



**SOPHIA COLLEGE FOR WOMEN,  
(AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme: PHILOSOPHY**

**Programme Code: SBAPHI**

**S.Y.B.A**

**2023-24**

**(Choice Based Credit System with effect from the year 2022-23)**

**Programme Outline: SYBA (SEMESTER 3)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI301</b>		<b>Political Philosophy</b>	<b>3</b>
	1	Political Ideologies	
	2	Liberty	
	3	Distributive Justice	
	4	Concepts of Equality	

**Programme Outline: SYBA (SEMESTER 3)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI302</b>		<b>Greek Philosophy-I</b>	<b>3</b>
	1	Pre-Socratic Greek Philosophy	
	2	Sophists and Socrates	
	3	Classical Greek Ethics	
	4	Socrates trial and death	

**Programme Outline : SYBA (SEMESTER 4)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI401</b>		<b>Social philosophy</b>	<b>3</b>
	1	Citizenship	
	2	Engaging Diversity	
	3	Civil disobedience	
	4	Philosophy of War	

**Programme Outline : SYBA (SEMESTER 4)**

Course Code	Unit No	Name of the Unit	Credits
<b>SBAPHI402</b>		<b>Greek Philosophy II</b>	<b>3</b>
	1	Epistemology and Metaphysics	
	2	Human Psychology and Art	
	3	Hellenistic Philosophy	
	4	Love and Friendship	

## **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**

<b>PO 1</b>	To introduce students to the traditional, modern and contemporary methods of philosophical inquiry in Greek, Indian and Western philosophy
<b>PO 2</b>	To familiarize students with the knowledge of some of the main figures, movements and periods in the history of philosophy
<b>PO 3</b>	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**

<b>PSO 1</b>	Students will be able to analyse and evaluate the strengths and weaknesses of ethical theories through the application of philosophical reasoning and logical arguments.
<b>PSO 2</b>	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.
<b>PSO 3</b>	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

NAME OF THE COURSE	Political 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	50	50
PASSING MARKS	20	20

### COURSE OBJECTIVES

CO 1.	To explore the relevance of political ideologies contemporary society
CO 2.	To critically examine the significance of political concepts such as liberty, equality and justice in liberal democratic societies
CO 3.	To state and support in clear, logical and concise writing analysis on issues in social and political philosophy

### COURSE LEARNING OUTCOMES:

CLO 1.	State what and how different political ideologies like liberalism, conservatism and socialism views social, political, and economic issues
CLO 2.	Describe and apply the concepts of negative and positive liberty with the aid of examples from everyday life as well as examples from the relevant work of J S Mill and JJ Rousseau.
CLO 3.	State, defend and critique in her own words the idea of justice as presented by political philosophers John Rawls and Robert Nozick
CLO 4.	Identify the various concepts of equality in different ideologies and explain their relevance, strengths and weaknesses in contemporary times.

### SYLLABUS

<b>UNIT 1</b>	<b>Political Ideologies</b>
1.1	Liberalism
1.2	Conservatism
1.3	Socialism
1.4	Nationalism (including Fascism)

<b>UNIT 2</b>	<b>Liberty</b>
2.1	Isaiah Berlin's Two Concepts of Liberty; dangers of positive liberty.
2.2	Negative Liberty: J. S. Mill: freedom from non-interference - the Harm Principle.
2.3	Positive Liberty: J.J. Rousseau: natural, civil and moral freedom.
<b>UNIT 3</b>	<b>Distributive Justice</b>
3.1	Distributive justice: John Rawls: justice as fairness – original position
3.2	Veil of ignorance, principles of justice
3.3	Robert Nozick: entitlement theory of justice – self-ownership argument; taxation is forced labour.
3.4	Critical assessment of Rawls' and Nozick's view.
<b>UNIT 4</b>	<b>Concepts of Equality</b>
4.1	Formal equality and its limitations.
4.2	Liberal versus Socialist conception of equality – equality of opportunity or equality of outcome
4.3	Equality of resources: Ronald Dworkin. Luck egalitarianism

