



SOPHIA COLLEGE, (AUTONOMOUS)

Affiliated to

UNIVERSITY OF MUMBAI

Programme: B.A. in PHILOSOPHY

Programme Code: SBAPHI

TYBA

(Choice Based Credit System with effect from the year 2020-21)

Programme Outline: TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI501		Indian Philosophy	4
	1	Introduction to Indian Philosophy	
	2	Indian Epistemology (Pramanasastra)	
	3	Indian Ethics	
	4	Goal of Life	

Programme Outline: TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI502		Western Philosophy	4
	1	Philosophical Scepticism	
	2	Foundations of Knowledge	
	3	Philosophy of Mind	
	4	Alternative Epistemologies	

Programme Outline : TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI503		Philosophy of Religion	3.5
	1	Introducing Philosophy of Religion.	
	2	Does God exist? (traditional justifications)	
	3	Faith and Reason (pragmatic justifications of religious belief)	
	4	World Religions Part 1	

Programme Outline : TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI504		Plato's Republic	4
	1	Debating Justice	
	2	Social organization and philosophy of Education	
	3	Construction of the ideal state	
	4	Background to the <i>Republic</i>	

Programme Outline : TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI505		Logic	4
	1	Unit 1: Basic Concepts in Logic	
	2	Unit 2: Categorical Propositions	
	3	Unit 3: Categorical Syllogisms and Venn Diagrams	
	4	Unit 4: Logic and Language	

Programme Outline: TYBA (SEMESTER 5)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI506		Living Ethical Issues	3.5
	1	Unit 1 Bioethics	
	2	Unit 2 Sexual ethics	
	3	Unit 3 Cloning and Euthanasia	
	4	Unit 4 Media & Medical ethics	

Programme Outline: TYBA (SEMESTER 6)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI601		Indian Philosophy	4
	1	Perspectives on Self	
	2	Metaphysics	
	3	Vedanta Philosophy	
	4	Philosophy in Praxis	

Programme Outline: TYBA (SEMESTER 6)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI602		Western Philosophy	4
	1	Unit 1: Hume's Empiricism:	
	2	Unit 2: Kant's Constructivism:	
	3	Unit 3: Analytic philosophy	
	4	Unit 4: Existentialism	

Programme Outline : TYBA (SEMESTER 6)

Course Code	Unit	Name of the Unit	Credits
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	No		
SBAPHI603		Philosophy of Religion	3.5
	1	Unit 1: The Existence of Evil	
	2	Unit 2: Death and Afterlife	
	3	Unit 3: Critique of religion	
	4	Unit 4: World Religions Part 2	

Programme Outline : TYBA (SEMESTER 6)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI604		Plato's Republic	4
	1	Unit 1: The Notion of Philosophy and Philosopher King	
	2	Unit 2 Epistemology and metaphysics	
	3	Unit 3: Political Philosophy	
	4	Unit 4: Critical Appraisal of Plato's Republic	

Programme Outline : TYBA (SEMESTER 6)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI605		Logic	4
	1	Unit 1: Propositional Logic	
	2	Unit 2: Deductive Logic	
	3	Unit 3: Predicate Logic	
	4	Unit 4: Informal Fallacies	

Programme Outline : TYBA (SEMESTER 6)

Course Code	Unit No	Name of the Unit	Credits
SBAPHI606		Living Ethical Issues	3.5
	1	Unit 1 Environmental Ethics	
	2	Unit 2 Hunger and Poverty	
	3	Unit 3: Corporate Ethics	
	4	Unit 4 Religious attitudes toward the environment	

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

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

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 5

NAME OF THE COURSE	INDIAN PHILOSOPHY	
CLASS	TYBA	
COURSE CODE	SBAPHI501	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50

PASSING MARKS	20	20
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COURSE OBJECTIVES

CO 1.	To acquaint students with the beginnings of systems of Indian Philosophy, its features, themes and major classifications.
CO 2.	To acquire a basic understanding of diverse philosophical ideas and questions arising in the field of knowledge.
CO 3.	Acquire a basic understanding of diverse ethical concepts and perspectives in Indian Philosophy.
CO 4	To enhance ability to critically reflect, analyze and evaluate varied views emerging from Indian systems

COURSE LEARNING OUTCOMES:

CLO 1.	Respond analytically and critically to major concerns of Indian systems of thought.
CLO 2.	Demonstrate knowledge of the context from which particular philosophical viewpoints arose in India.
CLO 3.	Relate and discuss epistemological and ethical concepts and theories of Indian Philosophy and evaluate critically the debates between major systems in respective areas of concern.
CLO 4	Situate their value systems and learn to critique and accord moral principles in life.

SYLLABUS

UNIT 1	Introduction to Indian Philosophy
1.1	Classifications of Schools of Indian Philosophy; its general features and themes.
1.2	Vedic Cosmology: <i>Rta</i> and <i>Rna</i> . Cosmological Accounts in <i>Naasadiya Sukta</i> and <i>Purusha Sukta</i> .
1.3	Upanishadic Cosmology: Creation as Threefold (from Brahman through Cosmic Egg to the primary evolutes) Cosmogogenesis as Sacrifice.
Unit 2	Indian Epistemology (Pramanasastra)
2.1	Basic concepts: Pramana, Prameya, Pramiti (definition, meaning and types).
2.2	Perception: The Nyaya - Buddhist Debate. Truth: Svatah and Paratah Pramanyavada.
2.3	Theories of Error: Satkhyati, Asatkhyati and Anirvacaniyakhyati.
2.4	Scepticism: Nagarjuna and Jayarasi's critique of pramanvada.
Unit 3	Indian Ethics
3.1	The concept of Purusharthas: its relevance and critique.
3.2	Dharma: varna dharma, ashrama Dharma, sadharana dharma and Vissha dharma.
3.3	The notion of nishkamakarma yoga in Gita. B.G.Tilak's interpretation of nishkamakarma yoga.

3.4	B R Ambedkar's interpretation of Gita
Unit 4	Goal of Life
4.1	Karma and rebirth: Vedic darsanas,
4.2	Karma and rebirth: Buddhism and Jainism.
4.3	Notion of self-realization: Vedic Darsanas,
4.4	Notion of self-realization: Buddhism and Jainism

REFERENCES:

Unit 1 Introduction to Indian Philosophy

-----T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.

