

**University of Mumbai**  
**Sophia College for Women (Autonomous)**  
**Syllabus for TYBA PHILOSOPHY PAPER 4**  
**w.e.f. June 2020**

**SEMESTER 5**

**Paper title: Indian Philosophy**

**Course code: SBAPHI501**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

**COURSE OBJECTIVES:**

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

**COURSE OUTCOMES: After completion of the course, the students should be able to**

1. Respond analytically and critically to major concerns of Indian systems of thought.
2. Demonstrate knowledge of the context from which particular philosophical viewpoints arose in India.
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.
4. Situate their value systems and learn to critique and accord moral principles in life.

**Unit 1 Introduction to Indian Philosophy**

Classifications of Schools of Indian Philosophy. General features and themes of the Indian Darsanas.

Vedic Cosmology: Principle of *Rta* and *Rna* and Cosmological Accounts in *Naasadiya Sukta* and *Purusha Sukta*.

Upanishadic Cosmology: Creation as Threefold (from Brahman through Cosmic Egg to the primary evolutes) Cosmogogenesis as Sacrifice

**Unit 2 Indian Epistemology (Pramanasastra)**

Basic concepts: Pramana, Prameya, Pramiti (definition, meaning and types).

Perception: The Nyaya - Buddhist Debate.

Truth: Svatah and Paratah Pramanyavada.

Theories of Error: Satkhyati, Asatkhyati and Anirvacaniyakhyati.

Scepticism: Nagarjuna and Jayarasi's critique of pramanavada.

**Unit 3 Indian Ethics**

The concept of Purusharthas: its relevance and critique.

Dharma: varna dharma, ashrama Dharma, sadharana dharma and Vishesha dharma.

The notion of nishkamakarma yoga in Gita.

B.G.Tilak's interpretation of nishkamakarma yoga  
B R Ambedkar's interpretation of Gita

#### **Unit 4 Goal of Life (INTERNAL ASSESSMENT)**

Karma and rebirth: Vedic darsanas, Buddhism and Jainism. Notion of self-realization: Vedic Darsanas, Buddhism and Jainism

### **SEMESTER 6**

**Paper title: Indian Philosophy**

**Course code: SBAPHI601**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

#### **COURSE OBJECTIVES:**

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

#### **COURSE OUTCOMES: After completion of the course, the students should be able to**

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

#### **Unit 1 Perspectives on Self**

Upanishadic perspective on self: Katha Upanishad: Self-Knowledge  
Taittiriya Upanishad's Pancakosha theory of human existence. Buddhist view of the self (Anatmavada and the Pancaskandha theory). Jain Classification of Reality: their view on plurality of jivas.  
Advaita view of self: the three planes of existence (sattatraya) and four levels consciousness.

#### **Unit 2 Metaphysics**

Causation I: Satkaryavada and Asatkaryavada. Causation II: Vivartavada and Pratitya samutpada.  
Perspectives on Reality I: Samkhya Dualism and Vaisesika Pluralism.  
Perspectives on Reality II: Carvaka Materialism and Jaina theories of Syadavad and Anekantavad.

#### **Unit 3: Vedanta Philosophy**

Sankara's non-dualism: Mayavada; the relation between Atman, Brahman and the world.  
Ramanuja's qualified non-dualism: the critique of Sankara's Mayavada; relation

between Atman, Brahman and the world.

Madhva's dualism: the theory of Pancabhedas; relation between Jagat, Jiva, and Ishvara.

#### **Unity 4 Philosophy in Praxis (INTERNAL ASSESSMENT)**

Yoga as Cittavrttinirodha; ashtanga yoga: God and Pranava. Buddhism:

Four Noble Truths and the Eightfold path & Vipassana. Jainism:

Triratnas, Mahavratas and Anuvratas

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**Syllabus for TYBA PHILOSOPHY PAPER 5**  
**w.e.f.: June 2020**

#### **SEMESTER 5: Western Philosophy**

**Course code: SBAPHI502**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

#### **COURSE OBJECTIVES:**

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

#### **COURSE OUTCOMES: After completion of the course, the students should be able to**

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

#### **Unit 1: Philosophical Scepticism (INTERNAL ASSESSMENT)**

Traditional tripartite analysis of knowledge in terms of Justified True Belief (JTB). The Gettier challenge to JTB. Scepticism: Cartesian scepticism.

#### **Unit 2 Foundations of Knowledge**

Foundationalism: Cartesian foundationalism. *Cogito ergo sum*. Empirical foundations of knowledge: John Locke's account: 'the way of ideas. Analysis of 'perception'; indirect realism. George Berkeley's rejection of 'abstract' ideas; *Esse Est Percipi*: subjective idealism.