## **REFERENCES:**

### **Unit 1 Political Ideologies**

Andrew Heywood, Political Ideologies: An Introduction 6th edition. Chapter 2 (liberalism), chapter 3 (conservatism), chapter 6 (Nationalism) and chapter 7 (Fascism)

Terrence Ball, Richard Dagger and Daniel O'Neill, Political Ideologies and the Democratic Ideal. Chapter 3 (liberalism), chapter 4 (conservatism) and chapter 7 (Fascism)

### **Unit 2: Liberty**

Isaiah Berlin, "Two Concepts of Liberty"

Jonathan Wolf, Introduction to Political Philosophy, chapter 4 (Mill)

Dudley Knowles, Political Philosophy, chapter 3 (Berlin's view, pp. 74-81)

Mathew Simpson, Rousseau's Theory of Freedom

### **Unit 3: Distributive 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)

### **Unit 4: Concepts of Equality**

Adam Swift, Political Philosophy: An Introduction for Beginners, Part 3. (Equality of opportunity and Outcome)

Andrew Heywood, Political Theory: An Introduction, chapter 10

### **SEMESTER 3**

NAME OF THE COURSE	Greek Philosophy I	
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**

CO 1.	To show students how the ideas of the first philosophers of Greece influenced western civilization, science and philosophy.
CO 2.	To understand the systematic nature of Greek philosophical enquiry in pre-Socratic and post Socratic philosophy.
CO 3.	To discuss the beginnings of ethics, epistemology and metaphysics in Greek philosophical thought from 5th to 2nd century BC.

#### **COURSE LEARNING OUTCOMES:**

CLO 1.	Explain in a concise way how pre-socratic thought marks a decisive turn away from mythological account towards rational explanations of the cosmos
CLO 2.	Describe the contribution and debate between the sophists and Socrates on the nature of morality
CLO 3	State the problem of akrasia and critically evaluate Plato and Aristotle's response to the problem.
CLO 4	Analyse the philosophical significance of the trial and death of Socrates as found in the dialogues 'Apology' and 'Crito'.

#### **SYLLABUS**

<b>UNIT 1</b>	<b>Pre-Socratic Greek Philosophy</b>
1.1	Myth and philosophy. Cosmogogenesis: natural philosophers
1.2	Problem of change: Parmenides- Heraclites debate.
1.3	Democritus' response to the problem of change: atomism

<b>UNIT 2</b>	<b>Sophists and Socrates</b>
2.1	Nature (physis) versus Convention (nomos) debate. Sophists: morality is a matter of convention – Protagoras
2.2	Socrates: morality is absolute (Socratic elenchus)
2.3	Virtue is knowledge (Protagoras)
2.4	The problem of akrasia (weakness of the will)
<b>UNIT 3</b>	<b>Classical Greek Ethics</b>
3.1	Plato and Aristotle’s response to the problem of akrasia
3.2	Plato’s theory of justice (in Republic)
3.3	Aristotle (in Nicomachean ethics) on ethics of character
<b>Unit 4</b>	<b>Socrates trial and death</b>
4.1	The trial of Socrates as presented by Plato in the dialogue Apology
4.2	The death of Socrates as presented in Crito.

**REFERENCES:**

**Unit 1**

----- Karsten Friis Johansen, *A History of Ancient Philosophy: From the Beginnings to Augustine*, pp. 11-19 (Myth and philosophy); pp. 21-29 (Natural philosophers)

----- James Warren, *Presocratics*, chapter 2 (Natural philosophers) chapter 5 and 6 (Heraclites and Parmenides)

----- G S Kirk and J E Raven, *The Presocratic Philosophers*, chapter 1 (Myth and philosophy)

----- T C Roy, *A Companion Guide to Western Philosophy: From the Greeks to the Scholastics*, pp.11-30

**Unit 2**

----- Richard McKirahan, *Philosophy Before Socrates*, chapter 20 (nature -convention debate)

----- Christopher Shields, *Classical Philosophy* pp. 29-44 (Socratic elenchus and akrasia)

----- George Klosko, *History of Political Theory* Volume 1 (Socratic elenchus)

----- T. H. Irwin, *Plato’s Ethics*, chapter 2 “Socrates’ Method”

----- Pamela Huby, *Greek Ethics*, chapter 3 (Socrates)

----- T C Roy, *A Companion Guide to Western Philosophy: From the Greeks to the Scholastics*, pp.30-37.