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

-----Roy W. Perrett, *Introduction to Indian Philosophy*, Cambridge University, 2016, chapter 6.

-----Paul Deussen, *Sixty Upanishads of the Veda*, Volume 1, Motilal Banarsidass, New Delhi.

Unit 2 Indian Epistemology (Pramanasastra)

-----Roy W. Perrett, *Introduction to Indian Philosophy*, Cambridge University, 2016, chapter 2, pp. 91-137

-----Purushottama Billimoria, ed., *History of Indian Philosophy*, Routledge, New York, 2018, chapter 1.

-----J.N. Mohanty, *Classical Indian Philosophy*, Rowman & Littlefield, Oxford, 2000. Chapter 2, Pp.11-36

-----Hiriyanna, M. *Outlines of Indian Philosophy* (Delhi: Motilal Banarasidas, 1993)

Unit 3 Indian Ethics

-----Roy W. Perrett, *Introduction to Indian Philosophy*, Cambridge University, 2016, pp. 48-58

-----Roy W. Perrett, *Hindu Ethics*, chapter 1, Hawaii University Press, Hawaii, 2010.

-----J.N. Mohanty, *Classical Indian Philosophy*, Rowman & Littlefield, Oxford, 2000. Chapters 4 & 7.

-----Hiriyanna, M. *Outlines of Indian Philosophy*, Motilal Banarasidas, Delhi, 1993.

-----T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.

Unit 4 Goal of Life

-----Chakravarthi Ram-Prasad, *Knowledge and Liberation in Classical Indian Thought*, Department of Religious Studies, Lancaster University, Palgrave, 2001, pp.162-214.

-----Stephen J. Laumakis, *An Introduction to Buddhist Philosophy*, Cambridge University Press, 2008, chapter 8.

-----Hiriyanna, M. *Outlines of Indian Philosophy*, Motilal Banarasidas, Delhi, 1993.

-----T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.

-----Glasenapp, Helmuth Von. *Jainism: An Indian Religion of Salvation* (Delhi: Motilal Banarasidas Publishers, 1998)

-----Sangharakshita. *Essential Teachings of the Buddha* (New Delhi: New Age Books, 2006)

-----Mahadevan, TMP. *Invitation to Indian Philosophy*. New Delhi, Arnold-Heinemann, 1974.

-----Padhi B. & Padhi M. *Indian Philosophy and Religion: A Reader's Guide*, New Delhi, D.K. Printworld Ltd., 1990.

-----Raju, P. T. *The Philosophical Traditions of India*. Pittsburgh: University of Pittsburgh Press, 1972.

Rao Nagaraja P, *Fundamentals of Indian Philosophy*, New Delhi, Indian Book Company, Year of Publication (not found).

-----Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*. Delhi. Motilal Banarsidass; 14 edition. 2016.

-----Sinha, Jadunath. *A History of Indian Philosophy*, Vol- I and II, (JatindranathSen, Central Book Agency, Calcutta, 1952

SEMESTER 5

NAME OF THE COURSE	WESTERN PHILOSOPHY	
CLASS	TYBA	
COURSE CODE	SBAPHI502	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce students to philosophical questions in the branch of epistemology and philosophical methods of approaching those questions.
CO 2.	To familiarise students with key philosophical thinkers from the history of western philosophy with regard to their contribution to epistemology.
CO 3.	To introduce students to alternative epistemological perspectives and methods in dealing with epistemological questions.

COURSE LEARNING OUTCOMES:

CLO 1.	List the conditions of knowledge and explain Gettier's counter-example method
CLO 2.	Give an account of the different types of scepticism, including Cartesian scepticism
CLO 3	Explain and evaluate John Locke and George Berkeley's account of perceptual knowledge – realism and idealism respectively.
CLO 4	Trace the philosophical problem of consciousness to Descartes' dualism and explain theories like behaviourism and functionalism that attempt to address the problem
CLO 5	Identify pragmatic and feminist approaches such as C S Pierce and Sandra Harding, to dealing with epistemological questions

SYLLABUS

UNIT 1	Philosophical Scepticism
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1.1	Traditional tripartite analysis of knowledge in terms of Justified True Belief (JTB).
1.2	The Gettier challenge to JTB.
1.3	Scepticism: Cartesian scepticism.
UNIT 2	Unit 2 Foundations of Knowledge
2.1	Foundationalism: Cartesian foundationalism. <i>Cogito ergo sum</i> .
2.2	Foundationalism: Cartesian foundationalism. <i>Cogito ergo sum</i> .
2.3	Empirical foundations of knowledge: John Locke's account: 'the way of ideas.
2.4	Analysis of 'perception'; indirect realism.
2.5	George Berkeley's rejection of 'abstract' ideas; <i>Esse Est Percipi</i> : subjective idealism.
Unit 3:	Philosophy of Mind
3.1	Descartes 'mentalist' account of mind. Substance dualism and critique.
3.2	Analytical behaviourism: Gilbert Ryle.
3.3	Functionalism: computational theory of mind.
Unit 4:	Alternative Epistemologies
4.1	Pragmatism: C S Pierce and William James
4.2	Feminist theory of knowledge: Sandra Harding and Helen Longino

REFERENCES:

Unit 1: Philosophical Scepticism

Duncan Pritchard, *What is this thing called knowledge?* Chapter 3

Edmund Gettier, *Is Knowledge Justified True Belief?*

Michael Williams, *Problems of Knowledge*, chapter 5 (Agrippa's trilemma)

Moser, Mulder and Trout, *The Theory of Knowledge: A Thematic Introduction* (scepticism and certainty)

Rene Descartes, *Meditations on First Philosophy* (Meditation I)

Jacks Crumley, *An Introduction to Epistemology* Chapter 1 (Descartes' scepticism)

Gary Hatfield, *Descartes' Meditations: The Routledge Guidebook*

Unit 2: Foundations of Knowledge

Rene Descartes, *Meditations on First Philosophy* (Meditation II)

Harry Bracken, *Descartes*.

