self and Liberation	1
3.	The Vedas	9
3.1	Meaning of the word 'Veda'	1
3.2	Division of Vedas: Ṛk, Yajur, Sāma, Atharva	1
3.3	Division of Vedic literature: Samhitā, Brāhmana, Āranyaka, Upanisad	2
3.4	Philosophy of Upaniṣads	2
3.5	Vedāṅgas: Śikṣā, Chandas, Vyākaraṇa, Nirukta, Kalpa, Jyotiṣa	1
3.6	The concept of Ṛna, Yajna and Ṛta	1
3.7	Division of Indian philosophical disciplines on the basis of Vedas into Āstika and Nāstika Darśanas	1
4.	Puruṣārtha	10
4.1	Meaning and significance of Puruṣārtha.	1
4.2	The concept of Dharma: Āśrama dharma, Varna Dharma, Sanātan Dharma	3
4.3	The concept of Artha: Sādhana (Resources)	2
4.4	The concept of Kāma: Sukh/dukh (Pain/Pleasure)	1

4.5	The concept of Mokṣa: Ānanda	3
	Total lectures	28

Recommended Texts

Datta and Chatarjee (2007), *An introduction to Indian Philosophy*, Rupa publications, New Delhi.

Hiriyanna ,M. (2018), *Outlines of Indian Philosophy*, Motilal Banarsidass , New Delhi.

Radhakrishnan, S. (2008), *Indian philosophy* ,Vol 1, Oxford university Press

Sharma ,Chandradhar, (2003), *A critical survey of Indian Philosophy*, Motilal Banarsidass.

SECOND SEMESTER

Course	Purva Mimamsa and Vedanta						Course Code: PH 451			Credits	4	
Course Type	DSC											
Course Description												
This course is designed to an introduction to Purva Mimamsa and Vedanta philosophy (classical and contemporary). It is divided into 4 units: Purva Mimamsa, Advaita Vedanta, Vaishnava Vedanta and Neo-Vedanta.												
Course Objectives												
To familiarize and critically examine metaphysics, epistemology and ethics of Purvamimamsa.												
Course Learning Outcomes (in bullet points)												
After the completion of this course successfully, the students will be able to												
<ul style="list-style-type: none"> • Describe the philosophical positions of Poorva Mimamsa and Vedanta. • Recognize the influence of Purva Mimamsa's and Vedanta's views on later philosophy and estimate the relevance of their views to contemporary debates on metaphysical and epistemological issues. • Relate problems and issues that Purva Mimamsa and Vedanta proposes for contemporary Indian social issues. • Examine Purva Mimamsa's and Vedanta's philosophical theories critically and assess given arguments in support and against of their views. • Scrutinise, interpret and comment on difficult and complex texts like Mimamsa sutra, <i>Viveka Churamani</i>. • Develop and articulate their views about philosophical concerns of Purva Mimamsa and Vedanta • . • Write conceptually clear, systematic and coherent critical essays on the significant questions that Indian systems in general and Purva Mimamsa and Vedanta in particular are concerned with. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	2	2	3	2		2	2	3	2		
CLO2	1	3	2			2	2	2	3	2		
CLO3	3	3	2			2	2	2	3	2		
CLO4	1		1		2	3	2	2	3	2	1	
CLO5	2	2		3		2	2	2	3	3		

CLO6	3	3	3			1	2	2	3	2		1
CLO7							3					1

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	PURVA MIMAMSA (Reading: Shabar, Commentary on Mimamsa Sutra and C. D. Sharma, <i>A Critical survey of Indian philosophy</i> , Chapter 13)	13
1.1	Importance of <i>Purva Mimamsa</i> school	2
1.2	<i>Pramanya vada</i>	5
1.3	Validity of knowledge (<i>Shruti</i>)	2
1.4	Philosophical differences between Prabhakara and Kumarila	2
1.5	The concept of “Dharma”	2
2.	ADVAITA VEDANTA	14
2.1	Introduction to <i>Advaita Vedanta</i> (Reading: Swami Vivekananda’s lecture on Vedanta)	1
2.2	Maya/Avidya (Reading: Sankaracarya, Upodhgath of Shariraka bhashya)	4
2.3	Jiva (Self) (Reading: <i>Brihadaranyaka Upanishad</i> part 4)	2
2.4	The concept of Brahman (Reading: Gaudhapadacarya Mandukya Karika)	2
2.5	<i>Sadhana catustya</i> (qualifications to practice Advaita Vedanta) (Reading: Sadananda swami, <i>Vedanta Sara</i> , verse 15-25)	3
2.6	Moksha (Liberation): (Reading: Sankaracharya, <i>Viveka churamani</i> verse 27 – 30 and Datta and	2

	Chatarjee, An Introduction of Indian philosophy Chapter X p. 397)	
3.	VAISHNAVA VEDANTA	14
3.1	Introduction to Vaishnava Vedanta (Reading: Shrimad Bhagavat Maha Purana preface)	1
3.2	Theory of Knowledge (Reading: C. D. Sharma, <i>A critical survey of Indian philosophy</i> , Chapter 18, pp. 342-343.)	2
3.3	Maya/Prakriti (Reading: C. D. Sharma, <i>A Critical Survey of Indian Philosophy</i> , Chapter 18.Xv, P. 358)	2
3.4	Jiva(Self) (Reading: Datta and Chatarjee, Chapter X.3.3 Page 420 – 429)	1
3.5	The doctrine of Bhakti (devotion) (Reading: <i>Bhagavat Maha Puran</i> , chapter 5.23 and Bhagavad-Gita, Ch. 12)	2
3.6	Moksha (liberation)	1
3.7	Dvaita Vedanta by Madhvacarya (Reading: Selected part of Madhva's Commentary of <i>Brahma Sutra</i>)	2
3.8	Bhedabheda by Nimbarkacarya (Reading: Selected parts of <i>Vedanta Parijata Nimbark</i> commentary of <i>Brahma Sutra</i>)	1
3.9	Suddhadvaita by Vallabhacarya (Reading: Vallabhacharya, <i>Anu Bhashyam</i> selected parts)	1
3.10	Acintya Bhedabheda by Chaitanya Maha Prabhu (Reading: Chatushloke Chaitanya's commentary of <i>Brahma sutra</i>)	1
4.	NEO-VEDANTA: Sri Aurobindo and K C Bhattacharya (Readings: Contemporary Indian philosophy by Basant Kumar Lal chapter IV and	15

	Chapter V)	
4.1	Philosophical back ground of Sri Aurobindo	1
4.2	Theory of Involution	4
4.3	Integral Yoga	3
4.4	Philosophical background of KCB	1
4.5	Theoretic consciousness	3
4.6	Theory of negation	2
4.7	Uncertain reality	1
	Total Lectures	56

Assessment

Internal assessment (minor exams): 40%weightage and end-semester examination: 60%weightage.

Suggested Readings:

Primary Texts:

Aurobindo, Sri, (1997), *Savitri- A Legend and A Symbol*, Sri Aurobindo Ashram Trust, Pondicherry

Aurobindo, Sri, (2003), *Integral Yoga*, Sri Aurobindo Ashram Trust, Pondicherry.

Aurobindo, Sri, (2005), *Life divine*, Sri Aurobindo Ashram Trust, Pondicherry

Bhaskar, Laugaksi (2016), *Arth Sangrah*, translated and edited by A. B. Gajendra gadkar and R. D. Karmakar, Motilal Banarsidas, Delhi.

Bhattacharya, Krishna Chandra (1930), *The Subject as Freedom*, Indian Institute of Philosophy, Amalner.

Bhattacharya, Krishna Chandra (1983), *Studies in Philosophy*, Vol.-I and Vol-II, ed. Gopinath Bhattacharyya, Motilal Banarsidass, Delhi.

Gaudpada, Acarya, (1953), *Gaudpadakarika/Mundukakarika*, translated by Raghunath Damodar Karmarkar, Bhandarkar Oriental Research Institute, Poona.

Kavi, Ramaraya, (2004), *Vedanta Sangrah*, edited and translated by Dr. Revathi and R Bal Subramanyam, Chinmaya International Foundation, Ernakulam.

Madhvacharya, (1904), *Vedanta-Sutra with the commentary of Madhvacharya*, translated by S. Subba Rao, Thomson and Co., Madras.

Nimbarka and Srinivasa, (1940), *Vedanta Parijata Saurabha and Vedanta Kaustubha (commentaries on Brahma Sutra)*, translated by Roma Bose, The Royal Asiatic Society of Bengal, Calcutta.

Ramanujacharya, (1899), *The Vedanta Sutra with Sri Bhasya*, translated by M. Rangacharya and M.B. Varadaraja Aiyangara, Brahmavadin Press, Madras.

Ramanujacharya, (2007), *Sri Ramanuh Gita Bhasya*, translated by Swami Adidevananda, Sri Ramakrishna Math, Madras.

Sadananda, (1931), *Vedantasara*, translated by Swami Nikhilananda, Advaita Ashram, Almora.

Sankaracarya, (1921), *Vivekacudamani*, translated by Swami Madhvananda, The Advaita Ashram, Almora.

Sankaracarya, (1957), *Eight Upanisads with the commentary of Sankracarya*, translated by swami Gambhiranand, Advaita Ashram, Kolkata.

Sankaracarya, (1972), *Brahma Sutra Bhasya*, translated by swami Gambhiranand, Advaita Ashram, Kolkata.

Sankaracarya, (1977), *Bhagavad-Gita with the commentary of Sankracarya*, translated by A. Mahadeva Shastri, Samta Books, Madras.

Shabara, (1973), *Shabara Bhasya (commentary on Mimamsa sutra)*, translated by Ganganath Jha, Oriental Institute, Baroda.

Vallabhacharya, (1921), *Brahma Sutra Anu Bhasya*, ed. Mulchandra Tulsidas Teliwala, Akshaya Prakashan, Delhi.

Secondary Texts:

Datta, D.M. and Chatterjee, S. (2007), *An Introduction to Indian Philosophy*, RUPA, New Delhi.

Lal, B.K. (1999), *Contemporary Indian Philosophy*, Motilal Banarsidass, Delhi.

Sharma, Chandradhar. (1991) *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass.

Course	Nyāya Vaiśeṣika							Course Code: PH 452			Credits	4
Course Type	DSC											
Course Description												
This course is primarily concerned with aspects of Nyāya and Vaiśeṣika traditions that are crucial to the understanding of Indian philosophy. Their importance has to be studied separately and in a detailed manner therefore this course focuses only on these two systems beginning with a very brief introductory background of their relationship with the other systems of Indian philosophy. Beginning with the development of Nyāya and its core arguments regarding the creation of the universe and the explanation of material phenomena, the remainder of the course focuses on the question of logical proof expounded by the Nyāya School. The course would then try to understand the role of the Vaiśeṣika School and their relationship with Nyāya and their shared philosophical assumption regarding the nature of reality and proof.												
Course Objectives												
This course aims to explore the foundational concepts of the Nyāya and Vaiśeṣika traditions in Indian philosophy, with a focus on analyzing and interpreting key aspects such as logic, epistemology, linguistics, and metaphysics. Through an examination of their historical development and shared philosophical assumptions, students will develop a comprehensive understanding of these two significant philosophical systems within the broader framework of Indian philosophy.												
Course Learning Outcomes (in bullet points)												
By the end of this course the students would be able to												
<ol style="list-style-type: none"> 1. Describe the relationship between Pramā and Pramāṇa. 2. Define substance and analyze the different categories enumerated by Vaiśeṣika. 3. Explain knowledge and categorization of knowledge expounded by Nyāya and its debates with other systems like Vedanta and Buddhism. 4. Analyze and interpret the development of the typologies of proof in Nyaya Sutra text and its Bhasyas (commentaries). 5. Demonstrate the role of tarka (arguments) to comprehend the nature of substance. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	3	3	1	2	2	3	3	3	3	2	2
CLO2	2	2	3	1	1	2	3	2	3	2		2
CLO3	3	3	3	1	1	3	3	2	3			2
CLO4	3	2	3	2	2	3	3	3	3			2
CLO5	3	2	3	2	2	3	3	3	3	2	3	3

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Introduction:	4
1.1	Place of Nyāya and Vaiśeṣika in Indian Philosophy [Students can consult any of the books mentioned in the suggested readings (secondary texts) to get an entry and introductory understanding of the general trends in Indian Philosophy that would serve as a background for this course.]	2
1.2	The place and authority and reason in Indian Philosophy	2
2.	The Growth of Nyāyasāstra	4
2.1	Origin of the name Nyāya	1
2.2	The antiquity of Nyāyasāstra	
2.3	The early teachers of Nyāyasāstra	
2.4	Nyaya-sutra, the first systematic work on Nyāyasāstra	1
2.5	The author of Nyāya-sūtra	1
2.6	Contents of the Nyāya-sūtra	1
2.7	The commentaries on Nyāya-sūtra	
3.	The nature and classification of Knowledge	6
3.1	Definition of Knowledge Reading: Nyāya Sutra- 1.1.15	1
3.2	Classification of Knowledge	1
3.3	Memory and Dream	1

3.4	Doubt (<i>Samśaya</i>) Reading: Nyāya Sutra- 1.1.23	1
3.5	Error (<i>viparyaya</i>) – Explanation of error Reading: Nyāya Vārtikā- 1.1.2-4	1
3.6	Hypothetical Argument (<i>tarka</i>)	1
4.	Valid knowledge and method of valid knowledge	4
4.1	Definition of valid knowledge (<i>Prama</i>)	1
4.2	Definition of the method of valid knowledge (<i>Pramāṇa</i>)	1
4.3	The factors of valid knowledge (<i>Prama</i>)	1
4.4	The Nyaya theory of extrinsic validity and invalidity (<i>Parataḥprāmānyavāda</i>) Reading: Nyāya Manjari- p-160-169 Tattva Cintāmani- p 181-233	1
5.	Perception as a method of valid knowledge (<i>Pratyakṣa-pramāṇa</i>)	7
5.1	Primacy of perception over methods of knowledge Reading: Nyāya Vārtikā Tikā- 1.2.3	1
5.2	The early Nyāya definition of Perception (<i>Pratyakṣa</i>) Reading: Nyāya Sutra- 1.1.4	1
5.3	Criticism of the early Nyāya definition of perception (<i>Pratyakṣa</i>)	1
5.4	Modern (<i>navya</i>) Nyāya definition of perception (<i>Pratyakṣa</i>)	1
5.5	Kinds of sense of object contact	1

5.6	The three modes of ordinary perception (<i>Pratyakṣa</i>) a) <i>savikalpaka</i> b) <i>nirvikalpaka</i> c) <i>pratyabhijñā</i>	1
5.7	The three kinds of extraordinary perception (<i>Pratyakṣa</i>) a) <i>Sāmānyalakṣaṇa</i> b) <i>jñānalakṣaṇa</i> c) <i>yogaja</i>	1
6.	Inference as a method of valid knowledge (<i>anumāna pramāṇa</i>)	10
6.1	Definition of Inference (<i>anumāna</i>) Reading: Nyāya Sutra 1.1.5	1
6.2	Distinction between perception and inference Reading: Nyāya Sutra- 1.1.5	1
6.3	Constituents of inference (<i>anumāna</i>)	1
6.4	Grounds of inference (<i>anumāna</i>) a) Logical ground (<i>vyāpti</i>) b) Psychological ground (<i>pakṣatā</i>)	2
6.5	Classification of inference (<i>anumāna</i>) a) <i>Svārthanumāna</i> and <i>parārthanumāna</i> b) <i>Pūrvavat</i> , <i>śeṣavat</i> and <i>sāmānyatodṛṣṭa</i> c) <i>Kevalānvayi</i> , <i>kevalavyatereki</i> and <i>anvayavyatereki</i> Reading: Nyāya Sutra- 1.1.5	2
6.6	Logical form of inference (<i>anumāna</i>) Reading: Nyāya Sutra & Nyāya Bhāṣya- 1.1.33	1
6.7	Fallacies of inference (<i>anumāna</i>) Reading: Nyāya Sutra- 1.2.5-18	2
7.	Comparison as a method of valid knowledge (<i>upamānapramāṇa</i>)	2

7.1	Definition and classification of Comparison (<i>Upamāṇa</i>) Reading: Nyāya Sutra & Nyāya Bhāṣya- 1.1.33- 1.1.6	1
7.2	Evaluation of Comparison (<i>Upamāṇa</i>) as a method of valid knowledge	1
8.	Verbal testimony as a method of valid knowledge (<i>śabdapramāṇa</i>)	4
8.1	Definition of verbal testimony (<i>śabda</i>) Reading: Nyāya Sutra 1.1.7	1
8.2	On words	1
8.3	On sentences	1
8.4	Evaluation of verbal testimony as a method of valid knowledge	1
9.	Nyāya Metaphysics	4
9.1	Self and liberation	2
9.2	The Nyāya theology	2
1.	<i>Vaiśeṣika Darsana</i>	3
1.1	Founder, Basic text and commentaries	
1.2	The criterion of Reality	1
1.3	The classification of Reality	1
1.4	The definition of Being (<i>bhāva</i>)	1
2.	Substance (<i>dravya</i>)	3
2.1	Definition of Substance Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
2.2	Buddhist denial of Substance	1

2.3	Vaiśeṣika response	
2.4	Types of Substances Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
3.	Quality (<i>Guṇa</i>): Definition of Quality, Type of Quality Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	3
4.	Action (<i>Karma</i>): Definition of Action, Types of Action Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
5.	Universal (<i>sāmānya</i>) a) Universal as Objective and Eternal Reality b) Perception of the Universal Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
6.	Particularity (<i>viśeṣa</i>) Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
7.	Inherence (<i>samavāya</i>) Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
8.	Non-existence (<i>abhāva</i>) Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1 & 2	1
9.	The Creation and destruction of the world 1	1
	Total Lectures	56

Assessment:

The evaluation will be based on one assignment, one written test and a presentation. In all, there will be three parts of internal assessment totalling 40% weightage, and followed by written examination at the end semester with 60% weightage.