### **Unit 3: Philosophy of Mind**

Descartes 'mentalist' account of mind. Substance dualism and critique. Analytical behaviourism: Gilbert Ryle. Functionalism: computational theory of mind.

### **Unit 4: Alternative Epistemologies (INTERNAL ASSESSMENT)**

Pragmatism: C S Pierce and William James

Feminist theory of knowledge: Sandra Harding and Helen Longino

## **SEMESTER 6: Western Philosophy**

**Course code: SBAPHI602**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

**COURSE OUTCOMES: After completion of the course, the students should be able to**

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

**Unit 1: Hume's Empiricism:** impression and ideas, association of ideas; Hume's analysis of 'self' and personal identity; causal relation and the problem of induction. Karl Popper's response to the problem of induction.

**Unit 2: Kant's Constructivism:** Kant's relation to rationalism and empiricism; the problem of the possibility of synthetic-apriori knowledge; contribution of the faculty of sensibility and understanding to knowledge, Kant's reply to Hume on causation.

### **Unit 3: Analytic philosophy (INTERNAL ASSESSMENT)**

What is analytic philosophy. The New Logic – symbolic logic. Bertrand Russell's theory of descriptions. Vienna Circle: logical positivism. A J Ayer's version of the elimination of metaphysics; critical appraisal

### **Unit 4: Existentialism (INTERNAL ASSESSMENT)**

Soren Kierkegaard: Truth and subjectivity, stages of existence, faith and paradox

Jean Paul Sartre: Ontology, Existence precedes essence; authentic existence and bad faith.

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**Syllabus for TYBA PHILOSOPHY PAPER 6**  
**w.e.f. June 2020**

**SEMESTER 5**

**Paper title: Philosophy of Religion**

**Course code: SBAPHI503**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 3.5**

**COURSE OBJECTIVES:**

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

**COURSE OUTCOMES: After completion of the course, the students should be able to**

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

**Unit 1: Introducing Philosophy of Religion.**

What is religion? Philosophy of religion: method and scope.

Does morality require religion? Divine Command Theory (Euthyphro's dilemma) and Natural law Theory (Thomas Aquinas).

Relation between religion and science: independent or confrontational or integrated?

The nature of God.

**Unit 2: Does God exist? (Traditional justifications)**

Ontological argument: Anselm's view and criticisms; Descartes's version of the ontological argument, and criticisms; Kant's criticisms of the ontological argument.

Cosmological argument: Aquinas' version, Leibniz's version (Principle of Sufficient Reason), critical appraisal.

Teleological: Aquinas and William Paley's view; critical appraisal.

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

Blaise Pascal's Wager argument, critical appraisal

William James' Will to Believe' argument, critical appraisal

W.K. Clifford's Evidentialist argument against faith, critical appraisal.

**Unit 4: World Religions Part 1 (INTERNAL ASSESSMENT)**

A comparative study of a sample of religions, viz. Zoroastrianism, Judaism, Christianity and Islam based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.

## **SEMESTER 6**

**Paper title: Philosophy of Religion**

**Course code: SBAPHI603**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 3.5**

### **COURSE OBJECTIVES:**

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

### **COURSE OUTCOMES: After completion of the course, the students should be able to**

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

#### **Unit 1: The Existence of Evil**

The problem of evil: Logical problem and evidential problem. Augustine's response: evil is not real; Leibniz's response: best of all possible worlds, Alvin Plantinga's response: evil is a result of freewill

#### **Unit 2: Death and Afterlife**

Varieties of immortality (i) disembodied existence - Platonic conception of immortality in *Phaedo*; (ii) the problem of transmigration of souls (iii) the problem of resurrection of the dead.

#### **Unit 3: Critique of religion**

Frederick Nietzsche's critique: religion as resentment; Karl Marx's critique: religion the opium of the masses; Sigmund Freud's critique: religion is an illusion

#### **Unit 4: World Religions Part 2 (INTERNAL ASSESSMENT)**

A comparative study of a sample of religions, viz. Hinduism, Jainism, Buddhism and Sikhism based on the following selected themes: doctrines, ethics, human destiny, sacraments, scriptures, festivals, literature and art.

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**Syllabus for TYBA PHILOSOPHY PAPER 7**  
**w.e.f. June 2020**

**SEMESTER 5: Plato's Republic**  
**Course code: SBAPHI504**  
**External Assessment: 50 marks**  
**Internal Assessment: 50 marks**  
**Credits: 04**

**COURSE OBJECTIVES:**

- 1) The aim of the course is to introduce students to a philosophical reading of Plato's classic text.
- 2) To highlight the influence of the text on western civilization from the standpoint of ethics, politics, art and education.
- 3) To gain an understanding of, and to critically evaluate, the major themes in the text such as human psychology, art politics, ethics and social organization.

