

Syllabus for M.A. Programme in Philosophy

Based on UGC Outcome Based Education Framework



Department of Philosophy
University of Hyderabad
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Vision Statement

To cultivate minds with integrated views of the self, life and the world by promoting the spirit of rational inquiry and openness to divergent world-views.

Mission Statements (MS)

- MS-1:** To provide systematic, coherent and comprehensive training in Western and Indian traditions of philosophy at masters and doctors levels.
- MS-2:** To conduct high-quality research in diverse domains and problems of philosophy by bringing out their relevance to contemporary times.
- MS-3:** To create an atmosphere of dialogue and debate by holding seminars and conferences, and by initiating outreach programmes to engage with other thinkers and society at large .
- MS-4:** To produce independent thinkers of high calibre with analytical rigour, the spirit of criticism and creativity.

Qualification Descriptors (QDs)

The students will be able to

- QD-1:** Demonstrate a coherent and systematic understanding of various fields of Philosophy in Indian and Western traditions like Epistemology, Logic, Ethics, Philosophy of Language, Metaphysics, Philosophy of Mind and Philosophy of Science.
- QD-2:** Use the knowledge and skills required for identifying problems and issues, and making analysis and evaluation of those problems.
- QD-3:** Employ different methods of philosophizing such as analytical, hermeneutical, phenomenological and dialectical.
- QD-4:** Communicate their views and ideas with clarity of thought, lucidity of expression and logical rigour.
- QD-5:** Demonstrate knowledge and transferable skills in major fields of Indian and Western Philosophy that are relevant in employment opportunities such as faculty positions, and research positions in government and non-governmental organisations and meet one's learning needs based on research and development, and professional materials.
- QD-6:** Examine problems from diverse points of view, offer multiple solutions and assess proposed solutions.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

Mapping				
MS/QDs	MS1	MS2	MS3	MS4
QD1	3	3	3	3
QD2	3	3	3	3
QD3	3	3	2	3
QD4	2	2	3	3
QD5	3	3	2	3
QD6	3	3	3	3

Program Learning Outcomes (PLOs)

The students who successfully complete the programme will be able to:

- PLO-1:** Develop an overall-view of philosophy by learning Indian and Western philosophical traditions and identifying the commonalities and differences in their approach.
- PLO-2:** Relate to original philosophical texts by eminent philosophers belonging to diverse ages, traditions and systems and would acquire necessary hermeneutic competence to interpret them.
- PLO-3:** Evaluate the arguments for or against different philosophical points of view critically, and to critique knowledge systems, value-systems, culture, traditions, and social norms.
- PLO-4:** Distinguish between intrinsic and instrumental values, recognise the need for a rational foundation for the acceptance of a value system, interrogate one's values, and develop a sense of the value in matters of academic, professional, social and cultural life.
- PLO-5:** Demonstrate analytical, critical and reflective thinking to broaden their views on life and the world by liberating themselves from various prejudices.
- PLO-6:** Communicate the results of the studies carried out in different fields of Indian and Western Philosophy in a lucid, precise, well-structured and coherent manner.
- PLO-7:** Use digital resources on philosophy to gather information, online and offline writing tools to improve grammar, style and content, presentation packages to prepare elegant slides, and smartboards to communicate effectively in classrooms.
- PLO-8:** Demonstrate independent thinking, combine self-learning and lifelong learning of Graduate Attributes, adopt positions of their own and create new ideas.

- PLO-9:** Undertake research projects in philosophy at nationally or internationally reputed institutes of higher learning.
- PLO-10:** Develop the ability to excel in any field requiring analytical and critical thinking such as journalism, law, business, public policy, education and other such areas.
- PLO-11:** Relate to problems and issues which are interdisciplinary, emanating from disciplines such as cognitive science, art criticism, political theory, literary criticism, jurisprudence and other related fields.
- PLO-12:** Demonstrate leadership qualities in any professional field and organisational setup by providing vision and imparting clarity, maintaining objectivity and keeping the goals consistent with values.