Suggested Readings:

Bhaduri, Sadananda. (1947) *Studies in Nyaya-Vaiśeṣika Metaphysics*. Poona: Bhandarkar Oriental Research Institute.

Chatterjee, S.C. (1978) *The Nyaya Theory of Knowledge*. Calcutta: University of Calcutta Press.

Dasgupta, S.N. (1992) *A History of Indian Philosophy*. Vol. I. Delhi: Motilal Banarsidass.

Datta, D.M. (1972) *The Six ways of Knowing*. Calcutta : Calcutta University. Delhi: Motilal Banarsidas.

Potter Karl H. ed. (1977), *Encyclopedia Of Indian Philosophies*, Vol. II. Nyaya-Vaiśeṣika: Indian Metaphysics and Epistemology, The tradition of Nyaya-vaiśeṣika up to Gangesa, Delhi: Motilal Banarsidass.

George, Champarthy (1972), *An Indian Rational Theology: Introduction to Udayana's Nyaya-Kusumanjali*. Vienna: Publication of the De Nobili Research Library.

Jha, Ganganath, ed. (1984), *The Nyaya sutras of Gautama* (tr. in to English). 4 Volumes

Jununker, N.S. (1978), *Gautama: The Nyaya Philosophy*. Delhi: Motilal Banarsidass.

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

Sharma, Chandradhar (1991), *A critical survey of Indian Philosophy*. Delhi: Motilal Banarsidass.

Shastri, Kuppaswami, (1961), *S. A Premier of Indian Logic*. Madras: The Kuppaswami Shastri Research Institute.

Shukla, Narayan. (1936), *Nyaya Manjari of Jayant Bhatta*, Chowkhamba Series, Banaras.

Sinha, Nandalal. (1923), *The Vaiśeṣika Sūtras of Kaṇāda with the commentary of Samkara Misra*. Allahabad: The Panini Office.

Sinha, Nandalal, (1923), *The Vaiśeṣikā Sūtra of Kanāda*, The Panini Office, Bhuvneshwari Ashrama, Allahabad.

Course	Modern Rationalism							Course Code: PH 453			Credits	4
Course Type	DSC											
Course Description												
Modern rationalism course mainly focuses on three principal philosophers Rene Descartes, Benedict Spinoza and G.W. Leibniz, are discussed with the help of Descartes's Discourse on method, Meditations on First Philosophy, Spinoza's Ethics, Leibniz's Philosophical works and contemporary responses												
Course Objectives												
The main objective of this course is to make students acquainted with the modern rationalism as one of the fundamental traditions of western philosophical thought. The entire focus will be to show how rationalism provides a particular type of metaphysics and epistemology in the west.												
Course Learning Outcomes (in bullet points)												
After the completion of this course successfully, the students will be able to												
<ol style="list-style-type: none"> 1. Explain the philosophical positions of Descartes, Spinoza and Leibniz and contemporary responses to the Modern Rationalist. 2. Recognize the influence of Modern Rationalists on later philosophy and estimate the relevance of their views to contemporary debates on metaphysical and epistemological issues. 3. Discuss and relate problems and issues related to substance, God and Mind-Body. 4. Examine Descartes's, Spinoza's, Leibniz's philosophical theories critically and assess their arguments in support of their views. 5. Evaluate and interpret the original texts like Descartes's Meditations on First Philosophy, Spinoza's Ethics and Leibniz's Monadology. 6. Develop, articulate and defend the views about philosophical concerns of Descartes, Spinoza, and Leibniz. 7. Write conceptually clear, systematic and coherent critical essays on the significant questions that Modern Rationalists were concerned with. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	2	2	3	2		2	2	3	2		
CLO2	1	3	2			2	2	2	3	2		
CLO3	3	3	2			2	2	2	3	2		
CLO4	1		1		2	3	2	2	3	2	1	

CLO5	2	2		3		2	2	2	3	3		
CLO6	3	3	3			1	2	2	3	2		1
CLO7							3					1

Introduction to the course:

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Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Rene Descartes	14
1.1	Introduction to Modern western Philosophy (Readings: Copleston (1994), "Introduction" , Pp.1-62; Phemister, (2006), "Introduction", Pp.2-7)	1
1.2	Introduction to Descartes' Philosophy (Readings: Copleston (1994), Descartes I, Pp. 66-89)	1
1.3	Method of Doubt. (Doubting knowledge by sense experience, Dream Argument, Demon Argument (Readings: Descartes'(1996), First Meditation, Pp. 12-15; Willis Doney (1967), Norman Malcolm, Dreaming and Skepticism, Pp.54-79)	2
1.4	<i>Cogito</i> Argument (Readings: Descartes'(1996), Second Meditation, Pp. 13-19; Willis Doney (1967), The certainty of <i>Cogito</i> , Pp. 88-107; <i>Cogito, Ergo Sum</i> Inference or Performance?, Pp. 108-139)	3
1.5	Clear and Distinctness (Readings: Descartes'(1996), Second Meditation, Pp. 19-23; Willis Doney (1967), Alan Gewirth, Clearness and distinctness in Descartes, Pp. 250-277)	1
1.6	Ideas (Readings: Descartes'(1996), Third Meditation, Pp. 24-31; Willis Doney(1967), Anthony Kenny, Descartes on Ideas,Pp.227-249)	1

1.7	Existence of God: Causal Argument, Ontological Argument (Readings: Descartes'(1996), Third Meditation, Pp. 31-36; Fifth Meditation, Pp. 45-49; Doney(1967), William P. Alston, The Ontological argument Revisited, Pp. 278-302)	3
1.8	Proof for the existence of the External world (Readings: Descartes'(1996), Fifth Meditation, Pp. 44-45; sixth Meditation, Pp. 52-62)	1
1.9	Mind – Body dualism Interactionism (Readings: Descartes'(1996), Sixth Meditation, Pp. 52-62)	1
2.	Benedict Spinoza	16
2.1	Introduction to Spinoza (Readings: Copleston, (1994), Spinoza I, Pp. 205-213; Phemister (2006), Introduction, Pp.7-12.)	1
2.2	Mono Substance , Denial of Plurality of Substance (Readings: Spinoza(1883),Part I-Definitions 1-5; Axioms 1,3,4 ; propositions 1-10)	1
2.3	Necessary existence of God/Substance, God's causality and freedom, Universe, Determinism (Readings: Spinoza(1883),Part I-Definitions 6,7; propositions 5,7,8,11-18,21-25,28,29,33;corollary P14c1-c2,P17c2,P25c1,P32c1; Scholium P29s)	5
2.4	Mind, Body and Parallelism (Readings: Spinoza(1883),Part II-Definitions 1,3; Propositions 1,2,5,6,11-13,17,19,20,23; Corollary p11c,P13c,P17c; Scholium P7s,P13s,P17s,P18s,P21s;Lemma 1-5)	3
2.5	Knowledge (Readings: Spinoza(1883),Part II-Definitions 4; Propositions 24-33, 35,38,40-42,44-47; Axioms 1,2; Corollary p31c; Scholium P18s,P29s,P40s1-s2,P43s)	2

2.6	Affects, Bondage and Freedom (Readings: Spinoza(1883),Part III-Definitions 2,3; Propositions 2-7, 9,10,12-52; Corollary P1c; Scholium P2s,P11s,P13s,P18s, P27s,P29s, P31s; Part IV- Propositions 59, 62,63,65,69-73; Scholium P66s,P73s; Part V- Propositions 6,10-20,25,27-31,41; Scholium P10s,P36s,P41s)	4
3	Leibniz	13
3.1	Introduction to Leibniz (Readings: Copleston (1994), Leibniz I, Pp.264-272.; Phemister (2006), Introduction, Pp .12-17)	1
3.2	Monadology: Simple and complex Substances Entelechies ; Prime matter Extension- Body and corporeal substance Perception and appetite and Apperception Soul and body (Readings: Leibniz, (1890), Monadology, Sections 1-22,; Rescher (1979), God and Possibility, Pp. 13-20.)	4
3.3	Actual and Possible worlds Pr-established harmony (Readings: Leibniz, (1890), Monadology, Sections 53-55, 60, 78, 80&81; Rescher, (1979), Possible worlds, Pp. 49-53. &65-67)	2
3.4	Truths of fact and truths of Reason (Readings: Leibniz, (1890), <i>Monadology</i> , Sections 32 -33 & 36-38; Rescher (1979), Human Knowledge, Pp. 118-119.)	2
3.5	The Principle of contradiction (Readings: Leibniz, (1890), Monadology, Sections 31 & 35, Rescher (1979), Three fundamental Principles, Pp. 24-25.)	1
3.6	The Principle of sufficient reason (Readings: Leibniz, (1890), Monadology, Sections 32,36, 53-55, Rescher (1979),	1

	Three fundamental Principles, Pp. 23-24.)	
3.7	The predicate –in- subject Principle of Contingency (Readings: Leibniz, (1890), <i>Monadology</i> , Section 38, Rescher (1979), <i>The theory of contingence</i> , Pp. 38-48.)	1
3.8	Substance : Descartes, Spinoza, Leibniz (Readings: Bertrand Russell(1920), <i>The Conception of Substance</i> , Pp.47-62)	1
4	Contemporary responses	14
4.1	Matter and Substance (Readings: Gennaro (2003), Jonathan Bennett, <i>Space and Subtle Matter in Descartes’s Metaphysics</i> , Pp.2-25; J.A. Cover, <i>Spinoza’s Extended Substances: Cartesian and Leibniz Reflections</i> , Pp.105-133)	4
4.2	Freedom and Necessity (Readings: Gennaro (2003), Joseph Keim Cambell, <i>Descartes on Spontaneity, Indifference, and Alternatives</i> , Pp.179-199; Edwin Curley and Gregory Walski, <i>Spinoza’s Neecessitarianism reconsidered</i> , Pp.241-263)	4
4.2	Mind and Consciousness (Readings: Gennaro (2003), Don Garrett, <i>Teleology in Spinoza and Early Modern Rationalism</i> , Pp.310-335; Rocco J. Gennaro, <i>Leibniz on Consciousness and Self Consciousness</i> , Pp.353-371; Catherine Wilson, <i>The Illusory Nature of Leibniz’s System</i> , Pp. 372-388)	5
	Total Lectures	56

Assessment:

The evaluation is based on three minor tests consisting of a written essay of 1000 words, totalling 40% weightage, and the end semester examination with 60% weightage.

Suggested Readings:

Benedict De Spinoza, (1883), *Ethics*, (Tr) William Hale White, Trubner & co., Ludgate Hill, London.

Descartes, (1996), *Meditations on First Philosophy*, Cambridge University Press, London.

Descartes, (1998), *Discourse on Method*, Hackett Publishing Company.

Leibniz, (1985), *New Essays on Human Understanding*. (Tr&ed) Peter Remnant & Jonathan Bennett, Cambridge University Press, London.

Leibniz, (1890), *Philosophical works*. (Tr) George Martin Duncan, More House & Taylor Publishers, New Haven.

Further Readings:

Bertrand Russell, (1920), *A Critical Exposition of the Philosophy of Leibniz*, Routledge Publisher, New York.

F. Copleston, (1994) *A History of Western Philosophy (Vol. IV)*, Image, Double Day Publications, New York.

Nicholas Rescher, (1979), *Leibniz an Introduction to his Philosophy*, Oxford.

Nicholas Rescher, (1991), *G.W. Leibniz's Monadology: an edition for students*, University of Pittsburgh press, Pittsburgh.

Olli Koistinen, (2009), *The Cambridge Companion to Spinoza's Ethics*, Cambridge University Press. New York.

Pauline Phemister, (2006), *The Rationalist Descartes, Spinoza, Leibniz*, Polity Press, Malden, USA.

R. Scruton, (2001), *A Short History of Modern Philosophy*, Routledge Publishers, New York.

Rocco J. Gennaro and Charles Huenemann, (2003), *New Essays on the Rationalists*, Oxford University press. Oxford.

Steven Nadler, (2006), *Spinoza's Ethics: An Introduction* Cambridge University Press, New York.

Willis Doney (ed), (1967), *Descartes: A collection of critical Essays*, Anchor Books, New York.

Course	Modern Empiricism	Course Code: PH 454	Credits	4
Course Type	DSC			
Course Description				
This course deals with the basic metaphysical and epistemological issues of modern empiricism. The students are expected to go through the relevant parts of the works of Locke, Berkeley, Hume and Reid; and, also, some of the contemporary writings (cited under Suggested Readings) on these empiricists.				
Course Objectives				
This course aims at a critical understanding of some of the epistemological and metaphysical ideas of the best known empiricists (of modern philosophy), namely, Locke, Berkeley, Hume and Reid.				
Course Learning Outcomes (in bullet points)				
<p>After a successful completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Be acquainted with some of the major original texts of the major modern empiricists and with some important interpretations on those texts. 2. Explain some of the significant issues raised by the four empiricists in relation to ideas, perceptions, qualities, substance, mind, abstraction, skepticism, knowledge and reality. 3. Identify the similarities and differences among the four empiricists. 4. Carry out a critical appreciation of the major metaphysical and epistemological theses advanced by the modern empiricists. 5. Construct arguments for and against modern empiricism. 6. Write, present and discuss their own views on some significant issues cited at 2 above. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CLO1		1				1					
CLO2			3			3			3	3	
CLO3		2		2		2			2		
CLO4	3		3				3	3		3	
CLO5	3		3		3			3		3	
CLO6							2			2	2

Assessment: 40% weightage for Minor Examinations (The best two out of three Minor Examinations of 20 marks each will be counted. The 1st Minor is a Written Test, the 2nd is a Presentation, the 3rd is a Written Assignment), 60% weightage for Major Examination (One Written Test of 60 Marks).

Detailed Syllabus:

Topics/Issues/philosophical problems	Hours
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Part I: Locke

1.1 Aims and Origin of Locke’s Work	1
1.2 Refutation of Innate Principles	4
1.3 Simple and Complex Ideas	4
1.4 Primary vs. Secondary Qualities	2
1.5 Complex Ideas of Substances	1
1.6 Degrees of Knowledge and Extent of Knowledge	2

Part 2: Berkeley

2.1 Against Abstract General Ideas, General Terms and Universal Knowledge	4
2.2 Language and ideas	2
2.3 No sensibles are Substances: Epistemological Arguments	2
2.4 No Sensibles can Exist Unperceived: Metaphysical Arguments	2
2.5 Primary and Secondary Qualities	2
2.6 The Master Argument	2

Part 3: Hume

3.1 Of the Different Species of Philosophy; Of the Origin of Ideas; Of the ideas of the Memory and Imagination, Association of ideas	3
3.2 Of Relations; Of Modes and Substances; Of Abstract ideas	3
3.3 Sceptical Doubts Concerning the Operations of the Understanding; Sceptical Solutions	2
3.4 Of Probability; Of the Idea of Necessary Connection	2
3.5 Of the Ideas of Space and Time	2
3.6 Of the Academical or Sceptical Philosophy	2

Part 4: Reid

3.1 Principles Taken for Granted	2
3.2 Of Perception	4
3.3 Of Conception	2
3.4 Of Abstraction	2
3.5 Reid on Common Sense	2
3.6 Of Mr. Hume's Scepticism with regard to Reason	2

Total= 56

Suggested Readings Corresponding to Sub-units

1.1 John Locke (1689) *An Essay Concerning Human Understanding* edited with an Introduction by Peter H. Nidditch, Oxford University Press, London, 1975. (**Essay**), Book I, Chapter I.

Mark Goldie (2016) "Locke's Life" in Matthew Stuart (2016) (ED.) *A Companion to Locke*, Wiley-Blackwell, UK. pp. 25-44.

1.2 **Essay**: Book I, Chapter II, III, IV.

Raffaella De Rosa (2016) "Locke's Critique of Innatism" in Matthew Stuart (Ed.) (2016), pp. 157-174.

Nicholas Rescher (1966) "A New Look at the Problem of Innate Ideas", *British Journal of Philosophy of Science*, vol. 17, No. 3, pp. 205-218.

1.3 **Essay**: Book II, Chapter I, II, III, IV, V, VI, VII and XII

David E. Soles (1988) "Locke on Ideas, Words and Knowledge", *Revue Internationale de Philosophie*, Vol. 42, No. 165 (2), pp. 150-172.)