John Locke, *An Essay Concerning Human Understanding* Book 1 and II (selected chapters)

D. J. O'Connor, *John Locke*, chapter 3

Patricia Sheridan, *Locke A Guide for the Perplexed*
 George Berkeley, *The Principles of Human Knowledge*, Part 1 (sections 1-20)
 G. J. Warnock, *Berkeley*, chapters 5 and 6

Unit 3: Philosophy of Mind

Rene Descartes, *Meditations on First Philosophy* (Meditation II and VI)
 Gilbert Ryle, *The Concept of Mind*, chapter 2
 Keith Maslin, *An Introduction to the Philosophy of Mind*, chapters 1 and 4.
 John Heil, *Philosophy of Mind: A Contemporary Introduction*, chapters 2, 3 and 5
 Peter Smith and O. R. Jones, *Philosophy of Mind: An Introduction*, Part 1
 Stephen Priest, *Theories of Mind*, chapter 1 (Descartes) and 2 (Ryle)

Unit 4: Alternative Epistemologies

Pragmatism: C S Pierce and William James

C. S. Pierce, *The fixation of Belief*.
 ----- *How to make our ideas clear*.
 William James, *Pragmatism*.
 Thayer, H. S. *Meaning and Action: A Critical History of Pragmatism*.
 Richard Gale, *The Philosophy of William James: An Introduction*.
 Michael Bacon, *Pragmatism: An Introduction*. chapter 1
 R. Talisse and F Aikin, *Pragmatism: A Guide for the Perplexed*.

Feminist theory of knowledge: Sandra Harding and Helen Longino

Sandra Harding, *The Science Question in Feminism*
 Helen Longino, *Science as Social Knowledge*
 Ann Garry and Marilyn Pearsall (eds) *Women, Knowledge and Reality*
 Alessandra Tanesini, *An Introduction to Feminist Epistemologies*
 Rosemarie Tong, *Feminist Thought: A More Comprehensive Introduction*

SEMESTER 5

NAME OF THE COURSE	PHILOSOPHY OF RELIGION	
CLASS	TYBA	
COURSE CODE	SBAPHI503	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To study the nature of Philosophy of religion as an academic discipline and its relation to religion and science.
CO 2.	To understand the main issues and arguments relevant to the classical theistic concept of God.
CO 3.	To think clearly of specific issues of concern to philosophy of religion.
CO 4	To understand one's own religious beliefs (if any) and those of others.

COURSE LEARNING OUTCOMES:

CLO 1.	Discuss the overlap as well as the distinctions between philosophy and religion.
CLO 2.	Elucidate the main arguments for and against the existence of God
CLO 3	Review justifications for religious beliefs (or lack of them).
CLO 4	Assess the traditional as well as pragmatic justifications for the existence of God.

SYLLABUS

UNIT 1	Introducing Philosophy of Religion.
1.1	What is religion? Philosophy of religion: method and scope.
1.2	Does morality require religion?
1.3	Divine Command Theory (Euthyphro's dilemma) and Natural law Theory (Thomas Aquinas).
1.4	Relation between religion and science: independent or confrontational or integrated?
1.5	The nature of God.
UNIT 2	Does God exist? (traditional justifications)
2.1	Ontological argument: Anselm's view and criticisms; Descartes's version of the ontological argument
2.2	Criticisms; Kant's criticisms of the ontological argument.
2.3	Cosmological argument: Aquinas' version, Leibniz's version (Principle of Sufficient Reason)
2.4	Critical appraisal. Teleological: Aquinas and William Paley's view; critical appraisal.
Unit 3:	Faith and Reason (pragmatic justifications of religious belief)
3.1	Blaise Pascal's Wager argument, critical appraisal
3.2	William James' Will to Believe' argument, critical appraisal.
3.3	W.K. Clifford's Evidentialist argument against faith, critical appraisal.

Unit 4:	World Religions Part 1
	A comparative study of a sample of religions
4.1	Zoroastrianism, based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.2	Judaism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.3	Christianity based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.4	Islam based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.

REFERENCES:

Unit I: Introducing Philosophy of Religion

- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 4
- Richard Creel, *Philosophy of Religion: The Basics* chapter 2
- Gerard Hughes, *The Nature of God*.
- Barbour, Ian. *When Science Meets Religion: Enemies, Strangers or Partners?* HarperCollins. New York. 2000.
- Plantinga, Alvin. "Religion and Science". Stanford Encyclopedia of Philosophy, 2016.

Unit 2: Does God exist? (traditional justifications)

- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 2
- Chad Meister, *Introducing Philosophy of Religion* chapters 4-6
- William Rowe, *Philosophy of Religion: An Introduction* chapters 2-4

Unit 3: Faith and Reason (pragmatic justifications of religious belief)

- Stephen Davis, *God, Reason and Theistic Proofs* chapter 9 (Pascal and James)
- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 3 (Pascal, James and Clifford)
- Stuart Brown, *Philosophy of Religion: An Introduction with readings* chapter 7 (Clifford and James)
- William Rowe, *Philosophy of Religion: An Introduction* chapter 6
- William Wainwright (ed) *The Oxford Handbook of Philosophy of Religion* chapter 7 (Pascal and James)

Unit 4: World Religions Part 1

- Schade, Johannes P. (ch. ed) (2006) *Encyclopedia of World Religions*. Concord Publishing
- Masih, Y. (2010) *A Comparative Study of Religions*. Delhi: Motilal Banarsidass
- Tiwari, K.N. (1983 reprint) *Comparative Religion*. Delhi: Motilal Banarsidass
- Smith, Huston (2009) *The World's Religions* (ed. 2) HarperCollins
- Smith, Huston (2009) *Forgotten Truth: The Common Vision of the World's Religions*. Harper-One
- Breuilly, Elizabeth, Joan O'Brien and Martin Palmer (2005) *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions & Festivals*. Checkmark Books

SEMESTER 5

NAME OF THE COURSE	PLATO'S REPUBLIC	
CLASS	TYBA	
COURSE CODE	SBAPHI504	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To achieve an understanding of the overall structure, purpose and content of Plato's <i>Republic</i> .
CO 2.	To explore philosophical ideas of Plato through reading of the original text.
CO 3.	To relate Plato's social, political and ethical ideas within a contemporary context.

COURSE LEARNING OUTCOMES:

CLO 1.	Critically interpret key passages of the Republic relating to the idea of justice.
CLO 2.	Apply crucial concepts of the Republic to social, political and economic issues in contemporary society.
CLO 3	Analyse and reconstruct philosophical arguments relating to key concepts in the Republic.