Mapping of PLOs with QDs

Mapping						
QDs/PLO	QD1	QD2	QD3	QD4	QD5	QD6
PLO1	3	2	3	2	3	2
PLO2	3	3	3	3	3	2
PLO3	3	3	3	2	3	3
PLO4	3	2	2	2	3	2
PLO5	3	3	3	2	2	2
PLO6	3	2	2	3	3	2
PLO7	3	2	2	2	3	1
PLO8	3	3	2	2	2	3
PLO9	3	3	3	3	3	3
PLO10	3	3	2	2	3	3
PLO11	2	2	3	2	3	2
PLO12	2	3	2	2	3	3

Course Structure for MA Programme in Philosophy

SEMESTER I

S.No	Course No.	Title	Credits
1	PH 401	Characteristics of Indian Philosophy	2
2	PH 402	Samkhya and Yoga	2
3	PH 403	Greek Philosophy	4
4	PH 404	Ethics	4
5	PH 405	Formal Logic	4
6	PH 406	Philosophical Writings-1	2
7	-	Foundation Course-1	3

SEMESTER II

S.No	Course No.	Title	Credits
8	PH 451	Purva Mimasa and Vedanta	2
9	PH 452	Nyāya Viaśesika	4
10	PH 453	Modern Rationalism	4
11	PH 454	Modern Empiricism	4
12	PH 456	Philosophical Writing-II	2
13	-	Foundation Course-II	3

SEMESTER III

S.No	Course No.	Title	Credits
14	PH 501	Budhism and Jainism	4
15	PH 502	German Idealism	4
16	PH 503	Philosophy of Language	4
17	-	Optional-1	4
18	-	Optional-2	4

LIST of OPTIONALS

S.No	Course No.	Title	Credits
19	PH 524	Advanced Course in Nyāya Philosophy	4
20	PH 526	Philosophy of Religion	4
21	PH 527	Readings in Philosophy-1	4
22	PH 528	Modal Logic	2
23	PH 529	Early Indian Metaphysics	-
24	PH5 30	Indian Aesthetics	4
25	PH 531	Philosophy of Mind	4

SEMESTER IV

S.No	Course No.	Title	Credits
26	PH 551	Dissertation	12
27	-	Optional-3	4
28	-	Optional-4	4

LIST of OPTIONALS

S.No	Course No.	Title	Credits
29	PH 573	Philosophy of Science	4
30	PH 574	Advanced Course in Buddhist Philosophy	4
31	PH 576	Readings in Philosophy-2	4
32	PH 577	Foundations of Cognitive Science	4
33	PH 578	Western Aesthetics	4
34	PH 580	Postmodernism	4

Courses and Syllabi

Department of Philosophy



Characteristics of Indian Philosophy

Course Code: PH 401

Credits: 2

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 2-0-0

Course Learning Outcomes

By the end of this course the students would be able to

1. **CLO-1:** Discuss the concept of reason in Indian philosophy.
2. **CLO-2:** Recognize the influence of Vedas on the later schools of Indian philosophy.
3. **CLO-3:** Explain the concept of Self according to Upaniṣads.
4. **CLO-4:** Analyze the notion of freedom and bondage expounded by Cārvāka and its received understandings by other systems of philosophy.
5. **CLO-5:** Illustrate contemporary receptions of Cārvāka's philosophy.

Course Description

This course is designed to serve as an introduction to Indian philosophy with a focus on the core concepts from the orthodox and heterodox schools such as the concepts of reality, self, knowledge, freedom, morality, and rationality. Students will be introduced to philosophical ideas in the Vedas and Upaniṣads. The course lays a special emphasis on the Cārvāka system of materialism and its critique of Vedas since it serves as a *purva-paksa* for other schools of Indian Philosophy.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	2	2	3	3	3	3	3	2
CLO2	2	2	3	1	2	2	3	2	3	2	1
CLO3	3	2	2	3	3	3	3	3	3	1	2
CLO4	3	2	2	2	2	2	3	3	3	2	1
CLO5	2	2	3	2	2	3	2	2	3	2	2

Detailed Syllabus:

Units	Topics	Hours
1.	Introduction: The Basic Features of Indian Philosophy.	14
1.1	<p>The Schools of Indian Philosophy</p> <p>Reading: [Students can consult any of the books mentioned in the suggested readings (secondary texts) to get an entry and introductory understanding of the general trends in Indian Philosophy that would serve as a background for this course.]</p> <p>Common issues in Indian Philosophy:</p> <ol style="list-style-type: none"> 1. The concept of Freedom 2. Knowledge of Self and Others 3. Reason, Reality and Morality <p>Readings:</p>	2
1.2	<ol style="list-style-type: none"> 1. Three Myths of Indian Philosophy, Chapter 1, Indian Philosophy: A Counter Perspective by Daya Krishna. 2. Freedom and Its Conditions, Presuppositions of Indian Philosophy by Karl Potter. 3. Rationality in Indian Philosophy by Arindam Chakrabarty (https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405164566.ch18) 	5
1.3	<p>Vedic Literature : <i>Samhitā, Brāhmaṇa, Āraṇyaka and Upaniṣad</i></p> <p>Readings:</p> <ol style="list-style-type: none"> 1. The Vedas, Brāhmaṇa And Their Philosophy, Chapter 2. 2. A history of Indian Philosophy by S. Dasgupta. 	3
1.4	<p>Vedāngas (Limbs of Vedās): <i>Śikṣā, Chandas, Vyākaraṇa, Nirukta, Kalpa, Jyotiṣa</i></p> <p>Reading: Encyclopedia of Vedic Philosophy edited by Subhodh Kapoor (2002), Chapter 53.</p>	1
1.5	<p>Upanisadic Philosophy</p> <p>Reading- Kathopanisad with Śankrācārya Bhāṣya, 1st chapter (https://estudentdavedanta.net/Eight-Upanisads-Vol-1.pdf)</p>	3