Jonathan Bennett (1996) "Ideas and Qualities in Locke's 'Essay'", *History of Philosophy Quarterly*, Vol. 13, No. 1, pp. 73-88.

1.4 **Essay**: Book II, Chapter VIII

Robert A. Wilson (2016) "Primary and Secondary Qualities" in Matthew Stuart(Ed.)(2016), pp. 193-211.

1.5 **Essay**: Book II, Chapter XXIII

Jonathan Bennett (1987), "Substratum", *History of Philosophy Quarterly*, Vol. 4, No. 2, pp. 197-215.

1.6 **Essay**: Book IV, Chapter II and III

Samuel C. Rickless(2008), "Is Locke's Theory of Knowledge Inconsistent?", *Philosophy and Phenomenological Research*, Vol 77, No. 1, pp. 83-104.

2.1 G. Berkeley (1710) *Principles of Human Knowledge*, Edited with an Introduction and Notes by H. Robinson, Oxford University Press, Oxford, 1996. (**PHK**). **PHK**, Introduction: Section 1- 10, 11-17.

E.J. Craig (1968) "Berkeley's Attack on Abstract Ideas", *The Philosophical Review*, Vol. 77, No. 4, pp. 425-437.

2.2 **PHK**: Introduction Sec. 18-25

2.3 **PHK**: Sec.1-7,18, 20, 22, 23

2.4 **PHK**: Sec. 1-7, 41, 50

A.C. Grayling (2005) "Berkeley's argument for immaterialism" in Kenneth P. Winkler (2005) *Cambridge Companion to Berkeley*, Cambridge University Press, New York. pp. 166-189

2.5 **PHK**: Sec. 9-15

Barry Stroud (1980), "Berkeley and Locke on Primary Qualities", *Philosophy*, Vol. 55, No. 212, pp. 149-166.

2.6 **PHK**: Sec. 22-23

Andre Gallois (1974), "Berkeley's Master Argument" *Philosophical Review*, 83, pp. 55-69.

3.1 David Hume (1777), *Enquiries Concerning Human Understanding and Concerning the Principles of Morals*, Reprinted from the 1777 edition with Introduction and Analytical Index by L.A. Selby-Bigge. Third Edition with text Revised and Notes by P.H. Nidditch. Clarendon Press, Oxford. 1975. (**Enquiry**) Sect. I,II,III.

Robert J. Fogelin (1984) "Hume and the Missing Shade of Blue", *Philosophy and Phenomenological Research*, Vol. 45, No. 2, pp. 263-271.

3.2 David Hume (1739), *A Treatise of Human Nature*, Edited by Ernest C Moosner, Penguin Classics, UK, 1985. (**Treatise**) Book I, Part III, V, VI, VII.

3.3 **Enquiry**, Sect. IV and V

Robert J. Fogelin (2008) "Hume's Skepticism" in D.F. Norton and J. Taylor Edited *The Cambridge Companion to Hume*, Cambridge University Press, 2008. Pp. 209-273.

3.4 **Enquiry**, Sect. VI and VII

Martin Bell (2008) "Hume on Causation", in *The Cambridge Companion to Hume*, pp. 147-176

3.5 **Treatise**, Book I, Part II

3.6 **Enquiry**, Sect. XII, Treatise: Book I, Part IV

4.1 Chapter II of Essay I in *Essays on the Intellectual Power of Man* In *Thomas Reid, Enquiry and Essays* (Eds) K. Lehrer and R.E. Beanblossom, Hackett Publishing, Company, Indiana, USA, 1983

4.2 Chapter V of Essay II in *Essays on the Intellectual Power of Man*

James V. Cleve (2004) "Reid's Theory of Perception", in *The Cambridge Companion to Thomas Reid*, (Eds.) T. Cuneo and R.V Woundenberg, Cambridge University Press, 2004, pp. 101-133.

4.3 Chapter II and III, of Essay IV, in *Essays on the Intellectual Power of Man*

4.4 Essay V, in *Essays on the Intellectual Power of Man*

4.5 N. Wolterstorff (2004) "Reid on Common Sense" in *The Cambridge Companion to Thomas Reid*, pp. 77-100.

4.6 Chapter IV of Essay VII in *Essays on the Intellectual Power of Man*

John Greco (2004), Reid's Reply to the Skeptic, in *he Cambridge Companion to Thomas Reid*, pp. 134-155.

Course	Philosophy of Language	Course Code: PH 455	Credits	4
Course Type	DSC			
Course Description				
.This course includes one seminal paper each from Frege, Russell, Carnap, Strawson, Donnellan, Austin, Searle, Grice, Hempel, Quine, Putnam, Tarski, Dummett, Davidson and McDowell; in addition to that some Chapters or Sections of books by A J Ayer, Wittgenstein and Kripke. It is expected that the students will go through the indicated (under Suggested Readings) original works of the said philosophers.				
Course Objectives				
This course aims at an understanding and critical appreciation of some of the significant philosophical issues raised by some well-known philosophers (Frege to McDowell) of Philosophy of Language.				
Course Learning Outcomes (in bullet points)				
After a successful completion of this course, the students will be able to				
<ol style="list-style-type: none"> 1. Identify the basic contributions of most of the well-known philosophers of language in the analytic tradition of philosophy. 2. Apply analytical method of doing philosophy 3. Evaluate different points of view on meaning, language, truth, reference and reality 4. Produce arguments for and against the primacy of one over other among meaning, truth, reference and intention. 5. Develop discussion and debates on important theories of meaning. 				
Mapped to Programme Level Outcomes				

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	3	3	3	2	3	2	2	2	3	3	2	2
CLO2	3	3	3	2	3	2	2	2	3	3	2	2
CLO3	3	3	3	2	3	2	2	3	3	3	2	2
CLO4	3	3	3	2	2	2	2	3	3	3	2	2
CLO5	3	3	3	2	3	3	2	2	3	3	3	3

Detailed Syllabus

Part	TOPICS	Hours
Part I		
1.1	Frege On Sense and Reference	2
1.2	Russell On Denoting	3
1.3	Strawson On Referring	3
1.4	Donnellan On Definite Descriptions	3
1.5	Kripke On Naming	3
Part II		
2.1	Carnap's Internal and External questions	2
2.2	Ayer's rejection of Metaphysics as Meaningless	3
2.3	Hempel on the problems and changes of Empiricist Criterion of meaning	3
2.4	Quine's "Two Dogmas of Empiricism"	3
2.5	Grice and Strawson's "Defense of a Dogma" And Putnam's assessment	3
Part III		
3.1	Early Wittgenstein's Theory of Meaning	3
3.2	Later Wittgenstein's Theory of Meaning	3
3.3	Austin's Theory of Speech Acts	3
3.4	Searle's Theory of Speech Acts	3
3.5	Grice's Intentionalist Theory of Meaning	2
Unit IV		
4.1	Tarski's Semantic Theory of Truth	2
4.2	Davidson On Truth and Meaning	3
4.3	Dummett On What is a Theory of Meaning?	3

4.4 McDowell on Meaning, Communication and Knowledge	3
4.5 Putnam On the Meaning of Meaning	3

Total=56

Assessment: Three Minors (of which best two will be counted) and One Major, with a weightage of 40:100. The 1st Minor is a Written, the 2nd is a presentation and the 3rd is a Written Assignment.

Suggested Readings:

- 1.1 Gottlob Frege (1948) "Sense and Reference", Vol. 57, No 3, (May 1948), pp. 209-230.
- 1.2 B. Russell(1905), "On Denoting", *Mind*, New Series, Vol. 14, No. 56, (October 1905), pp. 479-493.
- 1.3 P. F. Strawson (1950), "On Referring" *Mind*, New Series, Vol. 235 (July 1950), pp. 320-344.
B. Russell (1957), "Mr. Strawson on Referring", *Mind*, Vol. 66, No. 263, (July 1957), pp. 385- 389.
- 1.4 Keith S. Donnellan (1966), "Reference and Definite Descriptions", *The Philosophical Review*, Vol. 75, No. 3 (July, 1966), pp. 281-304.
- 1.5 Saul A Kripke, (1972) *Naming and Necessity*, Harvard University Press, Cambridge, Massachusetts, 1972. Lecture I.
- 2.1 R. Carnap (1950) "Empiricism, Semantics and Ontology", *Revue Internationale de Philosophie*, 4 (11), pp. 20-40.
- Jaakko Hintikka (1973) "Carnap's Semantics in Retrospect", *Synthese*, Vol 25, No. 3-4, 1973, pp. 372-397.
- Graham H. Bird (1995) "Carnap and Quine: Internal and External Questions", *Erkenntnis*, Vol. 42, No. 1, 1995. Pp. 41-64.
- 2.2 A.J. Ayer (1936) *Language, Truth and Logic* , Victor Gollancz, London. Penguin Books 1971. 1st Chapter.
- 2.3 Carl G Hempel (1950), Problems and Changes in the Empiricist Criterion of Meaning", *Revue Internationale de Philosophie*, Vol. 4 (11) , pp.41-63.
- 2.4 W V O Quine (1951) "Two Dogmas of Empiricism", *The Philosophical Review*, Vol. 60, pp. 20-43.
- 2.5 H.P. Grice and P.F. Strawson (1956) "In Defense of a Dogma", *The Philosophical Review*, Vol. 65, No 2, April 1956, pp. 141-158.
- 3.1 Ludwig Wittgenstein (1922) *Tractatus Logico Philosophicus*, C.K. Ogden (trans.) Routledge Kegan Paul, London.
- 3.2 Ludwig Wittgenstein (1953) *Philosophical Investigations*, GEM Anscombe (trans) Blackwell, Oxford.

- 3.3 J. L. Austin (1962) *How to Do Things with Words?*, Clarendon Press, Oxford.
- 3.4 J. R. Searle (1969) *Speech Acts*, Cambridge University Press, Cambridge, UK.
- 3.5 H.P. Grice (1957), "Meaning", *Philosophical Review*, Vol. 66 (3), pp. 377-388.
- Paul Ziff (1967) "On H. P. Grice's Account of Meaning", *Analysis*, Vol. 28 , No. 1, pp. 1-8.
- 4.1 Tarski (1944) "The Semantic Conception of Truth: and the Foundations of Semantics", *Philosophy and Phenomenological Research*, Vol 4, No. 3, March 1944, pp. 341-376.
- 4.2 Donald Davidson (1967), "Truth and Meaning", *Synthese*, Vol. 17, No. 3, pp. 304-323.
- 4.3 Michael A. E. Dummett (1975) "What is a Theory of Meaning?", in S.Guttenplan (Ed.) *Mind and Language*, Oxford University Press, 1975.
- 4.4 John H. McDowell(1980), "Meaning, Communication and Knowledge", in Z Van Straaten (Ed.) *Philosophical Subjects*, Oxford University Press, 1980. In McDowell (1998) *Meaning, Knowledge and Reality*, Harvard University Press< Cambridge Massachusetts, London, England, 1998. Chapter 2.
- 4.5 H. Putnam (1975), "The Meaning of 'Meaning'", in his *Mind, Language Reality*, Cambridge University Press, UK, 1975, pp. 215-272.
- John McDowell (1992) "Punam on Mind and Meaning", *Philosophical Topics*, Vol. 20, No. 1, pp. 35-48.

Course	ENVIRONMENTAL ETHICS							Course Code: PH/GEC 465	Credits	2		
Course Type	GEC											
Course Description												
<p>This course serves as an optional for non-philosophy students and offers credit for the department's GEC importance. It also meets the philosophical requirement in NEP for the wholesome development of students. Environmental ethics mainly focuses on the relationship between humans and the environment including non-human living and non-living entities. In doing so it asks, analyses, and puts effort into answering complex moral questions that do not have straightforward or single answers. This course will begin with the fundamental questions of our relationship to our environment. What place do humans have in nature? Are they part of nature or stand apart from nature? Does the environment possess values, intrinsic or extrinsic? Can animals have moral standing? What is the most ethical response to climate change? What are steps required to be taken for the sustainability of the environment as well as indigenous knowledge? All these questions will be assessed by employing various normative as well as environmental ethical theories.</p>												
Course Objectives												
<ol style="list-style-type: none"> 1. To open a window to gather a variety of new principles, perspectives, and structures that may be diverse from their own. 2. To exercise and accelerate intellectual inquisitiveness and engagement and to connect them with their lived experience and the world. 3. To equip students to participate in current debates about environmental issues and to think uniquely about their stance in the ecosystem. 4. To enhance the skill of challenging complex issues that necessitate intricate thinking focusing on classic and existing concepts. 												
Course Learning Outcomes (in bullet points)												
<ol style="list-style-type: none"> 1. To open a window to gather a variety of new principles, perspectives, and structures that may be diverse from their own. 2. To exercise and accelerate intellectual inquisitiveness and engagement and to connect them with their lived experience and the world. 3. To equip students to participate in current debates about environmental issues and to think uniquely about their stance in the ecosystem. 4. To enhance the skill of challenging complex issues that necessitate intricate thinking focusing on classic and existing concepts. 												
Mapped to Programme Level Outcomes												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	
CLO1	3	3	3	3	2	2	3	3	3	2	2	
CLO2	2	2	3	1	2	3	3	2	3	2	2	
CLO3	3	2	2	2	3	2	2	2	3	2	1	

CLO4	2	2	2	2	3	3	2	3	3	2	1
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DETAILED SYLLABUS

Text Book

1. Pojman, L.P. and Katie Mcshane (eds), 2017. *Environmental Ethics: Readings in Theory and Application* (EERTA), 7th Edition, Cengage Learning: Boston.
2. Desjardins, J.R. 2013. *Environmental Ethics: An Introduction to Environmental Philosophy* (EEIEP), 5th edition, Wadsworth Cengage Learning: Boston.

Module-I

1. Introduction (EERTA & EEIEP)
 - a. Anthropocentrism (EEIEP, 95-105)
 - b. Non-anthropocentrism (Reverence for life and Biocentric Egalitarianism, EERTA, 168-192)
2. Holism
 - a. Deep-ecology and Ecosophy (EERTA, 218-222)
 - b. Land ethics (EERTA, 237-247)
 - c. Do trees have standing? (EERTA, 294-305; EEIEP, 108-109)
3. Animal Rights
 - a. Utilitarian defence (EERTA 96-105)
 - b. Radical egalitarian case for Animal Rights (EERTA, 106-113)
 - c. Virtue ethics and animal rights
 - d. Against zoos (EERTA 121-128)
4. Third world environmental ethics
 - a. Population and Consumption (EERTA, 716-727)
 - b. Pollution (EERTA, 798-804)
 - c. Food ethics (EERTA, 510-527)

Module-II

1. Climate change
 - a. Deceiving the third world: the myth of catching- up development (EERTA, 341-348)
 - b. Ethics and global climate change (EERTA, 674-689)
 - c. Climate justice (EERTA, 650-666)
2. Sustainability
 - a. Economic myths and ecological realities (EERTA, 433-440)
 - b. The challenge of the future (EERTA, 493-506)
 - c. Do we have responsibilities to future generations? (EEIEP, 77-92)

3. Indigenous Environmentalism
 - a. Indigenous knowledge and technology (EERTA, 367-382)
 - b. Women's indigenous knowledge and biodiversity conservation (EERTA, 383-388)
4. Ecofeminism
 - a. Ecofeminism: Making connections (EEIEP, 221-223)
 - b. The power and the promise of ecological feminism (EERTA, 389-405)
 - c. Recent developments (EEIEP, 224-227)

MODE OF ASSESSMENT

Assessment involves various methods, such as quizzing, writing assignments, and presentations, to enhance the learning level and conceptual clarification of students. All the assignments are compulsory. Nevertheless, only the best two internal assessments will be taken for the final grading purpose. The end-semester exam will constitute 60% of the total marks.