SYLLABUS

UNIT 1	Debating Justice
1.1	Book 1 Conventional understanding of justice: Cephalus and Polemarchus (327-335)
1.2	Thrasymachus: Justice as the interest of the stronger (336-347) and is injustice more profitable than justice? (348-354)
1.3	Book 2: A pragmatic approach to the problem of justice: Glaucon and Adeimantus restate the case for injustice (357-367)
UNIT 2	Social organization and philosophy of Education
2.1	Book 2 The principles of the emergence of society: city-soul analogy; two societies: primitive and luxurious (368-374)

2.2	Book 4: Plato's analysis of human psyche (435-441)
2.3	Book 2: Guardians: The temperament of guardians (375-376)
2.4	Book 2: Early Education of the guardians (376 to 412 of Book 3)
2.5	Book 10: Critique of poetry through art (595-608)
Unit 3:	Construction of the ideal state
3.1	Book 3-4: Selection, lifestyle and duties of the guardians (412-427). The virtues of the state (427-434)
3.2	Book 4: The virtues in the individual (441-445)
3.3	Book 5: The Three Waves: the equality of women (449-457); abolition of family for the guardians (457-471); the paradox: philosophers must be rulers (472-474)
Unit 4:	Background to the <i>Republic</i>
4.1	The intellectual background to Plato's <i>Republic</i>
4.2	The moral background to Plato's <i>Republic</i>
4.3	The political background to Plato's <i>Republic</i>

REFERENCES:

Main Text

Plato, *Republic* Translation by Desmond Lee with an Introduction by Melissa Lane
2nd edition.

Essential References:

Luke Purshouse, *Plato's Republic: A Reader*

Nicholas Pappas, *Routledge Guide to Plato's Republic*

R. C. Cross and A D Woozley, *Plato's Republic: A Philosophical Commentary*

Stanley Rosen, *Plato's Republic: A Study*

R. Nettleship, *Lectures on the Republic of Plato*

Julia Annas, *An Introduction to Plato's Republic*

D. J. Sheppard *Plato's Republic*.

Kenneth Dorter, *The Transformation of Plato's Republic*

Advanced References:

Gerasimos Santas, *Cambridge Companion to Plato's Republic*

C D Reeve, *Philosopher Kings: The Arguments of Plato's Republic*

Gail Fine (ed.) *Plato 1: Metaphysics and Epistemology*.

----- (ed.) *Plato 2: Ethics, Politics, Religion and the Soul*.

George Klosko, *Development of Plato's Political Theory*

T. Irwin, "Plato: The Intellectual Background" in Richard Kraut (ed) *The Cambridge Companion to Plato*.

SEMESTER 5

NAME OF THE COURSE	LOGIC	
CLASS	TYBA	
COURSE CODE	SBAPHI505	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To teach students how to think clearly, correctly and efficiently
CO 2.	To introduce students to the basic concepts and techniques of reasoning in logic

COURSE LEARNING OUTCOMES:

CLO 1.	The student can recognize/identify arguments from non-arguments, and correct arguments from incorrect arguments
CLO 2.	Explain in writing the basic concepts of such and their application in determining validity/invalidity of arguments.
CLO 3	Determine the validity of arguments applying the methods of Aristotelian syllogistic reasoning.
CLO 4	Distinguish the different functions of language contained in predesigned passages.

SYLLABUS

UNIT 1	Basic Concepts in Logic
1.1	Defining of logic, propositions and sentences,
1.2	Argument: valid argument and sound argument,
1.3	Recognizing arguments (premise indicators and conclusion indicators);
1.4	Relation between truth and validity of an argument;
1.5	Inductive versus deductive arguments (theory and exercise).
UNIT 2	Categorical Propositions
2.1	Traditional analysis of categorical propositions based on quality, copula and quantity (four-fold classification);

2.2	distribution of terms. Existential Import (Aristotelian and Boolean interpretation).
2.3	Traditional (Aristotelian) Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises)
2.4	Modern (Boolean) Square of Opposition (theory)
Unit 3	Categorical Syllogisms and Venn Diagrams
3.1	Structure of syllogism: major, minor and middle terms;
3.2	mood and figure: special rules of the four Figures and valid Moods.
3.3	Testing validity of syllogisms by rules of syllogistic reasoning;
3.4	Venn diagram technique for testing syllogisms.
Unit 4	Logic and Language
4.1	Function of language: assertive, directive, expressive and performative
4.2	Intention and extension of terms
4.3	Definition and their purposes

REFERENCES:

Irving Copi, Introduction to Logic, 14th edition
Patrick Hurley and Lori Watson, A Concise Introduction to Logic
Stan Baronette, Logic, 3rd edition

SEMESTER 5

NAME OF THE COURSE	LIVING ETHICAL ISSUES	
CLASS	TYBA	
COURSE CODE	SBAPHI506	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3.5	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Critically examine the ethical debates surrounding bioethical issues such as abortion, surrogacy, and the redefinition of motherhood.
CO 2.	Analyze the ethical arguments for and against controversial topics in sexual ethics, including pornography and homosexuality.
CO 3.	Explore the ethical considerations surrounding human cloning and euthanasia, including the conflict between prolonging life and relieving pain.
CO 4	Investigate the ethical principles and challenges in media and medical ethics, including journalistic objectivity, cyber ethics, informed consent, and the principles of medical ethics.

COURSE LEARNING OUTCOMES:

CLO 1.	Evaluate the ethical arguments and perspectives on bioethical issues like abortion and surrogacy, and articulate their own informed position on these complex topics.
CLO 2.	Develop critical thinking and analytical skills to navigate the ethical complexities of contemporary bioethical, sexual, and medical issues.
CLO 3	Understand the ethical considerations and debates around human cloning and euthanasia, and assess the moral justifications for and against these practices.
CLO 4	Demonstrate a comprehensive understanding of the ethical principles and challenges in media and medical ethics, and apply these principles to real-world case studies.

