



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: B.A. in PHILOSOPHY

Programme Code: SBAPHI

SYBA

(Choice Based Credit System with effect from the year 2018-19)

Programme Outline: SYBA (SEMESTER 3)

| Course Code | Unit No | Name of the Unit | Credits |
|------------------|---------|--------------------------------|----------|
| SBAPHI301 | | Social Philosophy | 3 |
| | 1 | Status of Women | |
| | 2 | Obligations toward the Poor | |
| | 3 | Just War Theory | |
| | 4 | Multiculturalism and Tolerance | |

Programme Outline: SYBA (SEMESTER 3)

| Course Code | Unit No | Name of the Unit | Credits |
|------------------|---------|--|----------|
| SBAPHI302 | | Indian Philosophy | 3 |
| | 1 | Introduction to Indian Philosophy | |
| | 2 | Jaina philosophy | |
| | 3 | Buddhist philosophy | |
| | 4 | Carvaka Philosophy - Internal Assessment | |

Programme Outline : SYBA (SEMESTER 4)

| Course Code | Unit No | Name of the Unit | Credits |
|------------------|---------|-----------------------------|----------|
| SBAPHI401 | | Political Philosophy | 3 |
| | 1 | Political Ideologies | |
| | 2 | Social Contract Theory | |
| | 3 | Justice | |
| | 4 | Liberty | |

Programme Outline : SYBA (SEMESTER 4)

| Course Code | Unit No | Name of the Unit | Credits |
|------------------|---------|------------------------------|----------|
| SBAPHI402 | | Western Philosophy | 3 |
| | 1 | Pre-Socratics and sophists | |
| | 2 | Socrates and Plato | |
| | 3 | Aristotle and Post-Aristotle | |
| | 4 | Medieval Philosophy | |

PREAMBLE:

The pursuit of philosophical inquiry arises from mankind's innate sense of wonderment regarding the universe and its position within it. This intrinsic curiosity compels individuals to seek knowledge and understanding, eschewing ignorance in favor of wisdom. Philosophical contemplation emerges whenever individuals engage in deep and consistent reflection upon their beliefs, concepts, principles, theories, morals, and modes of existence. Fundamental inquiries such as "What constitutes the virtuous life? What obligations do I owe to myself, others, and society? What forms of existence are deemed virtuous and meaningful?" represent common philosophical queries. However, reflective individuals also ponder upon broader topics such as the nature of the cosmos, the dichotomy of mind and body, the essence and scope of human rights, and the optimal societal structure.

We at Sophia College endeavors at the undergraduate Philosophy program level to cultivate critical thinking, ethical discernment, and profound engagement with existential, epistemic, and axiological inquiries. Designed to furnish students with a comprehensive grasp of philosophical traditions, theories, and methodologies, the program aims to nurture intellectual inquisitiveness and analytical acumen essential for success across diverse disciplines. Every course within this program is conceived with the utmost consideration for the educational enrichment of our students. The syllabi of all courses offered under this program embody a novel vision and embrace a "learning outcome-based curriculum framework," fostering enhanced teaching-learning experiences in a more student-centric milieu.

PROGRAMME OBJECTIVES

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| PO 1 | To introduce students to the traditional, modern and contemporary methods of philosophical inquiry in Greek, Indian and Western philosophy |
| PO 2 | To familiarize students with the knowledge of some of the main figures, movements and periods in the history of philosophy |
| PO 3 | To equip students with a command of some of the main issues in traditional and contemporary philosophy in Indian and Western context. |

PROGRAMME SPECIFIC OUTCOMES

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| PSO 1 | Students will be able to analyse and evaluate the strengths and weaknesses of ethical theories through the application of philosophical reasoning and logical arguments. |
| PSO 2 | Students will possess the knowledge and skill to critically examine political decisions and social policies of a society from the perspective of justice, liberty and equality. |
| PSO 3 | Students will be able to look at philosophical problems clearly and carefully in order to construct and defend their view on a wide variety of philosophical topics ranging from religion to morality to metaphysics and epistemology. |

SEMESTER 3

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|---------------------------------------|---------------------|--------------------------|
| NAME OF THE COURSE | Social Philosophy | |
| CLASS | SYBA | |
| COURSE CODE | SBAPHI301 | |
| NUMBER OF CREDITS | 3 | |
| NUMBER OF LECTURES PER WEEK | 3 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 45 | |
| EVALUATION METHOD | INTERNAL ASSESSMENT | SEMESTER END EXAMINATION |
| TOTAL MARKS | 25 | 75 |
| PASSING MARKS | 10 | 30 |