Quizzing: 20 Marks

Assignment: 20 Marks

Presentation: 20 Marks

SUGGESTED READINGS

1. Attfield, R. 2018. *Environmental ethics: A Very Short Introduction*, Oxford University Press: London.
2. Lee, W.L. 2022. *This is Environmental ethics: An introduction*, John Wiley & Sons: New Jersey.
3. Jamieson, D. (ed.) 2001. *A Companion to Environmental Philosophy*, Blackwell: Oxford.
4. Hale, B., Andrew Light and Lydia Lawhon (eds.), 2022. *The Routledge Companion to Environmental Ethics*, Routledge: New York

WEBSITES:

<https://www.encyclopedia.com/history/modern-europe/czech-and-slovak-history/anthropocentrism>

<https://plato.stanford.edu/entries/ethics-environmental/>

<https://iep.utm.edu/envi-eth/>

THIRD SEMESTER

Course	Critical Philosophy					Course Code: PH 502					Credits	4
Course Type	DSC											
Course Description												
The course introduces students to the central concerns of one of the most influential thinkers of Modern Western Philosophy, Immanuel Kant, with the help of selective readings mainly from the primary text, <i>The Critique of Pure Reason</i> .												
Course Objectives												
This course aims to provide a comprehensive introduction to Kant's <i>Critique of Pure Reason</i> . The course presents the central position of the work in the history of Western epistemology and metaphysics as a grand synthesis of the philosophies of his predecessors and an influence that shaped the development of modern philosophy in contemporary times. The course aims to develop philosophy to analyse and comment on the primary texts, interpret them in the light of contemporary philosophical developments, and reconstruct and evaluate the text's central arguments.												
Course Learning Outcomes (in bullet points)												
On the successful completion of this course, the students should be able to												
<ol style="list-style-type: none"> 1. Describe the philosophical position presented in <i>The Critique of Pure Reason</i>. 2. Recognise the influence of Kant's views on later philosophy and estimate the relevance of his views to contemporary debates on metaphysical and epistemological issues. 3. Examine Kant's philosophical theories critically and assess his arguments in support of his position. 4. Interpret difficult and complex texts like <i>Critique of Pure Reason</i> 5. Develop, articulate and defend Kant's Philosophical Position. 6. Write conceptually clear, systematic and coherent critical essays on the significant questions that Kant was concerned with. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3	3		3				2	2	2	
CLO2	3	3	3		3				2		2	
CLO3	2	2	3		3			2	2			
CLO4	3	3	3		2			2				

CLO5	2	2	2					3	3			2
CLO6	2	2	3	2	2	3	3	3	3	2	2	

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Introduction to Kant's Critical Philosophy	14
	A General Introduction to Kant and Approach to Critique of Pure Reason	2
1.1	Kant's Critique of Traditional Metaphysics; Completeness and Reliability of the Critique and the New Metaphysics. (Reading: Prefaces to the A edition of the CPR (Critique of Pure Reason))	4
1.2	Kant's Copernican Revolution in Philosophy: Towards Metaphysics as a Secure Science. Possibility of Morality (Reading: Prefaces to the B editions of the CPR, and the Preface and Preamble of PFM (Prolegomena to any Future Metaphysics))	4
1.3	Pure priori Cognitions, Classification of Judgements; General Problem of Pure Reason (CPR: B1 - B30)	4
2.	Transcendental Aesthetic.	12
2.1	Kant's Notion of Sensible Intuition: Sensible Intuition Vs Intellectual Intuition; Space and Time as Forms of Sensible Intuition (CPR, A 17 - 22 /B31- B36; A 42 - 49/B 59 – B 73)	6
2.2	Metaphysical Exposition of the concepts of space and time; Transcendental Exposition of the concepts of Space and Time and the Possibility of synthetic a priori judgements. (CPR A 22- 41/ B 37 -58)	6

3.	Kant's Transcendental Analytic	18
3.1	General Logic and Transcendental Logic (CPR A50 - 64 /B74 - 88)	2
3.2	The metaphysical deduction of Categories (CPR: A64-83/B88-116; PFM §39 (322-326))	3
3.4	The transcendental deduction of Categories in A Edition: (CPR: A84-A130; PFM §§ 14-23 (294-306))	3
3.5	The transcendental deduction of Categories in B Edition: (CPR: B116-169).	3
3.6	Transcendental Schematism (CPR: A131-147/B169-187; PFM §§ 24-31 (306-314))	3
3.7	Phenomena and Noumena; (CPR: 260/B294-315)	2
4.	Transcendental Dialectic	12
4.1	The Transcendental Dialectic: System of Transcendental Ideas of God, Freedom and Immortality (CPR: A 33-340/B 390-398; PFM §§ 40-45 (327-333))	3
4.2	Transcendental Illusion: Paralogism and the Antinomies (PFM §§ 46- 54 (333-371))	5
4.3	Critique of proofs of the existence of God (CPR: A581-630/B611-658; PFM §§ 55-60 (348-371))	4
	Total Lectures	56

Assessment

The evaluation is based on two quizzes, one minor and a written essay of 1000 words, totalling 40% weightage, and the end semester examination with 60% weightage.

Suggested Readings:

Primary Texts:

Kant, I. (1996). *Critique of Pure Reason* (CPR), translated by Werner S. Pluhar. Indiana Polis, Hackett.

Kant, I. (2004). *Prolegomena to any Future Metaphysics* (PFM) *With Selections from the Critique of Pure Reason*, translated by Gary Hatfield, Cambridge University Press.

Further Readings:

Allison, H. (1983). *Kant's Transcendental Idealism*, New Haven, Yale University Press.

Deleuze, G. (2008). *Kant's Critical Philosophy: The Doctrine of the Faculties*, Hugh Tomlinson and Barbara Habberjam, London, Continuum.

Guyer, P., (2014). *Kant*, Routledge.

Guyer, P. (ed.) (2010). *Cambridge Companion to the Critique of Pure Reason*, Cambridge University Press.

Beck, L. W. (1996). *Early German Philosophy: Kant and His Predecessors*, Thoemmes Press.

O'Shea, J. R. (2012). *Kant's Critique of Pure Reason*, Durham, Acumen.

Course	Research Methodology						Course Code: PH 503				Credits	4
Course Type	DSC											
Course Description												
This course has three parts. The first part discusses the tools for the evaluation of arguments and concepts. The second part discusses various components of research, the identification of the research problem, literature review, citation practices, and bibliography-making. The third part discusses various metaphilosophical arguments and argumentation techniques in philosophy												
Course Objectives												
The central objective is to train the students to read and write philosopher papers. This is be done by exposing the students to the nature and types of philosophical discourses and then equipping them with methods of analyzing and evaluating them on the one hand and on the other, tools and techniques of writing academic philosophy papers.												
Course Learning Outcomes (in bullet points)												
On the successful completion of this course, the students will be able to												
1. Do Literature review												
2. Use standard citation practices												
3. Make a bibliography in different formats												
4. write research proposals												
5. Evaluate philosophical and metaphilosophically arguments												
Mapped to Programme Level Outcomes												
	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
	1	2	3	4	5	6	7	8	9	10	11	12
CLO1			3	1	1	2		1	2	3	3	3
CLO2				1		1	3	1	3			
CLO3				1			2	1	2			
CLO4	1	2	2		2	1	3	3	3	3	2	2
CLO5	1	2	2		3	2	2	3	3	3	3	3

Course Contents

Part-1

Analysing Language [8 hrs]

- Functions of language

- Linguistic acts
- Uses of arguments
- Argument markers

Readings

Sinnott-Armstrong, Walter, and Robert J. Fogelin. (2014), *Understanding Arguments*. Wadsworth, Ch-2&3

Copi, I.M., Carl Cohen and Victor Rodych. (2019), *Introduction to Logic*, (15th edition – any edition) New York: Routledge, Ch-3

Argument Evaluation [8 hrs]

- Tools for assessment
- Tools for conceptual distinctions

Readings

Fosl, P. S. and Baggini, Julian. (2020). *The philosopher's toolkit: A compendium of philosophical concepts and methods*. John Wiley & Sons.

Sinnott-Armstrong, Walter, and Robert J. Fogelin. (2014), *Understanding Arguments*. Wadsworth, Ch-1

Fallacies [8 hrs]

- Fallacies of relevance
- Fallacies of defective induction
- Fallacies of presumption
- Fallacies of ambiguity

Readings

Copi, I.M., Carl Cohen and Victor Rodych. (2019), *Introduction to Logic*, (15th edition – any edition) New York: Routledge, Ch-4

Sinnott-Armstrong, Walter, and Robert J. Fogelin. (2014), *Understanding Arguments*. Wadsworth, Ch 8&9

Part-2

Research Problem and Literature Review [8 hrs]

- Norton, John. The point of intractability, https://sites.pitt.edu/~jdnorton/Goodies/point_intractability/Point_of_Intractability.html
- Thomson, Pat and Barbara Kamler (2016) Beginning literature work in *Detox Your Writing: Strategies for Doctoral researchers*, New York: Routledge, 34-59

Additional Reading

- Thomson, Pat (2017) Avoiding the laundry list literature review, <https://patthomson.net/2017/09/11/avoiding-the-laundry-list-literature-review/>

Citation and Bibliography making [4 hrs]

- Booth, Wayne C. *et al.* (2016) 'From Problems to Sources' and 'Engaging Sources' in *The Craft of Research* Chicago: The Chicago University Press, 65-104
- Seech, Zachary (2009) References to Other Sources in *Writing Philosophy Papers*, United States: Wadsworth Cengage Learning, 72-84

Part 3

The Nature of Philosophy and Philosophical Reasoning [8 hrs]

- Dever, Josh (2016) "What is Philosophical Methodology?" In Herman Cappelen, Tamar Szabó Gendler, and John Hawthorne (Eds.) *The Oxford Handbook of Philosophical Methodology*, Oxford: Oxford University Press, 3-27
- Reasche, Nicholas. 2019, On Philosophical Deliberation in *Philosophical Clarifications: Studies Illustrating the Methodology of Philosophical Elucidation*, Switzerland: Palgrave Macmillan, 7-38
- Weinberg, Jonathan M. (2016) Intuition in Herman Cappelen Tamar Szabó Gendler and John Hawthorne (Eds.) *The Oxford Handbook of Philosophical Methodology*, Oxford: Oxford University Press, 287-308
- Weatherson, Brian. (2007) Analytic–Synthetic and A Priori–A Posteriori in Herman Cappelen, Tamar Szabó Gendler and John Hawthorne (Eds.) *The Oxford Handbook of Philosophical Methodology*, Oxford: Oxford University Press
- Williamson, Timothy (2018) Doing Thought Experiments in *Doing Philosophy*, Oxford: Oxford University Press, Ch:5
- Gendler, Tamar Szabó (2011) On the epistemic costs of implicit bias, *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, October 2011, Vol. 156, No. 1, Proceedings Of The Thirty-Ninth Oberlin Colloquium In Philosophy: Epistemology (October 2011), pp. 33-63

History and Politics [8 hrs]

- Waugh, Joanne and Roger Ariew (2013) The Contingency of Philosophical Problems in Mogens Lærke, Justin E.H. Smith, And Eric Schliesser (Eds.) *Philosophy and Its History*, Oxford: Oxford University Press, 91-114
- Garber, Daniel () What is Philosophical about the history of Philosophy in Tom Sorell And G. A. J. Rogers (Eds), *Analytic Philosophy And History Of Philosophy*, Oxford: Oxford University Press, 129-146
- Bhattacharyya, K.C. [1928] (2011) Swaraj in Ideas in Nalini Bhushan and Jay L. Garfield (Eds.) *Indian Philosophy in English: From Renaissance to Independence*, Oxford: Oxford University Press, 101-114
- Kulkarni, S.G. 2015, Philosophy in Colonial India: The Science Question in Sharad Deshpande (Ed). 2015, *Philosophy in Colonial India*, New Delhi: Springer, 55-67
- Antony, Louise(2012) Different Voices or Perfect Storm: Why Are There So Few Women in Philosophy? *Journal Of Social Philosophy*, Vol. 43 No. 3, 227–255

Experimental Philosophy [8 hrs]

- Mallon, Ron. (2007) Experimental Philosophy in Herman Cappelen Tamar Szabó Gendler and John Hawthorne (Eds.) *The Oxford Handbook of Philosophical Methodology*, Oxford: Oxford University Press, 410-443

Mayo-Wilson, Conor and Kevin Zollman. (2020) The Computational Philosophy: Simulation As a core philosophical method,
<http://philsci-archive.pitt.edu/id/eprint/18100>

Evaluation

Quiz and Short assignments (20%) [1000-1500 words]

20 % of the total point is allotted to short assignments. The questions/topics for the assignment will be announced in class. An assignment

Literature review (20%) [1500-2000 words]

Every student must write a literature review of the theme on which they write their term paper. They must submit the review by the mid-sem. The review is worth 20% of the final grades.

Proposal Writing (20%) [1500 words]

Every student must write a research proposal on the topic chosen for their term paper. The student must submit the research proposal after the literature review.

Term paper (30%) [9500-10000]

Students must write a term paper worth 30% of the course grade. A term paper is a research paper on a topic of the student's choice. The term paper will give a short-term research experience. Students are expected to follow the standard citation practices and create a bibliography.

Presentations (10%)

Every student must make at least one class presentation. The class presentation can be a review of any of the assigned reading material. Class presentations are worth 5% of your grade.

Every student must present their term paper before the final submission. The presentation of the term paper is worth 5 % of the final grade.

Policies

1. No late submissions, except for medical reasons, will be accepted. If you are seeking an exception or extension, please explain the reason in writing before the due date.
2. **Plagiarism and Academic Integrity**
 - a. You are expected to keep the norms of academic integrity. Plagiarism will not be tolerated. If you have doubts regarding what amounts to plagiarism, a

reasonably good understanding of it can be obtained from <https://www.plagiarism.org/>. Should you have further doubts, please talk to the faculties.

- b. **No coauthored papers.** You are encouraged to discuss the assignments with your peers. However, your assignment must be written by you alone.
- c. Do not use the assignments and term papers submitted in this course in another course at the University of Hyderabad or elsewhere without prior permission. You can use your assignments as writing samples when you apply for higher studies or jobs.

Course	Research and Publication Ethics			Course Code: PH 504	Credits	2	
Course Type	DSC						
Course Description							
<p>This course is the outcome of substantial revision of the one designed by UGC. The revision is necessitated because the one framed by UGC contains many things which are not relevant for humanities in general and philosophy in particular. Some topics are redundant because they are already covered substantially in both B.A. and M.A. philosophy programs. However, the central concern vis-à-vis aim is retained – ethical issues involving pursuit and production of knowledge as a researcher. Keeping in mind the needs and interests of students pursuing MA/PhD program in Philosophy department, the present syllabus has been framed.</p> <p>The present course is broadly divided into two parts. The first deals with the theoretical and conceptual aspects of ethics and research while the second part is to engage the researchers with practical issues and questions. The mode of learning would be predominantly interactive through discussion. For the second part, faculty members (both within and outside the department) who have research and publication experiences will be invited to have interactions with students with the objective to share their research and publication experiences. The topics to be covered in the course (part I & part II) as given below:</p>							
Course Objectives							
<p>The objective of the course is twofold, viz., (i) to make the students sensitive to the moral issues involved in malpractices of academic writing and (ii) inspire them to write original and creative papers which will have transformative impacts on the self and the society at large. Help students understand the different aspects of academic publications. Examine different research misconducts.</p>							
Course Learning Outcomes (in bullet points)							
<p>On successful completion of this course the students will be able to</p> <ol style="list-style-type: none"> 1. Identify and avoid various research misconduct. 2. able to examine and articulate the normative aspects of research. 3. use different tools of research including databases for 							
Mapped to Programme Level Outcomes							
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	2		3				
CLO2		3		2			3
CLO3	3		3			3	

Course outline:

Part I:

1. Philosophy, research and society
 - a. Reasons and values
 - b. Responsibility- self and society
2. “New” or ‘contribution” or “progress” in philosophical research
 - a. Approaches and perspectives
3. Fundamental concerns of ethics

- a. Goodness and obligation
- b. Virtue and integrity
- 4. Research and responsibility
 - a. Four principles [UGC-p.39]
 - b. The idea of responsible research
 - c. The idea of a good research
- 5. Common challenges and misconducts in research
 - a. Fallacies in reasoning: Ethical implications
 - b. Obfuscation: hide or twist
 - c. Plagiarism and ethical borrowing and sharing of ideas
 - d. Fabrication, falsification in the context of philosophy?
 - e. Reproduction of ideas
- 6. “Publish or perish”
 - a. “Pay and publish trash” [UGC – “Overview – p.153]
 - b. Writing a good thesis/paper: Reader’s perspective

Part II

- 1. Identifying journals for publication
 - a. UGC CARE-list
 - b. Predatory journals
 - c. Paid journals
 - d. Open access
 - e. Impact factors
- 2. Tools and tips
 - a. Search engines
 - b. Indexing database
 - c. Citation database
 - d. Plagiarism (test) software
- 3. Journey of an idea: from conception to birth
 - a. Sparks and struggles
- 4. Journey of an idea: from birth to recognition
 - a. Rejections, modifications and triumphs

Grading Policy

Evaluation will be continuous. There will be NO quizzes or written tests. Evaluation will be based on presentations and participations in the class and written assignments. In place of the end semester exam, students will be required to write a term paper and give a presentation. Internal assessments will be for 50% while the term paper (along with the presentation) will be evaluated for 50 % (30 for write up and 20 for presentation).

References:

- 1. UGC, *Academic Integrity and Research Quality*, (Ed.), (New Delhi, 2021).
- 2. Lacewing, Michael *Philosophy for AS and A level: epistemology and moral philosophy*, New York: Routledge, 2017 (See Chapter 3).