2.	Cārvāka Darśana.	13
	Origin, Sources and Growth of the system	
2.1	Reading: Problem and Method, Chapter 1, Lokayat: A Study in Indian Materialism by Debiprasad Chattopadhyaya	2
2.2	Cārvāka as Purvapākṣa and its relation to other schools	1
	Epistemology:	
	1. Perception as a source of knowledge	
	2. Refutation of Inference	
2.3	3. Refutation of Comparison	4
	4. Refutation of Verbal Testimony	
	Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.	
	Metaphysics:	
	1. Refutation of Soul	
2.4	2. Refutation of God	4
	3. Refutation of Vedas	
	Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.	
	Ethics:	
	1. Refutation of <i>Karma</i>	
2.5	2. Interrogating the <i>Puruṣārthas</i>	2
	3. Establishing pleasure as the highest ideal of life	
	Reading: <i>Sarvadarśana Samgraha</i> of Mādhvācārya, The Cārvāka System, chapter 1.	
	Total Lectures	27

Assessment:

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

Readings

Primary Texts

- Cowell E.B. & Gough, A.E. (1904). *Mādhavācārya's Sarvadarsanasangraha (translated into English)*. Trubner and Co.
- Kapoor, Subhodh., ed. (2002). *Encyclopedia of Vedic Philosophy*. Cosmo Publications, New Delhi.
- Shastri, Sitaram S (1905). *Upanishads and Sankara's commentary*, Esplande, Madras.

Secondary Texts

- Chattopadhyaya, Debipradad (1959). *Lokayat: A Study in Indian Materialism*, People's Publishing House, New Delhi.
- Dasgupta, S.N. (1992a). *A History of Indian Philosophy*. Vol. I. Motilal Banarsidass, Delhi.
- Hiriyana, M. (1951a). *Outlines of Indian Philosophy*. Allen & Unwin, London.
- Krishna, Daya (2006). *Indian Philosophy: A Counter Perspective*. Indian Books Centre, Delhi.
- Kunjuni Raja, K. (1963). *Indian Theories of Meaning*. Adyar Library, Madras.
- Matilal, B. K. (1996). *Logic, Language, and Reality*. Motilal Banarsidass, Delhi.
- Mohanty, J.N. (1992). *Reason and Tradition in Indian Thought*. Clarendon Press, Oxford.
- (2000b). *Classical Indian Philosophy*, Rowman& Littlefield Publishers, Oxford.
- Muller, F.M. (1928a). *The Six Systems of Indian Philosophy*. Longmans, London.
- Perrett, Roy W. (2016c). *An Introduction to Indian Philosophy*. Cambridge University Press, United Kingdom.
- Sharma, Chandradhar (1991a). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass, Delhi.
- Shastri, Dakshinaranjan (1930a). *A Short History of Indian Materialism*. Calcutta Book company, Calcutta.

Sāmkhya Yoga

Course Code: PH 402

Credits: 2

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 2-0-0

Course Learning Outcomes

By the end of this course the students would be able to

1. **CLO-1:** Explain the nature of reality as enumerated by Sāmkhya.
2. **CLO-2:** Explain the basic concepts of Yoga darṣana (*citta*, *cittavṛttis*, *cittabhūmis* and *aṣṭāṅgayoga*).
3. **CLO-3:** Compare and contrast the metaphysics of Sāmkhya with that of other schools of Indian philosophy.
4. **CLO-4:** Discuss the notion of *kārya-kārṇa sambandh* (cause-effect relation) according to Sāmkhya and Yoga and its significance in Indian philosophy.
5. **CLO-5:** Interpret the texts, *Sāmkhyakārika* and *Yogasutra*. .
6. **CLO-6:** Explain how the practices of Yoga enables to analyze the different values of varied cultures. .