COURSE OBJECTIVES

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|-------|---|
| CO 1. | To acquaint students with the basic philosophical questions and issues that are current in social philosophy. |
| CO 2. | To equip students with argumentative and analytical skills involved in philosophizing these issues |
| CO 3. | To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical ideas and perspectives |

COURSE LEARNING OUTCOMES:

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|--------|---|
| CLO 1. | Ability to state clearly in writing arguments regarding the status of women in the philosophy of Aristotle, JS Mill and feminists. |
| CLO 2. | Ability to analyze the problem related to hunger and poverty, and evaluate responses to the problem in the thought of Peter Singer, Garrett Hardin and Gandhi |
| CLO 3. | Capable of comprehending the philosophical problem relating to international conflict and ethical guidelines in the conduct of war |
| CLO 4. | Ability to analyze the issue of multiculturalism and evaluate toleration as a response to diversity |

SYLLABUS

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|---------------|---|
| UNIT 1 | Status of Women |
| 1.1 | Aristotle: ruled and rule, analysis of psyche, natural slavery and women |
| 1.2 | Feminism: sex and gender, liberal, social and radical feminism |
| 1.3 | J S Mill: utilitarian argument for perfect equality, critique of existing norms against women in 18 th century England |
| Unit 2 | Obligations to the Poor |

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|---------------|---|
| 2.1 | Peter Singer: Famine and morality; altruistic utilitarian defense of poor and needy |
| 2.2 | Garrett Hardin: Tragedy of the commons, ecological perspective |
| 2.3 | Gandhi: Sarvodaya |
| Unit 3 | Just War and Pacifism |
| 3.1 | Emergence of Just War Theory |
| 3.2 | Just War Theory: Justice of war and Justice in War |
| 3.3 | Pacifism and its types |
| Unit 4 | Multiculturalism and Toleration |
| 4.1 | Bhikhu Parekh: communitarian defense of multiculturalism |
| 4.2 | Will Kymlicka: reconciling multiculturalism with liberalism |
| 4.3 | Brian Barry: Egalitarian Critique of multiculturalism |

REFERENCES:

Unit 1 Status of Women

Aristotle. *Politics* Selections from Book I

Mariana Szapuová. "Mill's Liberal Feminism: Its Legacy and Current Criticism"
Prolegomena Vol 5 No.2

McKinnon, Catriona. (ed) *Issues in Political Theory* (Oxford University Press, 2008)

Mulgan R.G. *Aristotle's Political Theory* (Clarendon Press, 1977)

Plato *The Republic*

Russell, Bertrand. *Marriage and Morals*

Unit 2 Obligations to the Poor

Hardin, Garrett. "Lifeboat Ethics: The case Against Helping the Poor" in Hugh LaFollette (ed) *Ethics in Practice* (Blackwell Publishing, 1997, 2002)

Singer, Peter. "Famine, Affluence and Morality" in Hugh LaFollette (ed) *Ethics in Practice* (Blackwell Publishing, 1997, 2002)

Unit 3 Just War and Pacifism

----- Nick Fotion, *Moral Constraints on War*, see Introduction (Realism)

----- Nicholas Fotion, *Ethics and War*, chapters 1-3

----- Colin Bird, *Introduction to Political Philosophy* chapter 10

----- Catriona McKinnon, *Issues in Political Theory*, chapter 3, pp.56-79

----- Richard Norman, *Ethics, Killing and War*, chapter 4 and 5 (just war theory - advanced)

----- Nigel Dower, *Ethics of War and Peace*, chapter 2 (Realism), chapter 4 (Just war) and chapter 5 (Pacifism)

Unit 4 Multiculturalism and Toleration

----- Colin Farelly, *An Introduction to Contemporary Political Theory*, chapter 6 (Will Kymlicka and Brian Barry)

- Brian Barry, "Liberalism and Multiculturalism" in *Ethics*
- Peri Roberts and Peter Sutch, *An Introduction to Political Thought*, chapter 8 (Will Kymlicka)
- D. Matravers and J. Pike, *Debates in Contemporary Political Philosophy: An Anthology*, chapter 16 (Brian Barry)
- George Crowder, *Theories of Multiculturalism: An Introduction*, chapter 3, pp. 60-80