3. Tinyi, Venusa, "Engaging with the Problems of Life: Exploring the notion of 'Deep' in Wittgenstein Philosophical Thought", *Summer Hills: IIAS Review*, Vol. XXVII (2):54-60. 2021.
4. Dunkel, Harold B. *Philosophical Approach to Research*, The Phi Delta Kappan , Oct., 1953, Vol. 35, No. 1 (Oct., 1953), pp. 25-28
5. Loue, Sana, *Texbook of Research Ethics: Theory and Practice*, Kluwer Academic Publisher, New York, 2002.
6. Oliver, Paul, *The Students Guide to Research Ethics*, Open University Press, Philadelphia, 2003.
7. Weiler, Hans N., "Whose Knowledge Matters? Development and the Politics of Knowledge", Link: [Weiler Molt 09.pdf \(stanford.edu\)](#) (accessed on 27.07.2023).
8. Van Vleet, Jacob, E. (2011). "Informal Logical Fallacies: A Brief Guide." University Press of America.
9. von Wright, G.H. *Varieties of Goodness*, London: Routledge and Kegan Paul, 1963

Course	Philosophy of Mind	Course Code: PH 531	Credits	4
Course Type	OE			
Course Description				
<p>The course centres on significant issues in contemporary philosophy of mind. The central question is the nature of the mind and Consciousness and the way the mind relates to the brain and behaviour. The course covers topics central to contemporary philosophical discussions such as dualism, physicalism, and functionalism, theories of cognition, the problems of Consciousness, intentionality, will and action.</p>				
Course Objectives				
<p>The course enables the students to understand the main theories in Philosophy of Mind regarding the nature of the mind and body and how they interact. It also aims to explore the nature of Consciousness, models of cognition and the relation between will and action. The course's primary objective is to acquaint the students with some of the seminal contributions in the field and thereby prepare them to pursue research in the Philosophy of Mind and the related area of Cognitive Science.</p>				
Course Learning Outcomes (in bullet points)				
<p>After the completion of this course successfully, the students will be able to</p> <ol style="list-style-type: none"> 1. Explain important theories in the philosophy of mind, such as dualism, mind-brain identity theory, functionalism, computationalism and Connectionism, and how these theories view the relationship between mind and body. 2. Describe how these theories approach cognition, Consciousness, Intentionality, Mental Representations, Will and Actions. 3. Recognise what is problematic about how conscious experience relates to our bodies and how the mind represents the world. 4. Demonstrate knowledge of the issues and problems in the Philosophy of mind by writing academic and general essays on problems and making oral presentations to audiences of different levels. 5. Devise cogent arguments for or against the philosophical positions on various issues in the Philosophy of Mind and evaluate those arguments concerning their validity and soundness. 6. Analyse and interpret research papers in the field and critically evaluate the positions presented therein. 7. Formulate independent positions on current debates about the issues and problems in the Philosophy of Mind and defend them. 8. Relate issues in philosophy of mind to cognitive science, Artificial Intelligence, and Neurophysiology. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	3	3							2		3	
CLO2	3	3							2		3	
CLO3	3	3							3		3	
CLO4	2	2	3		2	3	2	2	2	2	2	
CLO5	2	2	3		3				2	3		2
CLO6	2	3	3		2			2	2	3		
CLO7					2			3	2	3		2
CLO8								2	2		3	

Detailed Syllabus:

Unit No.	Topic	No. of Hours
1.	Introduction: The distinction between Subjective and Objective (Reading: Nagel (1986) Ch: 2)	4
2.	Dualism: Argument for Dualism: conceivability argument and the divisibility argument; Mind-body interaction: Conceptual and Empirical objections, and Causal closure. (Readings: WD Hart (1988) Ch: 1; E. J. Lowe. (2000) Ch 1).	6
3.	Physicalism: (Reading: J J C Smart (1978))	4
3.1	Identity Theory: Type–Type Identity Theory; Token – Token identity theory (Reading: Boyd, R. (1980)	3
3.2	2. Eliminative Materialism: (Reading: Paul Churchland (2012) Ch:7)	3
3.3	Behaviourism: Methodological behaviourism; Logical behaviourism; (Readings: Skinner, B. F. (1980); Ryle (1949) Chap: 5.)	4
3.4	Objections to Physicalism: Kripke's qualia-based Modal Argument, Nagel's Phenomenalistic Argument and Frank Jackson's Knowledge Argument. (Readings: Thomas Nagel (1974); Kripke (1980), <i>Naming and Necessity</i> , Lecture:3 (Extracts); Frank Jackson (1986).	6

4.	Functionalism: Mental state as a Functional state; Causal Roles of Mental states; Turing machines; Functional Analysis and Homuncular functionalism; Absent and inverted qualia arguments against functionalism (Readings: Ned Block (1980 &1978))	6
5.	Mind and Cognition: Cognition as a computation; computational representational theory of mind. Searle's Chinese room argument. Connectionist Alternative. (Readings: Alan Turing (1950); Jerry Fodor (1978): John Scarle (1987))	6
6	Consciousness: Phenomenal Consciousness, Access Consciousness, and Intentionality. Explanatory Gap (Readings: Ned Block (1995); J Levine (1993))	6
7.	The Will and Action: Functions of Will: Intentions, Decisions and Actions; The Relation between Will, Reason and Conation: Will as a Mental Faculty/Module; Elimination of Will: Motivational Structures as beliefs and desires. Freedom of the will. (Readings: Richard Holton (1999); Kieran Setiya (2018))	6
	Total Hours	56

Assessment:

The evaluation is based on two quizzes, one minor and a written essay of 1000 words, totalling 40% weightage, and the end semester examination with 60% weightage.

Suggested Readings:

Armstrong, D. M. (1981). "The Nature of Mind" in *Nature of Mind and Other Essays*, Ithaca: Cornell University Press.

Block, N. (1978). "Troubles with Functionalism," in *Minnesota Studies in Philosophy of Science*, Vol.9, ed. C.S. Savage. Minneapolis, University of Minnesota Press.

Block, N. (1980). "Introduction: What is Functionalism?" in Bock ed. *Readings in Philosophy of Psychology*, Vol.1 Cambridge, Harvard University Press.

- Block, N. (1995). "On a Confusion about a Function of Consciousness," *Behavioural and Brain Sciences*, Volume 18, Issue 2
- Boyd, R. (1980). "Materialism without reductionism: What physicalism does not entail." in N. Block, ed. *Readings in the Philosophy of Psychology*, Vol. 1. Cambridge, MA: Harvard University Press.
- Churchland, P. (2012). *Matter and Consciousness*, 3rd ed. Cambridge, Mass., MIT Press.
- Fodor, J. A. (1978), "Propositional Attitudes," *The Monist* 61, No.4 (pp: 501 – 23).
- Hart W. D. (1988). *The Engines of the Soul*, Cambridge, Cambridge University Press.
- Holton, R. (1999). "Intention and Weakness of Will," *Journal of Philosophy*.
- Jackson, F. (1986). "What Mary Did not Know", *Journal of Philosophy*, 83
- Kripke, S. (1980). *Naming and Necessity*, Cambridge, Harvard University Press.
- Lowe, E. J. (2000). *An Introduction to the Philosophy of Mind*, Cambridge, Cambridge University Press.
- Levine, J. (1993). "On leaving out what it is like". In M. Davies and G. Humphreys, eds. *Consciousness: Psychological and Philosophical Essays*, Oxford, Blackwell.
- Nagel, Thomas (1986). *The View from Nowhere*, Oxford University Press.
- Nagel, T. (1974). "What is it like to be a bat?" *Philosophical Review*.
- Ryle, G., (1949). *The Concept of Mind*, London: Hutchinson and Company.
- Searle, J. (1987). "Minds and Brains without Programs," in *Mindwaves: Thoughts on Intelligence, Identity and Consciousness*, eds. C. Blakemore and S. Greenfield. Oxford, Basil Blackwell.
- Setiya, K. (2018). "Intention" *Stanford Encyclopedia of Philosophy*.
- Skinner, B. F. (1980). "Selections from Science and Human Behaviour," reprinted in *Readings in Philosophy of Psychology*, ed. N. Block.
- Smart, J.J. C, (1978). "The Content of Physicalism" *Philosophical Quarterly*, 28.
- Turing, A. (1950). "Computing Machinery and Intelligence" *Mind*, LIX.

Course	Modal Logic						Course Code: PH 528				Credits	2
Course Type	OE											
Course Description												
<p>This course is an extension of Formal Logic. Though this is intended to be taught as an introduction to modal logic, students opting for this course are therefore expected to have done Formal Logic course or know the fundamentals of modern symbolic logic. The main focus of the study is Alethic Modal Logic, that too Modal Sentential Logic, and so other modal logical systems, such as Quantificational Modal Logic, Deontic Modal Logic or Epistemic Modal Logic are excluded. Axiomatic systems of Modal Sentential Logic, namely, System T, System 4 and System 5 will be explored. However, prior to exploring the axiomatic systems, the historical-philosophical context that led to the development of modern modal concepts and related logical systems will be discussed. In this connection, the notion of possible worlds that provided the semantics for modal logical systems will be expounded.</p>												
Course Objectives												
<p>The objective of the course is to equip the learners with various systems of modal reasoning in alethic modal logic. This will enable to learners to develop higher level thinking abilities and make them critical of truth claims involving modal concepts and sentences, both in formal reasoning as well as philosophical reasoning.</p>												
Course Learning Outcomes (in bullet points)												
<p>On completing the course successfully, students are expected to understand the basic concepts of modal logic and also various axiomatic systems of Modal Sentential Logic. A more detailed outcome in terms of acquisition of abilities of the students may be broadly highlighted as follows:</p> <ol style="list-style-type: none"> 1. Distinguish between first order logic (FOL) and extension of FOL 2. Distinguish between axiomatic systems of Modal Logic (ML) and other proof theoretic approaches like axiomatic systems of FOL and natural deduction method for FOL 3. Know the axioms of different systems of ML and to derive theorems from them 4. Know the relation that holds between formal and philosophical ideas and concepts. 5. Know and use the concept of possible worlds in logico-philosophical discourses with clarity 6. Develop better appreciation of natural language semantics through possible worlds semantics 7. Acquire higher critical thinking ability through correct usage of modal concepts and modal sentences in philosophical and other related discourses 												
Mapped to Programme Level Outcomes												
	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
	1	2	3	4	5	6	7	8	9	10	11	12
CLO1			1	1	2	1	1	2	2	2	3	
CLO2			1					1	2	2	2	1
CLO3					1			1	2	1	1	

CLO4	1	1	1	2	3	2	1	3	2	2	2	1
CLO5		1	1	2	3	1	1	3	3	3	3	1
CLO6	1	1	2	2	3	3	1	3	2	3	3	1
CLO7		1	3	2	3	3	1	3	3	3	3	1

Broad topics included in this course with number of teaching hours are as follows:

Part I: [6 hours: L=6, T=1, P=0]

1. Introduction
2. Historical background
3. Basic modal concepts

Part II [16 hours: L=16, T=4, P=0]

1. System K
2. System 4
3. System 5

Part III [6 hours: L=6, T=2, P=0]

1. Relation of various systems of Sentential Modal logic
1. Relation of Alethic Modal Logic with other modal logics

Assessment

Two kinds of internal assessment will be done for this course. Each assessment is for 20 marks. First, there will be bi-weekly quizzes throughout the semester. 2/3 best performance will be selected and awarded marks. Second, there will be one term paper. Both the assignments are compulsory. However only one will be considered for the grading purpose. End semester exam will constitute 60% of the total marks. Total marks for this course is 50 since it is only for 2 credit course.

Suggested Readings

Unit I

Lemmon, E.J., (1980), *The "Lemmon Notes": An Introduction to Modal Logic*, (Ed. By Krister Segerberg), Oxford University Press, 1977, Introduction

Kripke, Saul, (1980), *Naming and Necessity*, (Harvard University Press)

Quine, W. V. O., (1953), "Reference and Modality", in *From a Logical Point of View*, Cambridge, Mass.: Harvard University Press, Chapter 1

Tinyi, Venusa, (2015), "Philosophical Issues Centering Round Sentential Logic IV: Modal Logics", UGC: E-PG Patshala, Module Id:3.17

Tinyi, Venusa, (2015), "Philosophical Issues Centering Round Sentential Logic V – Introduction to Axiomatic System", UGC: E-PG Patshala, Module Id:3.18

Unit II:

Hugues, G.E., and Cresswell, M.J.,(1972), An Introduction to Modal Logic, Methune And Co LTD, Chapter 2 & 3

Chellas, Brian F.,(1980), Modal Logic: An Introduction (Cambridge University Press), Chapter 1,

Unit III:

Hugues, G.E., and Cresswell, M.J., (1972), An Introduction to Modal Logic, Methune And Co LTD,

Lemmon, E.J., (1977), The "Lemmon Notes": An Introduction to Modal Logic, (Ed. By Krister Segerberg) , Oxford University Press, Introduction.

Course	Indian Aesthetics							Course Code: PH 530			Credits	4
Course Type	OE											
Course Description												
This course aims to expose students to the central concepts and themes of classical Indian philosophy of art as well as reflections of modern Indian philosophers on classical Indian aesthetics. It also deals with the fundamental aesthetic insights of Coomaraswamy, Tagore and Aurobindo. By the end of this course the students would be exposed to the range of themes that have informed Indian aesthetics and this is done by reading of select texts and their contemporary perception. In this course the first three units are based on the primary texts and the next two units deal with the modern and contemporary receptions of the same.												
Course Objectives												
This course aims to familiarize students with classical Indian philosophy of art, exploring reflections by modern Indian philosophers and the aesthetic insights of Coomaraswamy, Tagore, and Aurobindo. By engaging with select texts and their contemporary interpretations, students will gain insight into the diverse themes informing Indian aesthetics, transitioning from primary texts to modern receptions over the course's progression.												
Course Learning Outcomes (in bullet points)												
After the completion of this course successfully, the students will be able to												
Define aesthetic emotions and lived emotions in relation to <i>rasa</i> and <i>bhāva</i> according to Bharata's <i>Nāṭyaśāstra</i> .												
<ol style="list-style-type: none"> 1. Explain various levels of meaning and assess the levels of poetic meaning. 2. Examine the relationship among aesthetics, metaphysics and epistemology. 3. Examine critically how art can be a means to inculcate values in society. 4. Formulate issues regarding art, art-theory and art-criticism. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	1	3	3	3	2	1	2	3	2			2
CLO 2	1	3	2	1	2	1	2	3	1			
CLO 3	3	2	2	2	2	2	2	3	1			
CLO 4	2	1	3	3	3	2	2	3	2	2	2	3
CLO 5	2	2	3	3	3	2	2	3	2	2	2	3

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Introduction to Rasa Theory	20
1.1	Bharat on Rasa (Aesthetic Experience) and its place in Nāṭya Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra of Bharatamuni</i> , Chapters 1 and 6.	4
1.2	Bhatta Lollata- Interpretation of Rasa- Uttpatihvada Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra of Bharatamuni</i> , Chapters 1 and 6.	4
1.3	Śrīśankuka- Interpretation of Rasa- Anumitivada Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra of Bharatamuni</i> , Chapters 1 and 6.	4
1.4	Bhatta Nayaka- Interpretation of Rasa- Bhuktivada Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra of Bharatamuni</i> , Chapters 1 and 6.	4
1.5	Abhinavagupta- Interpretation of Rasa- Abhivyaktivada Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra of Bharatamuni</i> , Chapters 1 and 6; R. Gnoli, <i>The Aesthetics Experience According to Abhinavagupta</i> , pp. 25-78.	4
2.	Concept of Meaning	12
2.1	Sphota: Grammarian's view Reading: K. Raja, "Bhartrhari's Discussion About the Nature of Sphota", in <i>Indian Theories of Meaning</i> , pp. 116-123	3
2.2	Śabdavrtti: Philosopher's view Reading: K. Raja, "Abhidha: Primary Meaning of a Word", in <i>Indian Theories of Meaning</i> by K. Raja, pp. 19-31, 59-62,	3
2.3	Dhvani: Aesthetician's view Reading: K. Raja, "Vyanjana or Suggestion", in <i>Theories of Meaning</i> , pp. 275-287	3

3.	The Concept of Art (Form)	9
3.1	Alamkāravāda Reading: V. Raghavan "Use and Abuse of Alamkara," in V. S Seturaman (ed.), <i>Indian Aesthetics</i> , pp. 235-244.	3
3.2	Ritivāda Reading: S. K. De, "Vamana's Theory of Riti", in V. S Seturaman (ed.), <i>Indian Aesthetics</i> , pp. 197-205.	3
3.4	Vakroktivāda Reading: S.K. De, "Kuntaka's Theory of Vakrokti", in V. S Seturaman (ed.), <i>Indian Aesthetics</i> , pp. 206-218	3
4.	Modern Indian Aesthetics	9
4.1	A.K. Coomarswamy: That Beauty is a State Reading: A.K. Coomarswamy, <i>The Dance of Siva</i> , pp. 38-45	3
4.2	Tagore: What is Art? Reading: Prishwish Neogy(ed.), <i>Rabindra Nath Tagore on Art and Aesthetics</i> , pp. 11-33	3
4.3	Aurobindo: Mantra Reading: Nalini Bhushan, & Jay L.Garfield (eds.), <i>Indian Philosophy in English</i> , pp. 123-150 .	3
5.	Contemporary Perspectives (on Classical Indian Aesthetics)	9
5.1	M. Hiriyana: Art Experience Reading: Nalini Bhushan, & Jay L.Garfield (eds.), <i>Indian Philosophy in English</i> , pp. 209-230.	3
5.2	K.C. Bhattacharya: The concept of rasa Reading:Nalini Bhushan, & Jay L.Garfield (eds.), <i>Indian Philosophy in English</i> , pp. 194-206.	3
5.3	Daya Krishna: The Bane of Indian Aesthetics Reading: Daya Krishna, <i>Indian Philosophy: A Counter Perspective</i> , pp. 407-432.	3
	Total Lectures	56

Assessment:

Assessment will be based on one assignment, one written test and one presentation totaling 40% weightage, and an end semester examination with 60% weightage.