SYLLABUS

UNIT 1	Bioethics
1.1	The abortion debate: pro-choice versus pro-life.
1.2	Surrogacy debate: empowerment or exploitation; redefining the notion of 'mother' – genetic, biological and social; advantages and critique of surrogate arrangements.
UNIT 2	Sexual ethics
2.1	Pornography and Censorship: arguments for and against and critical appraisal.
2.2	Homosexuality: arguments for and against and critical appraisal.
Unit 3	Cloning and Euthanasia
3.1	Cloning: Ethics of human cloning: what is human cloning? Issues that make human cloning attractive; ethical dangers involved in human cloning.
3.2	Euthanasia: conflict between duty to prolong life versus duty to relieve pain; forms of euthanasia: voluntary/non-voluntary and active/passive; moral and legal justification of euthanasia: pros and cons.
Unit 4	Media & Medical ethics
4.1	Journalist ethics: principles of objectivity and truthfulness.
4.2	Cyber ethics and case studies on issues under media ethics.
4.3	Patient doctor relationship; Informed consent.
4.4	Principles of medical ethics: autonomy, beneficence and Justice

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Unit 1 Bioethics

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Unit 2 Sexual ethics

- Vincent Barry (ed.) *Applying Ethics* 2nd edn.
- Hugh LaFollette (ed.) *Ethics in Practice: An Anthology*.
- David Linton. “Why is Pornography Offensive?”
- Andrea Dworkin, *Pornography: Men Possessing Women*
- Catherine Mackinnon “Sexuality, Pornography, and Method: ‘Pleasure Under Patriarchy’”, *Ethics* 99: 314–346 (1989)
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Boulder, CO.: Westview Press.

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Timothy F. Murphy. *Gay Ethics*. Routledge. 1994.

Unit 3 Cloning and Euthanasia

----- Tom Beauchamp and LeRoy Walters (ed.) *Contemporary Issues in Bioethics* 5th edn.

----- R.G. Frey and C.H. Wellman (ed.) *A Companion to Applied Ethics*.

----- Tamara Roleff (ed.) *Biomedical Ethics*

----- Nussbaum, M. & Sunstein, C. (ed.) *Clones and Clones*. Part III.

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-----Beauchamp TL and Childress JF. *Principles of Biomedical Ethics*, Fifth Edition, Oxford University Press, 2001.

Unit 4 Media & Medical ethics

----- Deborah Bowman, John Spicer, Rehana Iqbal, *Informed Consent*

----- Tom Beauchamp and James Childress. *Principles of Biomedical Ethics*.

----- R.F. Smith. *Ethics in Journalism* 6th edn. (Blackwell, 2008)

----- R.F. Smith. *Ethics in Journalism* 6th edn. (Blackwell, 2008)

----- Vincent Barry (ed.) *Applying Ethics* 2nd edn.

----- Hugh LaFollette (ed.) *Ethics in Practice: An Anthology*.

----- Louis Pojman, *Philosophy: The Quest for Truth* (see section 'Philosophy in Action')

----- Jon Nuttal, *Moral Questions: An Introduction to Ethics*

----- Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*

-----Christians, Clifford G– *Media Ethics- Cases and Moral Reasoning*. Tarun Offset, Delhi 2004.

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-----Aggarwal, S.K. (1993, 2010) *Media and Ethics*. Delhi: Shipra Publications

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SEMESTER 6

NAME OF THE COURSE	INDIAN PHILOSOPHY
CLASS	TYBA
COURSE CODE	SBAPHI601
NUMBER OF CREDITS	4
NUMBER OF LECTURES PER WEEK	4
TOTAL NUMBER OF LECTURES PER SEMESTER	60

EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To acquire a basic understanding of diverse philosophical ideas and questions arising in the field of Indian metaphysics.
CO 2.	To familiarize with Indian theoretical perspectives on self, causality and reality.
CO 3.	To acquaint with the schools of Vedanta Philosophy and compare their perspectives.
CLO 4	To enhance ability to critically reflect, analyze and evaluate varied views emerging from Indian systems.

COURSE LEARNING OUTCOMES:

CLO 1.	Distinguish between perspectival differences among Indian systems on self and reality
CLO 2.	Assess Indian theories of causation and their implications to theories on reality
CLO 3.	Develop an understanding on Vedanta systems and their takes on nature of reality and contrast them.
CLO 4	Elucidate on philosophical discourses that connect life with goals in Indian schools of thought, namely Yoga, Buddhism and Jainism.

SYLLABUS

UNIT 1	Perspectives on Self
1.1	Upanishadic perspective on self: Katha Upanishad: Self-Knowledge
1.2	Taittiriya Upanishad's Pancakosha theory of human existence.
1.3	Buddhist view of the self (Anatmavada and the Pancaskandha theory).
1.4	Jain Classification of Reality: their view on plurality of jivas.
1.5	Advaita view of self: the three planes of existence (sattatraya) and four levels consciousness.
UNIT 2	Metaphysics
2.1	Causation I: Satkaryavada and Asatkaryavada.
2.2	Causation II: Vivartavada and Pratitya samutpada.
2.3	Perspectives on Reality I: Samkhya Dualism and Vaiseshika Pluralism.

2.4	Perspectives on Reality II: Carvaka Materialism and Jaina theories of Syadavad and Anekantavad.
Unit 3:	Vedanta Philosophy
3.1	Sankara's non-dualism: Mayavada; the relation between Atman, Brahman and the world.
3.2	Ramanuja's qualified non-dualism: the critique of Sankara's Mayavada; relation between Atman, Brahman and the world.
3.3	Madhva's dualism: the theory of Pancabhedas; relation between Jagat, Jiva, and Ishvara.
Unit 4	Philosophy in Praxis
4.1	Yoga as Cittavrttinirodha; ashtanga yoga: God and Pranava.
4.2	Buddhism: Four Noble Truths and the Eightfold path & Vipassana.
4.3	Jainism: Triratnas, Mahavratas and Anuvratas

REFERENCES:

Unit 1 Perspectives on Self

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- Maharaj K. Raina, *The Levels of Human Consciousness and Creative Functioning: Insights from the Theory of Pancha Kosha* (Five Sheaths Of Consciousness), Woodland, <http://www.indigenoupsych.org/Resources/Journal%20of%20TPPsy.pdf> -----Stephen J. Laumakis, *An Introduction to Buddhist Philosophy*, Cambridge University, 2008, chapter 7.
- Roy W. Perrett, *Introduction to Indian Philosophy*, Cambridge University, 2016, chapter 6.
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- Joerg Tuske, ed., *Indian Epistemology and Metaphysics*, Bloomsbury Academic, Bloomsbury, Oxford, 2017, Part 4.
- Purushottama Billimoria, ed., *History of Indian Philosophy*, Routledge, New York, 2018, chapter 1
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- Gethin, Rupert. *The Foundations of Buddhism*(Oxford University Press, 1998.