SEMESTER 3

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|---------------------------------------|---------------------|--------------------------|
| NAME OF THE COURSE | Indian Philosophy | |
| CLASS | SYBA | |
| COURSE CODE | SBAPHI302 | |
| NUMBER OF CREDITS | 3 | |
| NUMBER OF LECTURES PER WEEK | 3 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 45 | |
| EVALUATION METHOD | INTERNAL ASSESSMENT | SEMESTER END EXAMINATION |
| TOTAL MARKS | 25 | 75 |
| PASSING MARKS | 10 | 30 |

COURSE OBJECTIVES

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|-------|--|
| CO 1. | To acquaint students with the basic philosophical questions that philosophers in India have addressed. |
| CO 2. | To equip students with argumentative and analytical skills involved in philosophical reasoning. |
| CO 3. | To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical systems and perspectives. |

COURSE LEARNING OUTCOMES:

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|--------|--|
| CLO 1. | Students will be able to demonstrate a thorough understanding of the fundamental philosophical questions that have been historically addressed by philosophers in India, including topics such as the nature of reality, the self, ethics, and metaphysics. |
| CLO 2. | Students will acquire the necessary skills to engage in critical thinking, construct sound arguments, and analyze philosophical texts and ideas effectively. They will be able to identify logical fallacies, evaluate premises, and present coherent arguments in written and oral forms. |
| CLO 3 | Students will cultivate a spirit of rationality in their approach to philosophizing by learning to appreciate and respect differing philosophical systems and perspectives. They will develop the ability to engage in constructive dialogue, |

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| | consider alternative viewpoints, and critically evaluate diverse philosophical traditions while maintaining intellectual openness and respect for differing opinions. |
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SYLLABUS

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|---------------|---|
| UNIT 1 | Introduction to Indian Philosophy |
| 1.1 | Vedic Cosmology |
| 1.2 | Upanishadic philosophy (Brahman, atman and world) |
| 1.3 | Classifications of schools of Indian Philosophy |
| 1.4 | General features of the Darsanas |
| UNIT 2 | Jaina philosophy |
| 2.1 | Classification of reality, |
| 2.2 | Syadavada and Anekantavada, |
| 2.3 | Triratnas |
| 2.4 | Mahavratas and Anuvratas |
| UNIT 3 | Buddhist philosophy |
| 3.1 | Four-Noble Truths |
| 3.2 | The Theory of Dependent Origination (Pratityasamutpada) |
| 3.3 | Theory of Momentariness (Kshanikavada), |
| 3.4 | Theory of No-Self (Anatmavada), |
| 3.5 | The Eightfold Path |
| UNIT 4 | Carvaka Philosophy – Internal Assessment |
| 4.1 | Denial of self |
| 4.2 | Liberation and God |
| 4.3 | Perception as the only valid source of knowledge |
| 4.4 | Rejection of inference and testimony |
| 4.5 | Hedonism |

REFERENCES:

Bishop, Donald (ed.) Indian Thought: An Introduction (New Delhi: Wiley Eastern Private Ltd.,1975)

Chattopadhyay D.P., Lokayata: A Study in Ancient Indian Materialism (people's Publishing House; Third edition (2006)

Deussen, Paul. Outlines of Indian Philosophy (New Delhi: Crest Publishing House, 1996)

Gethin, Rupert .The Foundations of Buddhism (Oxford University Press, 1998)
 Glasenapp, Helmuth Von. Jainism: An Indian Religion of Salvation (Delhi: Motilal Banarasidas Publishers, 1998)
 Gokhale, Pradeep P Lokayata/Carvaka OUP, New Delhi, 2015
 Nagin shah. Jaina philosophy and religion, Motilal Banarsidass, (2001)
 Hiriyanna, M. Outlines of Indian Philosophy (Delhi: Motilal Banarasidas, 1993)
 Humphreys, Christmas. The Buddhist Way of Life (New Delhi: Indus Publishers, 1993)
 Raju, T. The Philosophical Traditions of India (London: George Allen & Unwin Ltd.,1971)
 Sangharakshita .The Essential Teachings of the Buddha (New Delhi: New Age Books, 2000)
 Shah Nathubhai. Jainism: The World of Conquerors (Delhi: Motilal Banarasidas Publishers, 1999)

SEMESTER 4

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|---------------------------------------|----------------------|--------------------------|
| NAME OF THE COURSE | Political Philosophy | |
| CLASS | SYBA | |
| COURSE CODE | SBAPHI401 | |
| NUMBER OF CREDITS | 3 | |
| NUMBER OF LECTURES PER WEEK | 3 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 45 | |
| EVALUATION METHOD | INTERNAL ASSESSMENT | SEMESTER END EXAMINATION |
| TOTAL MARKS | 25 | 75 |
| PASSING MARKS | 10 | 30 |