Primary Readings:

Hiriyanna, M. (1997), *Art Experience*, Indira Gandhi National Centre for the Arts, New Delhi.

Kane, P.V. (fourth edition, 1971, reprint 1987), *History of Sanskrit Poetics*, Motilal Banarsidass, New Delhi.

Bhushan, Nalini & Garfield, Jay L. (eds.) (2011), *Indian Philosophy in English*, Oxford University Press, New Delhi.

Krishna, Daya (2006), *Indian Philosophy: A Counter Perspective*, Indian Books Centre, New Delhi.

Raja, K.K. (1977), *Indian Theories of Meaning*, Adyar Library and Research Centre, Madras.

Rangacharya, Adya (ed.), Translated with Critical Notes, (2016), *Nāṭyaśāstra of Bharatamuni*, Munshiram Manoharlal Publishers Pvt. Ltd, New Delhi.

Seturaman, V. S. (ed.) (1992), *Indian Aesthetics: An Introduction*, Macmillan India Limited, Madras.

Neogy, Prishwish (ed.) (1961), *Rabindranath Tagore On Art and Aesthetics*, Orient Longmans, New Delhi.

Coomaraswamy, A.K. (1918), *The Dance of Siva*, The Sunwise Turn, INC, New York.

Secondary Readings:

Bhushan, Nalini & Garfield, Jay L. (eds.) (2017), *Minds without Fear*, Oxford University Press, Oxford.

Chakrabarty, Arindam (ed.) (2016), *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*, Bloomsbury Publishing, New Delhi.

Coomaraswamy, A.K. (1956), *Christian and Oriental Philosophy of Art*, Dover Publications, New York.

De, S.K. (1976), *History of Sanskrit Poetics*, 2 vols., Firma K.L.M, Calcutta.

Gnoli, R. (1968), *The Aesthetics Experience According to Abhinavagupta*, Chowkhamba Sanskrit Series Office, Varanasi.

Krishna, Daya (2003), *India's Intellectual Traditions*, ICPR, New Delhi.

Krishnamoorthy, K. (1974), *Essays in Sanskrit Criticism*, Karnatak University, Dharwar.

Matilal, B. K. (1992), *The Word and the world*, Oxford University Press, New Delhi.

Walimbe, Y.S. (1980), *Abhinavagupta on Indian Aesthetics*, Ajanta Books International, Delhi.

Course	Philosophy of Science	Course Code: PH 573	Credits	4
Course Type	OE			
Course Description				
The course aims to introduce students to the methodological and conceptual aspects of science, offering them an opportunity to engage with some of the contemporary research in the Philosophy of Science. The emphasis will be on identifying and critically examining the methodologies, metaphysical presuppositions, and implications of modern science and engaging with value problems of science. Topics covered in the course include: Scientific Methodology and Rationality (Units 1 & 5), the Problem of Induction, the Demarcation Problem, Explanation, Confirmation (Units 2,3 & 5), Metaphysical Implications (Units 4 &6), the Question of epistemic values in Science (Unit 7): The role epistemic and non-epistemic values in science.				
Course Objectives				
1. Study the methodological, epistemological and metaphysical aspects of modern science. 2. Study the role of value in scientific research.				
Course Learning Outcomes (in bullet points)				
On successful completion of this course, the students will be able to				
<ol style="list-style-type: none"> 1. illustrate the different approaches to scientific method. 2. identify types of explanations employed in contemporary scientific debates. 3. notice the complex relation between the modern Science and Indian nation. 4. identify and classify various methodological aspects of science. 5. distinguish, classify and explain the different ways of confirming hypothesises and their limitations. 6. scrutinise the value commitments in the evidential claims in sciences and in the public debate. 				

Mapped to Programme Level Outcomes

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO11	PLO12
CLO1	2	2	2		2							
CLO2		1										
CLO3	1	1										
CLO4		2	2		2			2	2	2		2
CLO5		3	3	3	3					3	3	3
CLO6		3	3	3	3			3	3	3	3	3

Detailed Syllabus

Unit	TOPIC	no. Hrs.
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1	Introduction	1
2	The problem of Induction, Positivist Philosophy of Science, the Problem of Demarcation, Kuhnian Science, Scientific Research Programs, Methodological Pluralism Readings: Hempel, (1950), Popper (1959) Ch 4, Kuhn (1970) Ch 5, Lakatos (1970) Feyerabend (1975) Ch 1, Galison 1997 Ch 9	9
3	Scientific Explanation Deductive models of Explanation, Inference to the Best Explanation, Pragmatics of Explanation, Causal Explanation, Explanatory Unification Readings: Salmon et al. (1992) Ch1, Kitcher 1989	8
4	Confirmation of Scientific Hypotheses Hempel's Deductive Nomological Model, Bayesian Confirmation, Statistical Confirmation Readings: Salmon et al. (1992), Ch 2	8
5	Philosophy of Experiments, Thought experiments and Simulation Readings: Franklin (2007), Arcangeli (2017), Saam (2017)	7
6	Theories and Laws Observation in Science, Laws and theories Readings: Chalmers (2013) Ch 2, Norton (2005), Van Fraassen (2013),	7
7	Scientific Realism What is Scientific realism, Structural Realism, and Entity Realism, Constructive Empiricism, Natural Ontological Attitude Readings: Salmon et al. (1992) Ch 3	8
8	Science and Values	8

	Epistemic and non-epistemic distinction, Inductive Risk, Science and Democracy Readings: Kincard, Dupre and Wylie. (2007) Introduction, Longino (1990) Ch 4, Kitcher (2001) Ch 7&10	
	Total Hours	56

Assessment

Grading will be based on weekly assignments for 20%, one mid-semester exam carrying 20%. A term paper is worth 20% weight. Of the weekly assignments and the mid-semester exam the best will be considered. The term paper will be compulsory. The final exam weighs 60% of the total grade.

Suggested Readings

Boyd, R. Gasper, P. and Trout. 1995, *Readings in the Philosophy of Science* Cambridge: MIT Press

Chalmers, A. F. 2013, *What is this thing called science?* Milton Keynes: The Open University Press.

Curd, Martin and J. A. Cover. 1998, *Philosophy of Science: The Central Issues*, New York: W. W. Norton and Company.

Feyerabend, Paul K. 1975, *Against Method*, London: Verso

Hacking, Ian. 1983, *Representing and Intervening*, Cambridge: Cambridge University Press

Hempel, Carl G. 1966, *Philosophy of Natural Sciences*, Prentice Hall

Hempel, C. and P. Oppenheim, 1948, 'Studies in the Logic of Explanation.', *Philosophy of Science*, 15: 135–175

Mayo, Deborah G. 1996, *Error and the Growth of Experimental Knowledge*, Chicago: The University of Chicago Press.

Saati, Juhua (Ed.). 2018, *The Routledge Handbook of Scientific Realism*, New York: Routledge.

Salmon, C. Wesley. et al. 1992, *Introduction to the Philosophy of Science*, Indianapolis: Hackett

Publishing.

Galison, Peter. 1997, Coordinating action and Belief in *Image and Logic: A Material Culture of Microphysics*, Chicago: The University of Chicago Press.

Saam, Nicole J. 2017. What is a Computer Simulation? A Review of a Passionate Debate, *Journal for General Philosophy of Science*, Vol. 48, pp. 93–309.

Arcangeli, Margherita. 2017. Thought Experiments in Model Based Reasoning in Lorenzo Magnani and Tommaso Bertolatti (Eds.) *Springer Handbook of Model-Based Science*, New York: Springer, 463-493.

Franklin, Allan. The Role of Experiments in the Natural sciences: Examples from Physics and Biology in Theo A.F. Kuipers (Ed) *General Philosophy of Science Focal Issues*, London: Elsevier

Kuhn, Thomas. 1970, Introduction, *The Structure of Scientific Revolution*, Chicago: Chicago University Press.

Popper, Karl R, 1959, *The Logic of Scientific Discovery*, Hutchison: London.

Lakatos, Imre. 1970, Falsification and the Method of Scientific Research Programs, in Imre Lakatos and Alan Musgrave (Eds.), *Criticism and the Growth of Knowledge*, Cambridge: Cambridge University Press.

Van Fraassen, Bas C. [1989] 2013, What are laws of Nature? In Alexander Bird and James Ladyman (Eds.). 2013, *Arguing About Science*, London: Routledge, 439-454.

Course	Advanced Course in Buddhist Philosophy						Course Code: PH 574			Credits	4	
Course Type	OE											
Course Description	The thrust area of the course includes the Key Concepts and Theories of Buddhist Philosophy according to the popular Buddhist traditions, namely, a. Abhidhamma, b. Abhidharma, c. Śūnyavāda, d. Yogācāra											
Course Objectives	The course is designed to acquaint the students with the central Philosophy of Buddhism by way of the primary sources for appropriate interpretation with emphasis on the critical appreciation of the philosophical concepts of Buddhism to use them in the modern context.											
Course Learning Outcomes (in bullet points)	After completion of this course successfully, the students will be able to.....											
	<ol style="list-style-type: none"> 1. Understand the central philosophy of Buddhism 2. explain the key concepts of important schools of Buddhist philosophy 3. demonstrate the desired critical ability to explain the Buddhist technical terms and concepts in the modern language. 4. develop an overall picture of Buddhism to map its place in the world of learning 5. develop a critical ability to examine the philosophical concepts of Buddhism in light of other schools of Philosophy 6. develop research aptitude in Buddhism 7. undertake higher researches in the related areas. 											
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	1	2	2	3	2		2	2	3	2		
CLO2	1	3	2			2	2	2	3	2		
CLO3	3	3	2			2	2	2	3	2		
CLO4	1		1		2	3	2	2	3	2	1	
CLO5	2	2		3		2	2	2	3	3		
CLO6	3	3	3			1	2	2	3	2		1
CLO7												
CLO8												

	Detailed Lecture Outline (with topics and number of lectures)	
Unit No.	Topic with recommended readings	No. of Hours
1. Introduction	1.1 Socio-cultural and philosophical background to the rise of Buddhism; (DN 1.1; <i>Dialogues of the Buddha</i> : ch1) 1.2 Sources on Buddhist Philosophy; (<i>Compendium of Buddhist Literature</i> ch 1 & 2)	8hrs
2. Buddhist Pedagogy	2.1 Introduction, [<i>The Guide</i> (English translation <i>Nettipakaraṇa</i>) pp.I-lxii & lxxvi]	4 hrs
3. Essentials of Buddhist Teachings	3.1 Buddhism as a Middle Path (<i>Manual of Buddhism</i> ch.1) 3.2 Tilakkhaṇa (Three fold characteristics of the world) (<i>Manual of Buddhism</i> pp.56-58) 3.3 Four Noble Truths (<i>Manual of Buddhism</i> pp.62-64 ; S iii 66)	8 hr
4. Buddhist Philosophy of Relations:	4.1 Doctrine of Dependent Origination <i>Compendium of Philosophy</i> p.187- 93. 4.2 System of Correlations (<i>Compendium of Philosophy</i> pp.193-197)	6 hrs
5. Buddhist Pramana	5.1 Pratyakṣa (Stcherbatsky Vol.II pp.1-46) 5.2 Anumāna (Stcherbatsky Vol.II pp. 47-93)	6 hrs
6. Concept	Theory of Concept-Formations <i>Compendium of Philosophy</i> pp.198-201	8 hrs
7. Buddhist theory of reality	6.1 Mind (<i>Compendium of Philosophy</i> pp.81-93) 6.2 Matter (<i>Compendium of Philosophy</i> pp.154-168)	8 hrs

	6.3 Nibbāna /Nirvā_a (<i>Compendium of Philosophy</i> pp.168-169)	
8. Schools of Buddhist Philosophy	7.1 Sautrāntika 7.2 Vaibhāsika 7.3 Śūnyavāda (Chatterjee S. & Dutta pp.139-152)	8 hrs
	Total Hours	56 hrs

Suggested Texts and References:	
Primary Texts:	
Aung, S.Z. 1979. <i>Compendium of Philosophy</i> (being a Translation now made for the First Time from the Original Pali of the <i>Abhidhammatthasaṅgaha</i> with Introductory Essay and Note). (Edited by CAF. Rhys Davids). Oxford/London: Pali Text Society. (<i>Compendium of Philosophy</i>)	
Tin, Pe Maung. <i>The Path of Purity</i> . PTS. Oxford/London. 1975. (Tin)	
Rhys Davids, T.W. & Rhys Davids C.A.F. (Tr). 2007. <i>Dialogues of the Buddha</i> . Delhi: Motilal Banarsidass.	
Max Müller. (Tr). <i>Questions of King Milinda</i> . The Sacred Books of the East. Vols.34-35. Delhi: Motilal Banarsidass. 1975.	
Trencker, V. <i>Milinda-Pañha</i> . PTS. Oxford/London. 1880. (Milinda)	
Ñāṇamoli. 1977. <i>The Guide</i> (English translation of the <i>Nettipakaraṇa</i>). London: Pali Text Society.	
Stcherbatsky, Th. 2008. <i>Buddhist Logic (2 volumes)</i> . Delhi: Motilal Banarsidass. (Stcherbatsky)	

Secondary Texts:

Nakamura, Hajime. 1980. *Indian Buddhism: A Survey with Bibliographical Notes*. 1980. Kufs publication. Hirakata. Japan. (Nakamura)

Kalupahana, David J. 1984. *Buddhist Philosophy: A Historical Analysis*., Honolulu: the University of Hawaii Press. (Kalupahana)

Jayatilleke, K. N. 1963. *Early Buddhist Theory of Knowledge*. NSW: Allen and Unwin.(Jayatilleke)

Fernando Tola, Carmen Dragonetti. 2004. *Being as Consciousness: Yogācāra Philosophy of Buddhism*. Delhi: Motilal Banarsidass. (Tola & Dragonetti)

Chatterjee S. & Dutta, D.1984. *An Introduction to Indian Philosophy*. University of Calcutta. (Chatterjee S. & Dutta)

Varma, C.B. 2011. *Manual of Buddhism*. New Delhi: Buddhist World Press.

Varma, C.B. 2011. *Compendium of Buddhist Literature*. New Delhi: Buddhist World Press

Journal

JPTS Vo1.9. 1989. Norman, K.R. (ed). '*The Philosophy of History in Early Buddhism*'. PTS. London.

Assessment:

Full marks: 100 (3 internal assessments; and end semester examination)

Three internal assessments (maximum 40 marks)

- a. **Class Room Presentation:** To evaluate the students' understanding of the topic.
Score - 20 points
- b. **Test:** To assess the students' ability to identify and interpret the key terms, concepts and theories and their articulation conforming the original meaning of the textual explanations. Score- 20 points.
- c. **Term Paper:** To assess the comprehension level of the candidate demonstrating the research aptitude in the subject. Score - 20 points.

The best of two out of three internal assessments will count for the maximum internal assessment not exceeding 40 points

End semester examination (maximum 60 marks) : based on the essay type questions to evaluate the comprehension level and writing ability of a candidate.