Unit 2 Metaphysics

- Joerg Tuske, ed., *Indian Epistemology and Metaphysics*, Bloomsbury Academic, Bloomsbury, Oxford, 2017, Part 2.
- Purushottama Billimoria, ed., *History of Indian Philosophy*, Routledge, New York, 2018,chapter1
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 -----T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.
 -----Nagin shah. *Jaina philosophy and religion*, Motilal Banarsidass, (2001)
 -----Shah Nathubhai. *Jainism: The World of Conquerors* (Delhi: Motilal Banarasidas Publishers, 1999)

Unit 3: Vedanta Philosophy

-----Roy W. Perret, *Indian Philosophy A Collection of Readings*, Routledge, New York, 2001, p 77-86.
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Unity 4 Philosophy in Praxis

-----Damien Keown, *Buddhist Ethics A Very Short Introduction*, chapter 1, Oxford, 2005.
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 -----T.C. Roy, *A Companion Guide to Indian Philosophy*, R.K Publications, Mumbai, 2018.
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SEMESTER 6

NAME OF THE COURSE	WESTERN PHILOSOPHY	
CLASS	TYBA	
COURSE CODE	SBAPHI602	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To introduce students to philosophical questions in the branch of epistemology and philosophical methods of approaching those questions.
CO 2.	To familiarise students with key philosophical thinkers from the history of western philosophy with regard to their contribution to epistemology.
CO 3.	To introduce students to alternative epistemological perspectives and methods in dealing with epistemological questions.

COURSE LEARNING OUTCOMES:

CLO 1.	State, defend and critique David Hume's development of empiricism and explain how it leads to scepticism
CLO 2.	Describe Immanuel Kant's attempt to synthesise the claims of rationalism and empiricism leading to genuine knowledge
CLO 4	Explain the objectives of 20th century analytic philosophy and how logical positivism seeks to realize those objectives
CLO 5	Write a critical essay on the existentialists conceptualization of the human condition as found in the works of Soren Kierkegaard and J P Sartre.

SYLLABUS

UNIT 1	Hume's Empiricism:
1.1	Impression and ideas, association of ideas;
1.2	Hume's analysis of 'self' and personal identity;
1.3	Causal relation and the problem of induction.
1.4	Karl Popper's response to the problem of induction.
UNIT 2	Kant's Constructivism:
2.1	Kant's relation to rationalism and empiricism;
2.2	The problem of the possibility of synthetic-apriori knowledge;
2.3	Contribution of the faculty of sensibility and understanding to knowledge,
2.4	Kant's reply to Hume on causation.
Unit 3:	Analytic philosophy
3.1	What is analytic philosophy.
3.2	The New Logic – symbolic logic. Bertrand Russell's theory of descriptions.
3.3	Vienna Circle: logical positivism.

3.4	A J Ayer's version of the elimination of metaphysics; critical appraisal
Unit 4	Existentialism
4.1	Soren Kierkegaard: Truth and subjectivity,
4.2	Stages of existence, faith and paradox
4.3	Jean Paul Sartre: Ontology, Existence precedes essence;
4.4	Authentic existence and bad faith.

REFERENCES:

Unit 1: Hume's Empiricism

David Hume, *A Treatise of Human Nature* Book I, Part II, section IV.

David Hume, *An Enquiry Concerning Human Understanding*, section VII

Georges Dicker, *Hume's Epistemology and Metaphysics*.

T. E. Burke, *The Philosophy of Popper*, Chapter 2

Harold Noonan, *Hume on Knowledge* (Routledge Philosophy Guidebook) Chapter 2 (impressions and ideas and association of ideas), chapter 3 (causation and induction)

Alex Rosenberg, *Philosophy of Science*, pp.120-125 (Popper on induction)

Unit 2: Kant's Constructivism

Justus Hartnack, *Kant's Theory of Knowledge*, chapter 1 (Introduction), chapter 2 (Transcendental aesthetic) and chapter 3 (transcendental analytic)

W. T. Jones, *Kant and the Nineteenth Century*. 2d. ed Vol. 4 of *History of Western Philosophy*.

Georges Dicker, *Kant's Theory of Knowledge: An analytical introduction*.

Roger Scruton, *Kant*.

T. Seung, *Kant: A Guide for the Perplexed*.

Unit 3: Analytic Philosophy

A. J. Ayer, *Language, Truth and Logic*, Chapter 1

Avrum Stroll, *Twentieth Century Analytic Philosophy*. Chapters 2 and 3

Scott Soames, *Philosophical Analysis in the Twentieth Century*. Vol. 1, Chapter 5

Milton Munitz, *Contemporary Analytic Philosophy*.

John Shand, *Philosophy and Philosophers*.

G.W. Garforth, *The Scope of Philosophy*, chapter 9

Unit 4: Existentialism (INTERNAL ASSESSMENT)

Soren Kierkegaard, *Fear and Trembling*

Jean Paul Sartre, *Existentialism is a Humanism*

Clare Carlisle, *Kierkegaard: A Guide for the Perplexed*, chapters 4 and 6

C. Stephen Evans, *Kierkegaard: An Introduction*.

Mary Warnock, *The Philosophy of Sartre*

Christopher Panza and Gregory Gale, *Existentialism for Dummies*, chapter 1 (general introduction), chapter 8 (Sartre), chapter 10 (Kierkegaard)

Albert Camus, *The Myth of Sisyphus*.

SEMESTER 6

NAME OF THE COURSE	PHILOSOPHY OF RELIGION	
CLASS	TYBA	
COURSE CODE	SBAPHI603	
NUMBER OF CREDITS	3	
NUMBER OF LECTURES PER WEEK	3.5	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To acquaint with the concept and responses to problem of evil and how theism responds to those challenges.
CO 2.	To study the notions of Death and Afterlife.
CO 3.	To familiarize with critical perspectives on religion that challenge theism.
Co 4	To understand various aspects of Indian religions and compare them.