COURSE OBJECTIVES

| | |
|-------|--|
| CO 1. | To acquaint students with the basic philosophical questions and issues that are current in social and political philosophy. |
| CO 2. | To equip students with argumentative and analytical skills involved in philosophizing through these issues. |
| CO 3. | To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical ideas and perspectives. |

COURSE LEARNING OUTCOMES:

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|--------|--|
| CLO 1. | State what and how different political ideologies like anarchism, Marxism and Democracy view social, political and economic issues. |
| CLO 2. | Ability to evaluate the significance of social contract theory in the context of legitimate governments in the political philosophy of Hobbes, Locke and Rousseau. |
| CLO 3. | State, defend and critique in their own words the idea of justice as presented by political philosophers John Rawls, Robert Nozick and Ambedkar. |
| CLO 4. | Describe and apply the concepts of negative and positive liberty with the aid of |

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| | examples from everyday life as well as examples from the work of J S Mill. |
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SYLLABUS

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|---------------|--|
| Unit 1 | Political Ideologies |
| 1.1 | Anarchism |
| 1.2 | Marxism |
| 1.3 | Democracy |
| Unit 2 | Social Contract Theories |
| 2.1 | Thomas Hobbes: state of nature, nature of man, natural rights, social contract and emergence of leviathan. |
| 2.2 | John Locke: state of nature and constitutional government |
| 2.3 | Jacques Rousseau: state of nature, general will and social contract |
| Unit 3 | Justice |
| 3.1 | John Rawls: Justice as fairness, original position, veil of ignorance, the two principles of justice: liberty and equality (including the difference principle) |
| 3.2 | Robert Nozick: Entitlement theory of justice; acquisition, transfer and rectification, historical and ahistorical theories of justice; redistributive taxation is theft; self-ownership argument in support of entitlement theory. |
| 3.3 | Social Justice B R Ambedkar |
| Unit 4 | Liberty |
| 4.1 | J S Mill: balance between freedom and authority; the harm principle, self-regarding and other regarding actions, exceptions to the harm principle |
| 4.2 | Isaiah Berlin: Negative and positive liberty, characteristics of positive and negative liberty |
| 4.3 | Critical Evaluation of Mill and Berlin's view |

REFERENCES:

Unit 1 Political Ideologies

- Baradat, Leon. *Political Ideologies: their origins and impact* (Pearson-Prentice Hall, 2008)
- Bird, Colin. *An Introduction to Political Philosophy* (Cambridge University Press, 2006)
- Heywood, Andrew. *Political Theory: An Introduction* (Palgrave Macmillan, 2004)

Unit 2 Social Contract Theories

- Bird, Colin. *An Introduction to Political Philosophy* (Cambridge University Press, 2006)
- Roberts, Peri and Sutch, Peter. *An Introduction to Political Thought* (Edinburgh University Press, 2004)
- George Klosko, *History of Political Philosophy*.

Unit 3 Justice

- Adam Swift, *Political Philosophy: An Introduction for Beginners*, Part 1, pp.25-39 (Rawls and Nozick)
- J. Hoffman and Paul Graham, *Introduction to Political Concepts*, Chapter 4 (Rawls and Nozick)
- Collin Farrelly, *An Introduction to Contemporary Political Theory*, Chapter 1 (Rawls) and 2 (Nozick)
- Paul Smith, *Moral and Political Philosophy: Key issues and concepts*, Chapter 12 (Rawls)
- Jaffrelot, Christophe. "Dr. Ambedkar's Strategies against Untouchability and the Caste System"
- Omvedt, Gail. *Ambedkar: Towards an Enlightened India* (Penguin Books, 2004)
- Rao, K. Ramakrishna. "Gandhi and Ambedkar: Their Relevance to 21st century" *Ailaan* Sept -2008 Vol I, Issue: IX

Unit 4 Liberty

- Isaiah Berlin, "Two Concepts of Liberty"
- Jonathan Wolf, *Introduction to Political Philosophy*, chapter 4 (Mill)
- Paul Smith, *Moral and Political Philosophy*, chapters 5 and 6 (Mill)