Course	Western Aesthetics						Course Code: PH 578				Credits	4
Course Type	OE											
Course Description												
This course is an introduction to various perspectives in western philosophy of art, both classical and contemporary. The first half (Units 1, 2 &3) of the course focuses on the aesthetic perspectives of Plato, Aristotle, Hume, Kant, Hegel, Croce and Schopenhauer. The second part (Units: 4, 5 & 6) of the course includes Marxist, and Existentialist perspectives of Western philosophy of art.												
Course Objectives												
This course aims to provide students with an introductory understanding of diverse perspectives within Western philosophy of art, spanning classical to contemporary theories. Through an exploration of thinkers such as Plato, Aristotle, Hume, Kant, Hegel, Croce, Schopenhauer, Marxists, and Existentialists, students will develop a critical framework for analyzing and interpreting artistic expression and its philosophical underpinnings. By the end of the course, students will be equipped to engage with and evaluate various philosophical perspectives on art within a broader cultural and historical context.												
Course Learning Outcomes (in bullet points)												
After the completion of this course successfully, the students will be able to												
<ol style="list-style-type: none"> 1. Explain different theories of art. 2. Examine whether art is an imitation or a spontaneous expression. 3. Evaluate the criteria of aesthetic judgments laid down by Hume and Kant. 4. Question the place of art and artists in society. 5. Recognize if there is a gap between art theory and art production. 												
Mapped to Programme Level Outcomes												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	3	3	2	2	2	1	2	2	1			1
CLO 2	1	1	2	1	2	2	2	2	1			
CLO 3	2	2	2	1	2	2	2	2	2	1	1	
CLO 4	1	1	3	2	3	2	2	3	3	2	2	2
CLO 5	1	2	3	2	3	2	2	3	3	2	2	2

Detailed Syllabus:

Unit	Topic	No. of
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		Hours
1.	Classical Aesthetic Reflections	15
1.1	Plato: Beauty and Mimesis Reading: <i>Republic II,III and X; Art and Its Significance</i> by Stephen Davis Ross, pp. 9-44.	7
1.2	Aristotle: Mimesis and Tragedy Reading: <i>Poetics</i> : 1-20 sections; <i>Aristotle on the Art of Poetry and Fine Arts</i> by Ingram Bywater.	8
2.	Pre 20th Century Aesthetic Reflections	18
2.1	David Hume: Aesthetic Taste Reading: <i>Of the Standard of Taste</i> , https://www.earlymoderntexts.com/assets/pdfs/hume1757essay2.pdf	4
2.2	Kant: Aesthetic Judgements, Beauty and Sublime Reading: First Book - Analytic of the Beautiful (1-22) & Second Book - Analytic of the Sublime (23-24); <i>Critique of Judgement</i> ed. By James Creed Meredith	10
2.3	Hegel: Dialectic in Aesthetics, The Conception of Beauty Reading: <i>Philosophy of Fine Arts; Art and Its Significance</i> ed. by Stephen Davis Ross, pp 144-159.	4
3.	Modern Aesthetic Reflections	11
3.1	Croce: Art and Aesthetics Reading: What is Art?; <i>The Essence of Aesthetic</i> by Benedetto Croce, Chapter 1.	3
3.2	Schopenhauer: Art and Will-less-state Reading: <i>World as Will and Representation</i> (Book III) by Schopenhauer	3
3.3	Nietzsche: Tragedy –Dionysian and Apollonian Reading: <i>The Birth of Tragedy by Nietzsche</i> , 1-15 sections.	5
4.	Marxian Aesthetics	4
4.1	Walter Benjamin: Art and Mass Production Reading: The Work of Art in the Age of its Technical Reproducibility; <i>Art</i>	4

	<i>and Its Significance</i> ed. by Stephen Davis Ross, pp 526-538.	
5.	Existentialist Aesthetics	4
5.1	Sartre: Art and Values Reading: What is Writing?; <i>What is Literature?</i> By Jean Paul Sartre.	4
6.	Analytical Aesthetics	4
6.1	Danto: Art History and Theory Reading: The End of Art; <i>Art and Its Significance</i> ed. by Stephen Davis Ross, pp 469-481. https://www2.southeastern.edu/Academics/Faculty/jbell/endofart.pdf	4
	Total Lectures	56

Assessment:

Assessment will be based on one assignment, one written test and one presentation totaling 40% weightage, and an end semester examination with 60% weightage.

Primary Readings:

Bywater, Ingram (1962), *Aristotle on the Art of Poetry and Fine Arts*; Oxford University Press, London.

Croce, Benedetto (1921), translated by Douglas Ainslie, *The Essence of Aesthetic*, William Heinemann, London.

Meredith, James Creed (1952), *Critique of Judgement* by Immanuel Kant, Oxford Clarendon Press.

Nietzsche, F. (2000), Translated and an Introduction and Notes by Douglas Smith, Oxford University Press, Oxford.

Ross, Stephen Davis (ed.) (1994), (Third Edition), *Art and Its Significance*, State University of New York Press. New York.

Sartre, Jean Paul (1949), translated by Bernard Frechtman, *What is Literature?* Philosophical Library, New York.

Secondary readings:

Brian, Leiter (ed.) (2007), *The Oxford handbook of continental philosophy*, Oxford Univ. Press, Oxford.

Cahn, Steven M and Meskin, Aaron (2008), *Aesthetics: A Comprehensive Anthology*, Blackwell Publishing, UK.

Davies, Stephen; Higgins, Kathleen Marie; Hopkins, Robert; Stecker, Robert, & Cooper, David E. (eds.) (2009), *A Companion to Aesthetics*. Malden: Wiley-Blackwell, Second edition, UK.

Gaut, Berys & Lopez, Dominic McIver (eds.) (2001), *Routledge Companion to Aesthetics*. London: Routledge.

Kieran, M. (ed.) (2005), *Contemporary Debates in Aesthetics and the Philosophy of Art*. Oxford: Blackwell, UK.

Lamarque, P. & Olsen, S. H. (eds.) (2003), *Aesthetics and the Philosophy of Art: The Analytic Tradition*, Oxford: Blackwell.

Levinson, Jerrold (ed.) (2005), *The Oxford Handbook of Aesthetics*, Oxford University Press, Oxford.

Osborn, Harold (ed.) (1968), *Aesthetics in the Modern World*, The British Society of Aesthetics, Thames and Hudson, London.

Course	Postmodernism	Course Code: PH 580	Credits	4
Course Type	OE			
Course Description				
This course includes topics from the philosophy of Kant, Nietzsche, Foucault, Derrida, Lyotard and Habermas so as to make a critical appreciation of the philosophical basics of Postmodernism.				
Course Objective				
This course aims at an understanding and critical appreciation of some of the significant philosophical issues raised by some well-known postmodernists.				
Course Learning Outcomes (in bullet points)				
<p>After a successful completion of this course, the students will be able to</p> <ol style="list-style-type: none"> 1. Explain Kant's characterization of enlightenment and Foucault's critical assessment of the same. 2. Explain Nietzsche's notion of 'the will to power', Lyotard's method of Language-game, and his distinction between narratives and meta-narratives. 3. Explain some of the basic ideas of Foucault, Derrida and Habermas cited in detailed syllabus. 4. Examine Foucault's 'power/knowledge', Derrida's 'deconstruction' and Habermas's 'communicative action.' 5. Evaluate the Essentialism, Universalism, transcendentalism and foundationalism. 6. Create a discussion on the need of a postmodern attitude for our society. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO 1	2	3	2	1	2	1	1	1	2	1	1	2
CLO 2	2	2	2	1	2	2	3	1	2	1	1	2
CLO 3	2	3	2	1	1	2	2	1	2	2	2	2

CLO 4	2	2	2	1	1	3	2	1	2	3	2	3
CLO 5	2	1	1	2	2	3	3	1	2	3	2	3
CLO 6	2	2	1	3	3	2	2	2	2	3	2	3

Detailed Syllabus:

	Topics/Issues/philosophical problems	Hours
Part I	Enlightenment, Will to Power and Metanarratives	
1.1	What is enlightenment (Kant vs. Foucault)	4
1.2	The Lewis Carroll's Paradox	1
1.3	Will to power (Nietzsche)	4
1.4	Science is not that totality of Knowledge	1
1.5	The Language-Game Method	2
1.6	Narratives and Meta-narratives	2
Part II	Foucault	
2.1	Archeology of knowledge	3
2.2	Body/Power, Truth/Power	2
2.3	Power/ Knowledge	3
2.4	Subject and Power	2
2.5	Care of the self	2
2.6	Is self autonomous?	2
Part III	Derrida	
3.1	Deconstruction	3
3.2	Differance	3
3.3	Obscurity of Differance	2
3.4	Truth in Derrida	2

3.5	Structure, sign and play	2
3.6	The Gift, The Hospitality	2
Part IV Habermas		
4.1	Themes in Postmetaphysical thinking	2
4.2	Speech Acts, Communicative Action, and Strategic Interaction	3
4.3	Communicative vs. Subject-centered Reason	3
4.4	Realism after the Linguistic Turn	2
4.5	Habermas's Significant other	2
4.6	Communicative rationality and cultural values	2

Total= 56

Suggested Readings corresponding to sub-units

1.1 I. Kant (1784), An answer to the question: What is Enlightenment?
<http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html>

M. Foucault (1984), What is Enlightenment? in Rabino P Edited *Foucault Reader*,
Pantheon Books, New York, 1984, pp. 32-50 <https://leap.colostate.edu/wp-content/uploads/sites/24/2017/01/Foucault-What-is-enlightenment.pdf>

1.2 Lewis Carroll, "What the Tortoise Said to Achilles", *Mind*, Vol. 4, No. 14 (April 1895),
pp. 278-280.
http://www.thatmarcusfamily.org/philosophy/Course_Websites/Readings/Carroll%20-%20Tortoise%20Said%20to%20Achilles.pdf

1.3 F. Nietzsche(1968), *Will to Power*, Translated by Walter Kaufmann and R.J.
Hollingdola, Vintage Books Edition, Random House, New York, 1968. (Book III)

F. Nietzsche (2011), *Nietzsche Selected Writings*, Sristhi Publishers and istributers, New
Delhi, 2011. (Chapter 3 and 4)

F. Nietzsche (1873), "On Truth and Lie in an Extra-Moral Sense" [https://www.academia.edu/39824687/On Truth and Lie in an Extra-Moral Sense Friedrich Nietzsche](https://www.academia.edu/39824687/On_Truth_and_Lie_in_an_Extra-Moral_Sense_Friedrich_Nietzsche)

F. Nietzsche (1885), *Beyond Good and Evil*, Maple Press, Noida, India, 2018. (Chapter 1)

1.4 J-F Lyotard (1979), *The Postmodern Condition: A Report on Knowledge*, Manchester, University Press. Chapter 1 and 2.

1.5 J-F Lyotard (1979), *The Postmodern Condition: A Report on Knowledge*, Manchester, University Press. Chapter 3.

1.6 J-F Lyotard (1979), *The Postmodern Condition: A Report on Knowledge*, Manchester, University Press.

2.1 M. Foucault (1969), *The Archeology of Knowledge*, Translated by A.M. S. Smith, Routledge Classics, London and New York.

2.2 M. Foucault (1972), *Power/Knowledge*, Edited by Colin Gordon, Translated by Gordon, Marshall, Mepham and Soper, Vintage Books, A division of Random House Inc. New York, USA, 1980. Chapter 3 and 6

2.3 M. Foucault (1972), *Power/Knowledge*, Edited by Colin Gordon, Translated by Gordon, Marshall, Mepham and Soper, Vintage Books, A division of Random House Inc. New York, USA, 1980.

2.4 M. Foucault (1982), "The Subject and Power . Why Study Power?", *Critical Inquiry*, Vol 8, No 4, pp. 777-795.

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2.5 M. Foucault (1986), *Care of the self*, (Volume 3 of *The History of Sexuality*), Pantheon Books, New York, 1986

2.6 M. Bevir (1999), "Foucault and Critique: Deploying Agency Against Autonomy", *Political Theory*, Vol. 27, No. 1, pp. 65-84.

3.1 J. Derrida (2001), *Of Grammatology*, Motilal Banarasi Das, 2001.

L. Lawlor (2014), "Deconstruction", in Z. Direk and L. Lawlor, (Ed.(2014) *A Companion to Derrida* , Willey Blackwell, Publication, pp. 122-131.

3.2 J. Derrida (1982), *Margins of Philosophy*, Translated, with additional notes, by Alan Bass, The Harvester Press, Sussex, 1982. pp. 1-27.

3.3 G. Gutting (2014), "The Obscurity of Differance", in Z. Direk and L. Lawlor, (Ed.) (2014) *A Companion to Derrida* , Willey Blackwell, Publication, pp. 77-88

3.4 C. Norriss(2014), "Truth in Derrida" in Z. Direk and L. Lawlor, (Ed.) (2014) *A Companion to Derrida* , Willey Blackwell, Publication pp. 23-41.

3.5 J. Derrida (1967), *Writing and Difference*, Translated, with an introduction and additional notes by Alan Bass, Routledge Classics, Indian Reprint, 2012. pp. 351-370

3.6 <https://www.iep.utm.edu/derrida/>

Derrida (2001), *Acts of Religion*, Edited with an introduction by Gil Anidge, Routledge, New York. Chapter 8.

J Derrida (1995), *The Gift of Death*, Translated by David Wills, Chicago, University of Chicago Press.

4.1 J. Habermas (1992), *Postmetaphysical Thinking*. Polity Press, Great Britain, 1992. pp. (Chapter 1)

4.2 J. Habermas (1992), *Postmetaphysical Thinking*. Polity Press, Great Britain, 1992. (chapter 4)

4.3 J. Habermas (1995), "Communicative vs. Subject-centered Reason", in James Faubian (Ed.) *Rethinking the Subject*, Routledge, New York. (Chapter 12).

4.4 J. Habermas (2005), *Truth and Justification*: Cambridge:MIT. (pp. 1-50)

4.5 T.B Strong and FA Sposito (1995), "Habermas's significant other", in Stephen K. White (Ed.) (1995) *The Cambridge Companion to Habermas*, Cambridge University Press. pp. 263-298.

4.6 G Warnke (1995), "Communicative Rationality and Cultural Values" in Stephen K. White (Ed.) (1995) *The Cambridge Companion to Habermas*, Cambridge University Press. pp. 120-142.

Assessment: There will be three Minor Examinations (20 Marks each) and one Major Examination (60 Marks). The 1st Minor is a Written Test, the 2nd and 3rd Minor are Paper Presentations. The best two of the three Minors are counted for the Total of Minor Marks.

Course	Kant's Critique of Judgment	Course Code: PH 598	Credits	4
Course Type	OE			
Course Description				
<p>Immanuel Kant's <i>The Critique of the Power of the Judgment</i> is one of the primary texts in Modern Philosophy. The work has two parts: the first deals with aesthetic judgments, and the second deals with teleological judgments. In the first part, Kant deals with judgments on beauty and the sublime, and it continues to influence contemporary aesthetic theorising. Hence, it is crucial to understand contemporary debates on aesthetics. The second part proposes a theory of what it is to consider something as an organism. He makes a case for teleology and argues why biology may not be reducible to physics. Both kinds of judgements are a function of the faculty of reflective judgment. So there is a commonality between aesthetics and teleology in nature, and the notion of purposiveness unifies them. The course takes the students through various sections of the Critique of the Power of Judgement, familiarising them with its central concerns.</p>				
Course Objectives				
<p>The course aims to study The Critique of the Power Judgement thoroughly. Its objective is to make the students read the primary texts and enable them to interpret them by reconstructing the arguments. It would help the students appreciate how some of Kant's concerns are deeply relevant to debates in aesthetics and the philosophy of biology. The course also would help the student understand how the third critique acts as a bridge between the first and the second critique. The course would focus on principles of 'reflective' judgment, the theory of aesthetic judgment about both the beautiful and sublime, the theory of genius, the role of teleology in the cases of organisms and harmony of the cognitive faculties, limits of mechanical explanation and the relation among ethics, aesthetics and teleology.</p>				
Course Learning Outcomes				
<p>On the successful completion of this course, the students should be able to</p> <ol style="list-style-type: none"> 1. Describe the philosophical position presented in <i>The Critique of Judgement</i>. 2. Interpret difficult and complex texts of <i>The Critique of Judgement</i> and relate them to contemporary Aesthetics discussions. 3. Recognise the influence of Kant's views on the later philosophy of art and estimate the relevance of his views to contemporary debates on Aesthetics and the Philosophy of Biology. 4. Examine Kant's philosophical theories on the beautiful and the sublime critically. 5. Articulate, reconstruct, and analyse Kant's Philosophical position of teleology. 6. Write conceptually clear, systematic and coherent critical essays on the significant questions on the beautiful, sublime, teleology, theory of genius and purposiveness. 				
Mapped to Programme Level Outcomes				

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
CLO1	2	3						2	2		3	
CLO2	3	3			2			2	2		3	
CLO3	3	3			1			1	2		3	

CLO4	2	2	3		2	3		2			2	
CLO5	2	2	3		3			2	1	3		1
CLO6	2	3	3		2			2	1	3		

Detailed Syllabus:

Unit	Topic	No. of Hours
1.	Introduction to Kant's Critical Philosophy (Reading: SEP entry 'Immanuel Kant')	2
2.	The idea of a critique of the power of judgment (Reading: C.J., Preface and Introduction)	6
3.	Analytic of the Beautiful: Judgments of Taste I: First and Second Moment (C.J., §§ 1-9)	4
4.	Analytic of the Beautiful: Judgments of Taste II: Third and Fourth Moment (C.J., §§ 10-12, 18-22)	6
5.	Analytic of the Sublime. (CJ: §§ 23-29)	6
6.	Deduction of the pure judgment of taste(CJ, §§ 30-42)	6
7.	5. Art and Genius(CJ, §§ 43-54)	6
8.	Dialectic of Aesthetic Power of Judgment. (C.J. §§55–61)	3
9.	Analytic of teleological judgment (C.J., §§ 62-68)	4
10.	Dialectic of teleological judgment (C.J., §§ 69-78)	6
11.	Methodology of the Teleological Power of Judgment. (C.J. §§ 79-86)	4
12.	Moral Proof of the Existence of God (C.J. §§ 87-91)	3
	Total Lectures	56

Assessment

The evaluation is based on two quizzes, one minor and a written essay of 1000 words, totalling 40% weightage, and the end semester examination with 60% weightage.

Primary Texts:

Kant, I. (1951). *Critique of Judgment*, Translated by J. H. Bernard, New York: Hafner Publishing, ant, Observations on the Feeling of the Beautiful and Sublime

Kant, Immanuel (1961, 2003), *Observations on the Feeling of the Beautiful and Sublime*. Trans. John T. Goldthwait. University of California Press.

Further Reading

Allison, H. E. (2001). *Kant's Theory of Taste: A Reading of the "Critique of Aesthetic Judgment"*, Cambridge: Cambridge University Press.

Ameriks, Karl (2003), *Interpreting Kant's Critiques*, Oxford: Oxford University Press.