**Unit 3**

----- Christopher Bobonich, Pierre Destree (ed) *Akrasia in Greek Philosophy* chapter 1 (Socrates), chapter 3 (Plato) and chapter 8 (Aristotle)

**Unit 4**

Selected excerpts from the dialogues *Apology* and *Crito* with relevant commentary

## SEMESTER 4

NAME OF THE COURSE	Social 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 explore the relevance of political ideologies in contemporary society
CO 2.	To critically examine the significance of political concepts such as liberty, equality and justice in liberal democratic societies
CO 3.	To state and support in clear, logical and concise writing analysis on issues in social and political philosophy

### COURSE LEARNING OUTCOMES:

CLO 1.	Characterize various notions of citizenship and state its application in the context of the Indian Citizenship Act.
CLO 2.	List the strengths and weaknesses of a policy of minority cultural rights within a liberal democratic society.
CLO 3.	Identify and critically analyse the justification of acts of civil disobedience in the Indian and global context.
CLO 4.	Identify the moral principles governing international war, both before and during war through case studies.

### SYLLABUS

UNIT 1	<b>Citizenship</b>
1.1	Who should be granted citizenship: Open-border versus closed-border immigration
1.2	Responsible citizenship: political participation (Republican citizenship)
1.3	Liberal concept of citizenship (T H Marshall) and its limitations



1.4	Ethno-nationalist view of citizenship
1.5	Philosophical implications of the Indian Citizenship Act.
<b>UNIT 2</b>	<b>Engaging Diversity</b>
2.1	The problem stated: cultural rights versus individual freedom
2.2	Defending cultural rights –Charles Taylor and Will Kymlicka
2.3	Egalitarian critique of multiculturalism – Brian Barry.
<b>UNIT 3</b>	<b>Civil disobedience</b>
3.1	Concept of disobedience vis-à-vis protest, revolution and criminality
3.2	Do we have an obligation to obey the law? John Rawls’ analysis of civil disobedience.
3.3	Case study: Duty to Obey – Plato’s Crito
3.4	Case study: Right to disobey – M K Gandhi and Martin Luther King
<b>UNIT 4</b>	<b>Philosophy of War</b>
4.1	Principles of Just War
4.2	Jus ad bellum (justice of war)
4.3	Jus in bello (justice in war)
4.4	Pacifism

## **REFERENCES:**

### **Unit 1: Citizenship**

Bart Van Steenbergen, Condition of Citizenship. Chapter 1, 3 and 4  
 Blakley and Bryson, Contemporary Political Concepts. Chapter 4  
 Derek Heater, What is Citizenship? Chapter 1 and 2

### **Unit 2: Engaging Diversity**

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)  
 Katherine Smits, Applied Political Theory. Chapter 3

### **Unit 3: Civil disobedience**

Alex Tuckness and Clark Wolf, This is Political Philosophy, chapter 6  
 Katherine Smits, Applying Political Theory, chapter 10  
 Paul Smith, Moral and Political Philosophy, chapter 3  
 John Hoffman and Paul Graham, Introduction to Political Concepts, chapter 9

### **Unit 4 Philosophy of War**

Nicholas Fotion, Ethics and War, chapters 1-3

## SEMESTER 4

NAME OF THE COURSE	Greek Philosophy II	
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 explore the relevance of political ideologies in contemporary society
CO 2.	To critically examine the significance of political concepts such as liberty, equality and justice in liberal democratic societies
CO 3.	To state and support in clear, logical and concise writing analysis on issues in social and political philosophy