**COURSE OUTCOMES: After completion of the course, the students should be able to**

- 1) Analyse and critically appraise Cephalus, Polemarchus and Thrasymachus' answer to the question: what is justice?
- 2) Describe Socrates' account of a hierarchical social organization including censorship and art and education
- 3) Critically analyse Plato's social philosophy with reference to the status of guardians, women and children, and why philosophers should be rulers.

**Unit 1: Debating Justice**

Book 1 Conventional understanding of justice: Cephalus and Polemarchus (327-335)  
Thrasymachus: Justice as the interest of the stronger (336-347) and is injustice more profitable than justice? (348-354) 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**

Book 2 The principles of the emergence of society: city-soul analogy; two societies: primitive and luxurious (368-374) Book 4: Plato's analysis of human psyche (435-441) Book 2: Guardians: The temperament of guardians (375-376) Book 2: Early Education of the guardians (376 to 412 of Book 3) Book 10: Critique of poetry through art (595-608)

**Unit 3: Construction of the ideal state (INTERNAL ASSESSMENT)**

Book 3-4: Selection, lifestyle and duties of the guardians (412-427). The virtues of the state (427-434) Book 4: The virtues in the individual (441-445) 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 *Republic* (INTERNAL ASSESSMENT)**

The intellectual, moral and political background to Plato's *Republic*

**SEMESTER 6: Plato's Republic**  
**Course code: SBAPHI604**  
**External Assessment: 50 marks**  
**Internal Assessment: 50 marks**  
**Credits: 04**

**COURSE OUTCOMES: After completion of the course, the students should be able to**

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

**Unit 1: The Notion of Philosophy and Philosopher King**

Book 5: philosophers and non-philosophers: episteme and doxa (474- 480) Book 6: The philosophers' fitness to rule (484-487) Prejudice against philosophy and philosophers in democratic society (487-497) Optimism about the possibility of philosopher-ruler. (497-502)

**Unit 2 Epistemology and metaphysics (INTERNAL ASSESSMENT)**

Book 6: The Good as highest object of knowledge and simile of the Sun (502- 509) the simile of the Divided Line. (509- 511) Book 7: Allegory of the Cave (514-521) Book 7: The notion of 'dialectic (531-535)

**Unit 3: Political Philosophy**

Book 8-9. Decline of the ideal state: timarchy, oligarchy, democracy and tyranny (543- 576). Comparison of justice and injustice (i.e. just and unjust person) and why justice is better off than injustice. (576-592) Book 10: Virtue and immortality: Myth of Er. (608-613)

**Unit 4: Critical Appraisal of Plato's *Republic* (INTERNAL ASSESSMENT)**

Aristotle's critique and Karl Popper's critique

**Main Text**

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

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**Syllabus for TYBA PHILOSOPHY PAPER 8**  
**w.e.f. June 2020**

**SEMESTER 5: Logic**

**Course code: SBAPHI505**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

**COURSE OBJECTIVES:**

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

**COURSE OUTCOMES: After completion of the course, the students should be able to**

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

**Unit 1: Basic Concepts in Logic (INTERNAL ASSESSMENT)**

Defining of logic, propositions and sentences, argument: valid argument and sound argument, recognizing arguments (premise indicators and conclusion indicators); relation between truth and validity of an argument; inductive versus deductive arguments (theory and exercise).

**Unit 2: Categorical Propositions**

Traditional analysis of categorical propositions based on quality, copula and quantity (four fold classification); distribution of terms. Existential Import (Aristotelian and Boolean interpretation). Traditional (Aristotelian) Square of opposition: contradictories, contraries, subcontraries and subaltern (theory and exercises) Modern (Boolean) Square of Opposition (theory)

**Unit 3: Categorical Syllogisms and Venn Diagrams**

Structure of syllogism: major, minor and middle terms; mood and figure: special rules of the four Figures and valid Moods. Testing validity of syllogisms by rules of syllogistic reasoning; Venn diagram technique for testing syllogisms.

**Unit 4: Logic and Language (INTERNAL ASSESSMENT)**

**SEMESTER 5: Logic**

**Course code: SBAPHI605**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 04**

**COURSE OUTCOMES: After completion of the course, the students should be able to**

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

**Unit 1: Propositional Logic**

Simple and compound (formed through logical operators); truth functional compound propositions (truth conditions); testing validity of propositions and arguments by shorter truth table method.