Arendt, H. (1982). *Lectures on Kant's Political Philosophy*, Ronald Beiner (ed.), Chicago: University of Chicago Press.

Clewis, R. R. (2009). *The Kantian Sublime and the Revelation of Freedom*, Cambridge: Cambridge University Press.

Doran, R. (2015). *The Theory of the Sublime from Longinus to Kant*. Cambridge: Cambridge University Press.

Guyer, P. (1979). *Kant and the Claims of Taste*, Cambridge, MA: Harvard University Press.

Küplen, M. (2015). *Beauty, Ugliness and the Free Play of Imagination: An Approach to Kant's Aesthetics*, (Studies in German Idealism 17), Cham: Springer International Publishing.

Schaper, E., (1979). *Studies in Kant's Aesthetics*, Edinburgh: Edinburgh University Press.

Course	Internship					Course Code: PH/Int 555	Credits	2
Course Type	Int.							
Course Description								
Internships are designed to help students receive hands on experience in research as well as industry work. The department offers research internships in philosophy. The department will help students identify internship in outside the academia by coordinating with the university.								
Course Objectives								
1. Offer students a first-hand experience in academic research. 2. Teach how various components of research including the literature review are executed in a real case.								
Course Learning Outcomes (in bullet points)								
On successful completion of this course, the student will be 1. Articulate how actual research are done in philosophy. 2. Able to spot and write research gaps in a topic. 3. Able to formulate a research problem.								
Mapped to Programme Level Outcomes								
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	
CLO1	2				3		3	
CLO2		2				2		
CLO3		3		3			3	

Guidelines for MA Philosophy Internship:

About Internship: The internship is equivalent to 2 credits course. The intern must render 60 hours of service to the teacher/department to earn 2 credits (30 hours for 1 credit). The duration of internship may spread over a semester or it can be carried out during vacation period in which case, the internship can be done in 10 days also. Our students can take up internship both within department and outside the department. Students can also choose to do internship outside our university provided the institutes are eligible as per NEP 2022. Students from outside our department (within and outside our university) can also do their interns in our department. However, in case of such inter-institutional internship, students have to do their interns during vacation periods. It must be noted that the teacher (within or outside the department) under whom an internship is being carried out is responsible for evaluating the performance of the student. The objective is to acquaint the intern with details of teaching and research works with the primary aim of imbibing academic values/virtues and work ethics. Such an experience is expected to nurture academic discipline on the one hand and on the other, philosophical attitude towards life in general and doing philosophy in particular.

A. Things to do (Intern)

1. The intern is expected to assist the teacher in research works like writing academic papers or manuscripts for publications or project works.
2. The intern may attend class lectures of the teacher, interact with the students and provide useful feedback to the teacher. The intern may also write lecture notes which may be used as handouts for the students in the future.

3. The intern may help the teacher in finding and collecting relevant materials (library or online) which will be useful for teaching and research purposes. For instance, the intern may help in finding and listing online courses and lectures.
4. The intern may assist in preparing PPTs for class lectures.
5. The intern may help the department in gathering and sharing information about philosophical events in the country and around the globe. It may be related to philosophical debates and issues, latest publications of articles and books, seminar, conferences, fellowships, etc.
6. The intern may be asked to do reviews of articles and books including film reviews which are related to philosophy.
7. The intern may help in maintaining the website/blog of the department if one is comfortable with technology.
8. An intern may be required to help with the academic related work of the teacher not mentioned in the given list above.

B. Evaluation:

The intern may be evaluated on the basis of the parameters (but not limited to the list) given below:

1. The ability of the intern to search and gather relevant information/materials for teaching and research purposes
2. The ability to express ideas and opinions on matters of philosophical importance both in speech and in writing.
3. The ability to read texts and review them including reviews of class and online lectures.
4. The ability to relate and cooperate with others while undertaking any assignment.
5. The motivation and discipline at workplace and also timely completion of works assigned to him or her.
6. The development and reflection of philosophical skills and attitudes.
7. Any other skill or ability deemed important by the teacher concerned.

FOURTH SEMESTER

Course	Dissertation	Course Code: PH/Dis 551					Credits	20
Course Type	DSC							
Course Description								
The student will write a dissertation on a topic of his/her choice in consultation with his/her supervisor. The department will assign the supervisor at the beginning of the third semester. The student is expected to complete a reading course with the supervisor on the topic of her dissertation in the third semester.								
Course Objectives								
1. Prepare the students complete a dissertation on a philosophical topic. 2. Prepare the student present and defend her dissertation.								
Course Learning Outcomes (in bullet points)								
1. The student will be able to conduct her own research. 2. The student will be able to write research thesis. 3. The students will be able to present and defend a research thesis.								
Mapped to Programme Level Outcomes								
PLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	
CLO-1		3		3		4	3	
CLO-2		2		3	4	4	4	
CLO-3	2				3	3	3	

Dissertation Guidelines for MA Students

Department of Philosophy

University of Hyderabad

General guidelines:

1. A student who joins the Department of Philosophy for MA program will be required to write a dissertation on a topic of his or her choice.
2. If a student desires to pursue inter-disciplinary study, he or she can do so. In such a case, the student concerned will be responsible to find a co-supervisor from the other department. However, rules for evaluation will remain the same (see below).
3. A dissertation committee comprising of the supervisor and a member will be set up by the supervisor concerned in consultation with the Head of the Department.
 - a. In case of inter-disciplinary study, the co-supervisor from outside the department will become the other member of the committee by default.

Assessment:

1. MA dissertation is equivalent to 20 credits.
2. Students will be evaluated based on their dissertation writing and their presentations.
3. **Presentations:** There will be two compulsory presentations by each student, viz., mid-semester presentation and final presentation for 50% of the total marks.
 - a. Students will be required to give a presentation to the committee in the middle of the semester. In this presentation, the title of the dissertation is expected to be finalized. The presentation will be evaluated by the committee members for 20% of the total marks.
 - b. Final submission will constitute 30% of the total marks. Final presentation will be open for anyone. The grade for the presentation will be decided by the committee members.
4. **Dissertation (50%):** The dissertation will be evaluated for 50% of the total marks.
 - a. The length of the dissertation may be kept between 15,000 – 20,000 words (30-40 pages).
 - b. Submission of the dissertation should be done along with a synopsis in about 1500 – 2000 words (or 10% of the total length of the dissertation). The synopsis should be shared with the committee members.
 - a. If the committee member desires to read the dissertation, a copy should be made available to them.
 - b. The committee member can give comments on the dissertation. However, the member shall not be required to grade the dissertation. If the other member, however, is from outside the department due to inter-disciplinary nature of the study, then both the members will jointly evaluate and grade the dissertation.

MA Dissertation: Guidelines for preparing the manuscript.

Citation and Bibliography

Use the style of 7th edition of APA Manual. See Chapter 2, 8, 9 and 10 for details of citation and bibliography. The APA Manual will be made available to you. See Annexure-1 for details.

The dissertation must contain the following declarations

1. Declaration from the student that the manuscript has been prepared by the student and is an original work carried out for the partial self-fulfilment of the PG programme in Philosophy. The declaration must also state the same work has not been submitted for obtaining any other degree or diploma. [See annexure IIa for sample of declarations.]
2. Declaration from the concerned supervisor that the dissertation is an original work carried out by the student in partial fulfilment of his/her MA in Philosophy. [See annexure IIb for sample of declarations]
3. A similarity report duly signed by the supervisor. The Similarity test should be below 10%.

Formatting

Font size: 12

Font: Times new roman/ Liberation Serif/ Garamond

Spacing: 1.5

Alignment: Justified

Margins: 1.5 inches left. 1.5 inches right

Printing and binding

Consider printing on both sides of the paper and use spiral binding. A copy should be submitted to the office. A soft copy can be submitted to the coordinator by the supervisor concerned [The collection will be submitted to the office finally by the coordinator].

Annexure-1

CITATION AND BIBLIOGRAPHY

The following items are taken from the 7th edition of APA manual. The samples listed will help you format your citation and reference list. Please consult the manual for details.

Works credited in the text (Citation)

- Cite primary sources when possible and secondary sources sparingly
- In addition to crediting the ideas of others that you used to develop your thesis, provide documentation for all facts and figures that are not common knowledge.
- Both paraphrases and direct quotations require citations.
- If you reprint or adapt a table or figure (e.g., if you reproduce an image from the internet, even if it was free or in the Creative Commons) or reprint a long quotation or commercially copyrighted test item, you may also need to seek permission from the copyright holder and provide a copyright attribution

How to cite a secondary work

When citing a secondary source, provide a reference list entry for the secondary source that you used. In the text, identify the primary source and then write “as cited in” the secondary source that you used. If the year of publication of the primary source is known, also include it in the text. For example, if you read a work by Lyon et al. (2014) in which Rabbitt (1982) was cited, and you were unable to read Rabbitt’s work yourself, cite Rabbitt’s work as the original source, followed by Lyon et al.’s work as the secondary source. Only Lyon et al.’s work appears in the reference list.

(Rabbitt, 1982, as cited in Lyon et al., 2014)

Bibliography/Reference List

Citing Periodicals

1. Journal article with a DOI

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51.

<https://doi.org/10.1037/rev0000126>

Paraphetical citation: (McCauley & Christiansen, 2019) Narrative citation: McCauley and Christiansen (2019)

2. Journal article without a DOI, with a nondatabase URL

Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education*

and Disability, 31(1), 17–39. <https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31>

Parenthetical citation: (Ahmann et al., 2018) **Narrative citation:** Ahmann et al. (2018)

3. Journal, magazine, or newspaper article without a DOI, from most academic research databases or print version

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership*, 76(1), 26–33.

Goldman, C. (2018, November 28). The complicated calibration of love, especially in adoption. *Chicago Tribune*.

Parenthetical citations: (Anderson, 2018; Goldman, 2018) **Narrative citations:** Anderson (2018) and Goldman (2018)

4. Journal article with a DOI, 21 or more authors

Kalnay, E., Kanamitsu, M., Kistler, R., Collins, W., Deaven, D., Gandin, L., Iredell, M., Saha, S., White, G., Woollen, J., Zhu, Y., Chelliah, M., Ebisuzaki, W., Higgins, W., Janowiak, J., Mo, K. C., Ropelewski, C., Wang, J., Leetmaa, A., ... Joseph, D. (1996). The NCEP/NCAR 40-year reanalysis project. *Bulletin of the American Meteorological Society*, 77(3), 437–471. <http://doi.org/fg6rf9>

Parenthetical citation: (Kalnay et al., 1996) **Narrative citation:** Kalnay et al. (1996)

5. Journal article with a DOI, combination of individual and group authors

De Vries, R., Nieuwenhuijze, M., Buitendijk, S. E., & the members of Midwifery Science Work Group. (2013). What does it take to have a strong and independent profession of midwifery? Lessons from the Netherlands. *Midwifery*, 29(10), 1122–1128. <https://doi.org/10.1016/j.midw.2013.07.007>

Parenthetical citation: (De Vries et al., 2013) **Narrative citation:** De Vries et al. (2013)

6. Journal article with an article number or eLocator

Burin, D., Kiltani, K., Rabuffetti, M., Slater, M., & Pia, L. (2019). Body ownership increases the interference between observed and executed movements. *PLOS ONE*, 14(1), Article e0209899. <https://doi.org/10.1371/journal.pone.0209899>

Parenthetical citation: (Burin et al., 2019) **Narrative citation:** Burin et al. (2019)

7. Journal article, advance online publication

Huestegge, S. M., Raettig, T., & Huestegge, L. (2019). Are face- incongruent voices harder to process? Effects of face–voice gender incongruency on basic cognitive information processing. *Experimental Psychology*. Advance online publication.

<https://doi.org/10.1027/1618-3169/a000440>

Parenthetical citation: (Huestegge et al., 2019) **Narrative citation:** Huestegge et al. (2019)

8. Journal article, in press

Pachur, T., & Scheibehenne, B. (in press). Unpacking buyer– seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review*.

Parenthetical citation: (Pachur & Scheibehenne, in press) **Narrative citation:** Pachur and Scheibehenne (in press)

9. Journal article, published in another language

Chaves-Morillo, V., Gómez Calero, C., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155–161. <https://doi.org/10.1016/j.clysa.2017.04.002>

Parenthetical citation: (Chaves-Morillo et al., 2018) **Narrative citation:** Chaves-Morillo et al. (2018)

Journal article, republished in translation

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). *Human Development*, 15(1), 1–12. <https://doi.org/10.1159/000271225> (Original work published 1970)

Parenthetical citation: (Piaget, 1970/1972) **Narrative citation:** Piaget (1970/1972)

11. Journal article, reprinted from another source

Shore, M. F. (2014). Marking time in the land of plenty: Reflections on mental health in the United States. *American Journal of Orthopsychiatry*, 84(6), 611–618.

<https://doi.org/10.1037/h0100165> (Reprinted from “Marking time in the land of plenty: Reflections on mental health in the United States,” 1981, *American Journal of Orthopsychiatry*, 51[3], 391–402, <https://doi.org/10.1111/j.1939-0025.1981.tb01388.x>)

Parenthetical citation: (Shore, 1981/2014) **Narrative citation:** Shore (1981/2014)

12. Special section or special issue in a journal

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology*, 6(1), 51–104.

McDaniel, S. H., Salas, E., & Kazak, A. E. (Eds.). (2018). The science of teamwork [Special issue]. *American Psychologist*, 73(4).

Parenthetical citations: (Lilienfeld, 2018; McDaniel et al., 2018)

Narrative citations: Lilienfeld (2018) and McDaniel et al. (2018)

13. Blog post

Klymkowsky, M. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed*. <https://blogs.plos.org/scied/2018/09/15/can-we-talk-scientifically-about-free-will/>

Parenthetical citation: (Klymkowsky, 2018) **Narrative citation:** Klymkowsky (2018)

Books and Reference Works

1. Authored book with a DOI

<https://doi.org/xxxx> <https://xxxxx>

Brown, L. S. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. <https://doi.org/10.1037/0000092-000>

Parenthetical citation: (Brown, 2018) **Narrative citation:** Brown (2018)

2. Authored book without a DOI, from most academic research databases or print version

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. Routledge.

Parenthetical citation: (Burgess, 2019) **Narrative citation:** Burgess (2019)

3. Authored ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

Christian, B., & Griffiths, T. (2016). *Algorithms to live by: The computer science of human decisions*. Henry Holt and Co. <http://a.co/7qGBZAK>

Parenthetical citations: (Cain, 2012; Christian & Griffiths, 2016)

Narrative citations: Cain (2012) and Christian and Griffiths (2016)

4. Authored book with editor credited on the book cover

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.). Chelsea Green Publishing.

Parenthetical citation: (Meadows, 2008) **Narrative citation:** Meadows (2008)

5. Edited book with a DOI, with multiple publishers

Schmid, H.-J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. American Psychological Association; De Gruyter Mouton. <https://doi.org/10.1037/15969-000>

Parenthetical citation: (Schmid, 2017) **Narrative citation:** Schmid (2017)

6. Edited book without a DOI, from most academic research databases or print version

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. Routledge.

Parenthetical citation: (Hacker Hughes, 2017) **Narrative citation:** Hacker Hughes (2017)

7. 26. Edited ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL

Pridham, K. F., Limbo, R., & Schroeder, M. (Eds.). (2018). *Guided participation in pediatric nursing practice: Relationship-based teaching and learning with parents, children, and adolescents*. Springer Publishing Company. <http://a.co/0IAiVgt>

Parenthetical citation: (Pridham et al., 2018) **Narrative citation:** Pridham et al. (2018)

8. Book in another language

Amano, N., & Kondo, H. (2000). *Nihongo no goi tokusei* [Lexical characteristics of Japanese language] (Vol. 7). Sansei-do.

Piaget, J., & Inhelder, B. (1966). *La psychologie de l'enfant* [The psychology of the child]. Quadrige.

Parenthetical citations: (Amano & Kondo, 2000; Piaget & Inhelder, 1966)

Narrative citations: Amano and Kondo (2000) and Piaget and Inhelder (1966)

9. Book republished in translation

Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.; 2nd ed.). Basic Books. (Original work published 1966)

Parenthetical citation: (Piaget & Inhelder, 1966/1969) **Narrative citation:** Piaget and Inhelder (1966/1969)

10. Republished book, ebook, or audiobook

Freud, S. (2010). *The interpretation of dreams: The complete and definitive text* (J. Strachey, Ed. & Trans.). Basic Books. (Original work published 1900)

Rowling, J. K. (2015). *Harry Potter and the sorcerer's stone* (J. Dale, Narr.) [Audiobook]. Pottermore Publishing. <http://bit.ly/2TcHchx> (Original work published 1997)

Parenthetical citations: (Freud, 1900/2010; Rowling, 1997/2015)

Narrative citations: Freud (1900/2010) and Rowling (1997/2015)

11. Diagnostic manual (DSM, ICD)

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

Parenthetical citation with abbreviation included:

Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013)

International Statistical Classification of Diseases and Related Health Problems (11th ed.; ICD-11; World Health Organization, 2019)

Narrative citation with abbreviation included:

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