COURSE LEARNING OUTCOMES:

CLO 1.	Distinguish between Logical and evidential problem of evil.
CLO 2.	Explain the concepts of death and afterlife and assess various perspectives on them.
CLO 3	Assess critiques of religion from sociological and psychological points of view.
CLO 4	Attempt a creative comparison of various aspects of religions of Indian origin and discuss the various possibilities

SYLLBUS

UNIT 1	The Existence of Evil
1.1	The problem of evil: Logical problem and evidential problem.
1.2	Augustine's response: evil is not real
1.3	Leibniz's response: best of all possible worlds
1.4	Alvin Plantinga's response: evil is a result of freewill
UNIT 2	Death and Afterlife
2.1	Varieties of immortality (i) disembodied existence - Platonic conception of immortality in <i>Phaedo</i> ;

2.2	(ii) the problem of transmigration of souls
2.3	(iii) the problem of resurrection of the dead.
Unit 3	Critique of religion
3.1	Frederick Nietzsche's critique: religion as resentment
3.2	Karl Marx's critique: religion the opium of the masses
3.3	Sigmund Freud's critique: religion is an illusion
Unit 4	World Religions Part 2
	A comparative study of a sample of religions
4.1	Hinduism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.2	Jainism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.3	Buddhism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.
4.4	Sikhism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.

REFERENCES:

Unit I: The Existence of Evil

----- Chad Meister and Charles Taliaferro eds. *Evil: A Guide for the Perplexed* (6 vols). Continuum. London. 2012.

----- Michael Peterson, *God and Evil- An Introduction*, chapter 6 (Augustine and Leibniz)

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 7

----- Chad Meister, *Introducing Philosophy of Religion* chapter 7 (Augustine, Leibniz and Plantinga)

----- Richard Creel, *Philosophy of Religion: The Basics*. chapter 12

----- John Hick, *Introduction to Philosophy of Religion*

J.L. Mackie. *The Miracle of Theism*. Chapter on "Problem of Evil". Oxford,. Clarendon. 1982

Unit 2: Death and Afterlife

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 8

----- Chad Meister, *Introducing Philosophy of Religion* chapter 10

----- Stuart Brown, *Philosophy of Religion: An Introduction with readings* chapter 1 (Plato's Phaedo)

----- William Rowe, *Philosophy of Religion – An Introduction* chapter 9

----- Louis Pojman and Michael Rea (ed) *Philosophy of Religion: An Anthology*

----- William Wainwright (ed) *The Oxford Handbook of Philosophy of Religion* chapter 15 (Resurrection)

Unit 3: Critiques of religion

----- Kelly James Clark, *Readings in the Philosophy of Religion* chapter 14 and 15

----- John Raines (ed) *Marx on Religion* Part 4

----- Charles Elder “*The Freudian Critique of Religion*” *Journal of Religion* Vol. 75 (1995)

Unit 4: World Religions Part 2

----- Schade, Johannes P. (ch. ed) (2006) *Encyclopedia of World Religions*. Concord Publishing

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SEMESTER 6

NAME OF THE COURSE	PLATO’S REPUBLIC	
CLASS	TYBA	
COURSE CODE	SBAPHI604	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To understand the metaphysical, epistemological and political views embedded in the Republic.
CO 2.	To critically evaluate the assumptions underlying the above views
CO 3.	To appraise the relevance of Plato’s political ideas in the contemporary political context.

COURSE LEARNING OUTCOMES:

CLO 1.	State the difference between philosophers and non-philosophers.
CLO 2.	What are the challenges to the realization of society being ruled by a philosopher king.
CLO 3	Explain the relevance of the three similes - divided line, cave and sun - that illustrate Plato’s epistemology and metaphysics
CLO 4	Identify the different kinds of imperfect societies and examine Plato’s proposal of the ‘ideal’ state

SYLLABUS

UNIT 1	The Notion of Philosophy and Philosopher King
1.1	Book 5: philosophers and non-philosophers: episteme and doxa (474- 480)
1.2	Book 6: The philosophers' fitness to rule (484-487)
1.3	Prejudice against philosophy and philosophers in democratic society (487-497)
1.4	Optimism about the possibility of philosopher-ruler. (497-502)
UNIT 2	Epistemology and metaphysics
2.1	Book 6: The Good as highest object of knowledge and simile of the Sun (502-509)
2.2	The simile of the Divided Line. (509- 511)
2.3	Book 7: Allegory of the Cave (514-521)
2.4	Book 7: The notion of 'dialectic (531-535)
Unit 3:	Political Philosophy
3.1	Book 8-9. Decline of the ideal state: timarchy, oligarchy, democracy and tyranny (543- 576).
3.2	Comparison of justice and injustice (i.e. just and unjust person) and why justice is better off than injustice. (576-592)
3.3	Book 10: Virtue and immortality: Myth of Er. (608-613)
Unit 4:	Critical Appraisal of Plato's <i>Republic</i>
4.1	Aristotle's critique
4.2	Karl Popper's critique

REFERENCES:

Main Text

Plato, *Republic* Translation by Desmond Lee with an Introduction by Melissa Lane
2nd edition.

Essential References:

Luke Purshouse, *Plato's Republic: A Reader*

Nicholas Pappas, *Routledge Guide to Plato's Republic*

R. C. Cross and A D Woozley, *Plato's Republic: A Philosophical Commentary*

Stanley Rosen, *Plato's Republic: A Study*

R. Nettleship, *Lectures on the Republic of Plato*

Julia Annas, *An Introduction to Plato's Republic*

D. J. Sheppard *Plato's Republic*.

Kenneth Dorter, *The Transformation of Plato's Republic*

Advanced References:

Gerasimos Santas, *Cambridge Companion to Plato's Republic*
 C D Reeve, *Philosopher Kings: The Arguments of Plato's Republic*
 Gail Fine (ed.) *Plato 1: Metaphysics and Epistemology*.
 ----- (ed.) *Plato 2: Ethics, Politics, Religion and the Soul*.