SEMESTER 4

| | | |
|---------------------------------------|---------------------|--------------------------|
| NAME OF THE COURSE | Western Philosophy | |
| CLASS | SYBA | |
| COURSE CODE | SBAPHI402 | |
| NUMBER OF CREDITS | 3 | |
| NUMBER OF LECTURES PER WEEK | 3 | |
| TOTAL NUMBER OF LECTURES PER SEMESTER | 45 | |
| EVALUATION METHOD | INTERNAL ASSESSMENT | SEMESTER END EXAMINATION |
| TOTAL MARKS | 25 | 75 |
| PASSING MARKS | 10 | 30 |

COURSE OBJECTIVES

| | |
|-------|--|
| CO 1. | To acquaint students with the basic philosophical questions that philosophers in the Greek and medieval tradition have addressed. |
| CO 2. | To equip students with argumentative and analytical skills involved in philosophical reasoning. |
| CO 3. | To encourage a spirit of rationality in philosophizing while appreciating and respecting differing philosophical systems and perspectives. |

COURSE LEARNING OUTCOMES:

| | |
|--------|---|
| CLO 1. | Students will demonstrate a deep understanding of the basic philosophical questions explored by Greek and medieval philosophers. |
| CLO 2. | Students will be able to construct well-reasoned arguments, critically analyze texts and arguments, and engage in rigorous philosophical reasoning. |
| CLO 3 | Students will exhibit a commitment to rational thinking in their philosophical inquiries, while also demonstrating an appreciation for the diversity in perspectives and fostering open-mindedness. |

SYLLABUS

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|---------------|--|
| UNIT 1 | Pre-Socratics and sophists |
| 1.1 | Natural philosophers (Thales, Anaximander and Anaximenes) |
| 1.2 | The problem of change (Parmenides and Heraclites) |
| 1.3 | Pluralists (Democritus) |
| 1.4 | Sophists (Protagoras) |
| UNIT 2 | Socrates and Plato |
| 2.1 | Socratic method |
| 2.2 | Plato's theory of knowledge (Simile of Divided Line and Allegory of cave), |
| 2.3 | Criticisms against sense perception |
| 2.4 | Characteristics of Forms/Ideas |
| UNIT 3 | Aristotle and Post-Aristotle |
| 3.1 | Aristotle's theory of Causation (reference to the notion of teleology), |
| 3.2 | Form and Matter; actuality and potentiality, |
| 3.3 | Stoicism (Epictetus), |
| 3.4 | Skepticism (Sextus Empiricus) |
| UNIT 4 | Medieval Philosophy – Internal Assessment |
| 4.1 | Augustine: theory of Knowledge; |
| 4.2 | Boethius: Consolation of Philosophy; |
| 4.3 | Aquinas: Relation between theology and Philosophy |

REFERENCES:

Annas, Julia. Ancient Philosophy: A Very Short Introduction (Oxford University Press, 2000)
 Barnes, Jonathan. Early Greek Philosophy,(Penguin; Revised edition 2002)
 Elrouayheb K, SChmidtke S, Oxford handbook of Islamic Philosophy, Oxford University Press,2017
 G. S. Kirk and J. E. Raven. The Pre-Socratic Philosophers. (Cambridge University Press, 1957)
 Grube, G. M. Plato's Thought (London: Methuen, 1935)
 Guthrie, W. K. C. 1962, 1965, 1969, A History of Greek Philosophy, Vols. I, II, and III, IV, V, VI (Cambridge University Press. 1962, 1965, 1969)
 Jones, W.T. A History of Western Philosophy: The Medieval Mind (Harcourt, Brace and World, Inc. 1969)
 Osborne, Catherine. 2004 Pre-Socratic Philosophy: A Very Short Introduction (Oxford University Press 2004)
 Stace, W.T. A Critical History of Greek Philosophy (Macmillan, 1985, 1992)
 Stumpf, S.E. & Fieser, J. Philosophy: History and Problems (McGraw-Hill, 1971)
 Walsh, Martin A History of Philosophy (London: Geoffrey Chapman, 1985)
 Frederick Copleston A History of Philosophy (volumes 1, 2, 3) Image 1993
 D.J. O'Connor Critical History of Western Philosophy Free Press, 1985

ASSESSMENT PATTERN

Internal Assessment (20 marks)

Combination of the following

1. MCQ
2. Subjective/descriptive questions
3. Critical essay
4. Case study

Attendance: 05 marks

Semester End Exam Evaluation [75 marks]

1. There shall be five compulsory questions
2. Questions 1 to 4 shall correspond to the four units
3. Question 5 shall be Short Notes (one from each unit and attempt any 2 of 4)
4. Q1 to Q4 shall contain internal choice
5. Each question shall carry a maximum of 15 marks