**Unit 2: Deductive Logic (INTERNAL ASSESSMENT)**

Justification and construction of formal proofs as per both rules of inference and rules of replacement; methods of Conditional Proof (CP) and Indirect Proof (IP)

**Unit 3: Predicate Logic**

Basic Concepts in predicate logic: individual constant, individual variable, propositional function, existential quantifier, universal quantifier, instantiation, generalization. Symbolizing/quantification of propositions (singular and general).

**Unit 4: Informal Fallacies [INTERNAL ASSESSMENT]**

What is a fallacy? Classification of fallacies: (A) Fallacies of relevance (B) Fallacies of defective Induction (C) Fallacies of presumption (D) Fallacies of ambiguity.

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**Syllabus for TYBA PHILOSOPHY PAPER 9**  
**w.e.f. June 2020**

**SEMESTER 5**

**Paper title: Living Ethical Issues**

**Course code: SBAPHI506**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 3.5**

**COURSE OBJECTIVES:**

1. To identify traditional ethical theories and engage in discussions on ethical issues those arise in contemporary society in the area of biomedical and media ethics.
2. To understand the underlying principles and implications of the different approaches for making decisions about ethical obligations to the other extending moral consciousness to the other including the environment.
3. To introduce students to the ethical issues that arises in media/ journalism and how to assess the strengths and weakness of philosophical positions in that regard.
4. To develop students' competence for ethical reflection based on rational argumentation.

**COURSE OUTCOMES: After completion of the course, the students should be able to**

1. Demonstrate a thorough insight into a few issues discussed under applied ethics.
2. Undertake case study based critical analyses of issues like abortion, surrogacy
3. Evaluate various arguments for and against cloning and Euthanasia.
4. Demonstrate an overview of differences, similarities and connections between a few views within applied ethics and to give critical assessments of the different views on issues like pornography and homosexuality.

**Unit 1 Bioethics**

The abortion debate: pro-choice versus pro-life

Surrogacy debate: empowerment or exploitation; redefining the notion of 'mother' –genetic, biological and social; advantages and critique of surrogate arrangements.

**Unit 2 Sexual ethics**

Pornography and Censorship: arguments for and against and critical appraisal.

Homosexuality: arguments for and against and critical appraisal.

**Unit 3 Cloning and Euthanasia**

**Cloning:** Ethics of human cloning: what is human cloning? Issues that make human cloning attractive; ethical dangers involved in human cloning.

**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 (INTERNAL ASSESSMENT)**

Journalist ethics: principles of objectivity and truthfulness  
Cyber ethics and case studies on issues

under media ethics Patient doctor relationship; Informed consent  
Principles of medical ethics: autonomy, beneficence and Justice

## **SEMESTER 6**

**Paper title: Living Ethical Issues**

**Course code: SBAPHI606**

**External Assessment: 50 marks**

**Internal Assessment: 50 marks**

**Credits: 3.5**

### **COURSE OBJECTIVES:**

- 1 To acquaint students with various approaches to the environment and engage them in discussions on human-nature relation and various religious attitudes toward the environment.
- 2 To make a critical study of the contrasting views by Singer and Hardy on assisting the needy
- 3 To understand arguments for and against obligations to future generations.
- 4 To analyze the concept of corporate social responsibility.

### **COURSE OUTCOMES: After completion of the course, the students should be able to**

1. Demonstrate an overview of differences, similarities and connections between different views on a few issues within applied ethics.
2. Discuss arguments for and against assisting the needy and obligations to future generations
3. Elucidate the concept of corporate ethics and asses contrasting views on CSR and affirmative action.
4. Explore the avenues of attitudes religions endorse on environmentalism.

#### **Unit 1 Environmental Ethics**

- (a) Land ethics
- (b) Deep Ecology
- (c) Eco-feminism

#### **Unit 2 Hunger and Poverty**

- (a) A Case in favour of assisting the needy: Peter Singer
- (b) A case against assisting the needy: Garrett Hardin
- (c) Human obligations to future generations

#### **Unit 3: Corporate Ethics**

- (a) Business ethics: can there be ethics in business? Models of business ethics.
- (b) Do business corporate houses have social responsibility: arguments for and against CSR.
- (c) Affirmative action: arguments for and against affirmative action.

#### **Unit 4 Religious attitudes toward the environment (INTERNAL ASSESSMENT)**

- (a) Vedic-Hindu perspective on the environment: reverence and sanctity of nature?
- (b) Judeo-Christian attitude towards the environment: dominion or stewardship?
- (c) Buddhist view on environmental ethics.

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