### COURSE LEARNING OUTCOMES:

CLO 1.	State clearly Plato's arguments for the existence of forms and Aristotle's reasons for rejecting Platonic forms
CLO 2.	Compare and contrast Plato's account of human psyche to Aristotle's and its implications for imitative art.
CLO 3	Describe the salient contributions of major Hellenistic philosophers on reality and the meaning of life
CLO 4	Critically analyse Plato and Aristotle's conceptualization of love and friendship

### SYLLABUS

UNIT 1	<b>Epistemology and Metaphysics</b>
1.1	Plato's approach to the problem of change: episteme (knowledge) and doxa (belief)
1.2	Justified true belief; universal and particulars
1.3	Theory of Forms via allegory of Cave and Simile of divided line
1.4	Aristotle's account of change (natural and artificial)
1.5	Causation; form and matter, actuality and potentiality

<b>UNIT 2</b>	<b>Human Psychology and Art</b>
2.1	Plato's tripartite analysis of the psyche; Aristotle's soul is the form of the body
2.2	Plato: censorship of poetic literature (Book 2-3 of Republic); critique of art (Book 10 of Republic)
2.3	Aristotle's critique of Platonic mimesis (imitation)
2.4	The cathartic function of mimesis in Aristotle.
<b>UNIT 3</b>	<b>Hellenistic Philosophy</b>
3.1	What is the reality and meaning of life?: Stoicism and Epictetus
3.2	Epicurus and Epicureanism
3.3	Sceptics: Pyrrho and Sextus Empiricus
<b>UNIT 4</b>	<b>Love and Friendship</b>
4.1	Plato account of love and friendship
4.2	Aristotle's account of love and friendship

## **REFERENCES:**

### **Unit 1**

----- Christopher Shields, *Classical Philosophy* pp. 59-68 (Plato's approach to the problem); pp. 71-76 (knowledge-belief, theory of forms); pp.99-110 (Aristotle's categories, four causes, matter and form)

----- John Shand, *Philosophy and Philosophers* chapter 2 "Greek Philosophy: Plato and Aristotle"

----- Mortimer Adler, *Aristotle for Everybody*, (Aristotle's account of change and causation)

----- T C Roy, *A Companion Guide to Western Philosophy: From the Greeks to the Scholastics*, pp.42-59 (Plato) and pp.65-74 (Aristotle)

### **Unit 2**

----- Gerasimos Santas, *Understanding Plato's Republic* chapter 5 (section 2 and 3)

----- A E Denham, *Plato on Art and Beauty*, chapters 1-3 (especially 3)

----- Georgios Anagnostopoulos (ed) *Companion to Aristotle* (Blackwell) chapter 39

----- Hasan Baktir, "The Concept of Imitation in Plato and Aristotle"

----- T C Roy, *A Companion Guide to Western Philosophy: From the Greeks to the Scholastics*, pp. 59-64 (Plato's tripartite analysis of soul) and pp.75-85 (Aristotle theory of soul)

### **Unit 3**

----- Thomas Blackson, *Ancient Greek Philosophy: From the Presocratics to Hellenistic Philosophers*.

----- A. S. Bogomolov, *History of Ancient Philosophy*, Part 3, chapter 2 "Stoicism"

----- R. W. Sharples, *Stoics, Epicureans and Sceptics: An Introduction to Hellenistic Philosophy*.

----- T C Roy, *A Companion Guide to Western Philosophy: From the Greeks to the Scholastics*, pp.89-105 (Epicureanism, Stoicism and Scepticism)

### **Unit 4 Love and Friendship**

----- Pamela Huby, *Greek Ethics*, chapter 4 (Plato) and Chapter 5 (Aristotle)

----- A W Price, "Loving Persons Platonically", *Phronesis* (1981) pp. 25-34  
----- A Walker, "Aristotle's Account of Friendship in Nicomachean ethics" *Phronesis* (1979) pp.180-196.

**ASSESSMENT PATTERN**

**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

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