SEMESTER 6

NAME OF THE COURSE	LOGIC	
CLASS	TYBA	
COURSE CODE	SBAPHI605	
NUMBER OF CREDITS	4	
NUMBER OF LECTURES PER WEEK	4	
TOTAL NUMBER OF LECTURES PER SEMESTER	60	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	To teach students how to think clearly, correctly and efficiently
CO 2.	To introduce students to the basic concepts and techniques of reasoning in logic
CO 3	Evaluate the strength and soundness of arguments, identifying weaknesses and potential counter-arguments.
CO 4	Identify ambiguity and vagueness in language, leading to FALLACIES

COURSE LEARNING OUTCOMES:

CLO 1.	State how modern logic contrasts with traditional logic
CLO 2.	Define and apply the basic concepts of logic such as propositional connectives, tautology, contradiction and contingency
CLO 3.	Analyze propositions and arguments in propositional logic by natural deduction method
CLO 4	Define, explain and identify fallacies in informal logic

SYLLABUS

UNIT 1	Propositional Logic
1.1	Simple and compound (formed through logical operators);
1.2	truth functional compound propositions (truth conditions);
1.3	testing validity of propositions and arguments by shorter truth table method.
UNIT 2	Deductive Logic

2.1	Justification and construction of formal proofs as per both rules of inference and rules of replacement;
2.2	Methods of Conditional Proof (CP)
2.3	Methods of Indirect Proof (IP)
Unit 3	Predicate Logic
3.1	Basic Concepts in predicate logic: individual constant, individual variable, propositional function,
3.2	existential quantifier, universal quantifier, instantiation, generalization.
3.3	Symbolizing/quantification of propositions (singular and general).
Unit 4	Informal Fallacies
4.1	What is a fallacy?
	Classification of fallacies:
4.2	(A) Fallacies of relevance
4.3	(B) Fallacies of defective Induction
4.4	(C) Fallacies of presumption
4.5	(D) Fallacies of ambiguity.

REFERENCES:

Irving Copi, Introduction to Logic, 14th edition
Patrick Hurley and Lori Watson, A Concise Introduction to Logic
Stan Baronette, Logic, 3rd edition

SEMESTER 6

NAME OF THE COURSE	LIVING ETHICAL ISSUES	
CLASS	TYBA	
COURSE CODE	SBAPHI606	
NUMBER OF CREDITS	3.5	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL	SEMESTER END

	ASSESSMENT	EXAMINATION
TOTAL MARKS	50	50
PASSING MARKS	20	20

COURSE OBJECTIVES

CO 1.	Examine the ethical frameworks and principles underlying environmental ethics, including land ethics, deep ecology, and eco-feminism.
CO 2.	Critically analyze the ethical debates surrounding the obligations to assist the needy and address issues of global hunger and poverty.
CO 3.	Explore the ethical considerations in the corporate world, including the role of business ethics, corporate social responsibility, and affirmative action.
CO 4	Investigate the diverse religious perspectives on environmental ethics, including the Vedic-Hindu, Judeo-Christian, and Buddhist views.

COURSE LEARNING OUTCOMES:

CLO 1.	Demonstrate a comprehensive understanding of the key ethical theories and principles in environmental ethics, and apply them to real-world environmental issues.
CLO 2.	Critically evaluate the arguments for and against the ethical obligations to assist the needy and address global hunger and poverty, and develop their own informed position on these complex issues.
CLO 3	Analyze the ethical challenges and responsibilities of the corporate world, including the role of business ethics, corporate social responsibility, and affirmative action.
CLO 4	Compare and contrast the diverse religious perspectives on environmental ethics, and assess their implications for environmental stewardship and sustainability, and develop critical thinking and problem-solving skills to navigate the ethical complexities of environmental, social, and corporate issues

SYLLABUS

UNIT 1	Environmental Ethics
1.1	Land ethics
1.2	Deep Ecology
1.3	Eco-feminism
UNIT 2	Hunger and Poverty
2.1	A Case in favour of assisting the needy: Peter Singer
2.2	A case against assisting the needy: Garrett Hardin
2.3	Human obligations to future generations

Unit 3:	Corporate Ethics
3.1	Business ethics: can there be ethics in business? Models of business ethics.
3.2	Do business corporate houses have social responsibility: arguments for and against CSR.
3.3	Affirmative action: arguments for and against affirmative action.
Unit 4	Religious attitudes toward the environment
4.1	Vedic-Hindu perspective on the environment: reverence and sanctity of nature?
4.2	Judeo-Christian attitude towards the environment: dominion or stewardship?
4.3	Buddhist view on environmental ethics.

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- Michael Zimmerman (ed.) *Environmental Philosophy*
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- Andrew Kernohan, *Environmental Ethics: An Interactive Introduction*

Unit 2 Hunger and Poverty

- Louis P. Pojman, "The Case against Affirmative Action
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Unit 3: Corporate Ethics

- Nicholas Bunnin (ed.) *The Blackwell Companion to Philosophy*, see "Business Ethics"
- Manuel Velasquez and Cynthia Rostankowski (ed.) *Ethics: Theory and Practice*
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Unit 4 Religious attitudes toward the environment

----- O.P. Dwivedi (ed.) *World Religions and the Environment*

----- Christopher K. Chappell and Mary E. Tucker (ed.) *Hinduism and Ecology*

----- Christopher Framarin "Hinduism and Environmental Ethics: An Analysis and Defense of Basic Assumption" in *Asian Philosophy* Vol. 22 No. 1 (2012)

-----Lynn White, 'The Historical Roots of Our Ecological Crisis', *Science* 155 (1967): 1203-7.

-----Lewis Moncrief, 'The Cultural Basis for Our Ecological Crisis', *Science* 176 (1970): 508-12.

-----Patrick Dobel, 'The Judeo-Christian Stewardship Attitude to Nature', *The Christian Century* (1977). Reprinted in Louis P. Pojman (ed) *Environmental Ethics*, 2nd edn. Wadsworth, 1998:26-9.

-----Callicott, J.B., 1997. *Earth's Insights: A Multicultural Survey of Ecological Ethics from the Mediterranean Basin to the Australian Outback* University of California Press, Berkeley.

ASSESSMENT DETAILS:

Internal Assessment (50 marks)

There shall be three IA activities of 25 marks each

Students shall attempt minimum of two IA activities

Students shall be marked on two best IA activities

IA activities can be a combination of MCQs, One line , short notes, case studies, projects, assignments, PowerPoint submissions

Passing marks: 20 marks

Semester End Examination – External Assessment (50 marks)

- The duration of the paper will be two hours.
- There shall be four compulsory questions
- Q1-3 shall correspond to the three units. Q1-3 shall contain an internal choice
- Q1 – Q3 shall carry a maximum of 12 marks
- Q4 shall be a short note from Unit 1 to 3. Q4 shall carry a maximum of 14

marks

- Passing marks: 20 marks