Course Description

The course introduces students to two classical systems of Indian philosophy: Sāmkhya and Yoga with emphasis of metaphysical and ethical issues. The discussions will be based on select portions from the primary sources along with the secondary reflections on the same. .

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	3	2	2	2	2	3	2	2	2	2
CLO2	3	3	3	3	3	3	3	3	3	2	3
CLO3	2	3	3	2	2	-	3	3	2	1	2
CLO4	2	3	2	1	1	2	3	2	3	1	2
CLO5	2	3	2	2	2	1	3	3	3	2	2
CLO6	2	2	3	3	3	3	3	3	3	2	2

Course Structure

Units	Topics	Hours
1.	Sāmkhya Darśana	15
1.1	Introduction	1
1.2	Nature of Suffering (<i>Dukha</i>) and Freedom. Reading: <i>Sāmkhyakārikā of Iṣvarakṛṣṇa with Tattvokaumudi</i> of Vācaspati Miśra (Verses 1 and 2)	2
1.3	Theory of causation: <i>Satkāryavāda</i> , Proofs for <i>Satkāryavāda</i> . Reading: <i>Sāmkhyakārikā of Iṣvarakṛṣṇa with Tattvokaumudi</i> of Vācaspati Miśra (Verses 8 and 9)	3
1.4	<i>Prakṛti</i> : Nature of <i>prakṛti</i> , Proofs for the existence of <i>prakṛti</i> , Constituents of <i>prakṛti</i> . Reading: <i>Sāmkhyakārikā of Iṣvarakṛṣṇa with Tattvokaumudi</i> of Vācaspati Miśra (Verses 10, 11, 12, 13, 15, 16)	4
1.5	<i>Purusa</i> : Nature of <i>purusa</i> , Proofs for the existence of <i>purusa</i> , Plurality of <i>purusa</i> . Reading: <i>Sāmkhyakārikā of Iṣvarakṛṣṇa with Tattvokaumudi</i> of Vācaspati Miśra (Verses 17-19)	3
1.6	Evolution, Cause of evolution, Evolutes, Critical estimate. Reading: <i>Sāmkhyakārikā of Iṣvarakṛṣṇa with Tattvokaumudi</i> of Vācaspati Miśra (Verses 21-27)	2
2.	Yoga Darśana	13
2.1	Introduction	1
2.2	Nature and forms of Yoga	1

	Concept of <i>citta</i> , <i>cittavrtti</i> and <i>cittabhūmis</i> .	
2.3	Reading: <i>Yogasutra</i> of Pātanjali with Vyāsabhāṣya, <i>Samādhipāda</i> : verses 1-12	4
	<i>Kleṣas</i> and <i>kliṣṭa vṛttis</i> .	
2.4	Reading: <i>Yogasutra</i> of Pātanjali with Vyāsa bhāṣya, <i>Sādhanpāda</i> : verses 1- 9	3
	<i>Astāṅgayoga</i> as a means of liberation.	
2.5	Reading: <i>Yogasutra</i> of Pātanjali with Vyāsa bhāṣya, <i>Sādhanpāda</i> : verses 29, 29	2
	The place of God in Yoga.	
2.6	Reading: <i>Yogasutra</i> of Pātanjali with Vyāsa bhāṣya, <i>Samādhipāda</i> : verses 23 – 27	1
	Total Lectures	27

Assessments

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

Readings

Primary Texts

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

Jha, Ganga Nath (1896). *Tattva Kaumudi of Vācaspati Miṣra*. Tookaram Tatyā, Bombay.

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

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

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

Secondary Texts

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

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

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

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

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

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

- Perrett, Roy W (2016a). *An Introduction to Indian Philosophy*. Cambridge University Press, United Kingdom.
- Sen Gupta, Anima (1973). *Classical Samkhya: A Critical Study*. Gour Ashram, Lucknow.
- Sharma, Chandradhar (1991b). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass, Delhi.
- Shastri, Dakshinaranjan (1930b). *A Short History of Indian Materialism*. Calcutta Book company, Calcutta.

Greek Philosophy

Course Code: PH 403

Credits: 4

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 4-0-0

Course Learning Outcomes

After successful completion of this course, the students will be able to:

1. **CLO-1:** Recognize the key thinkers, major themes as well as important theories available in the classical Greek philosophical traditions.
2. **CLO-2:** Use the philosophical resources and tools available in the Greek traditions with adequate depth.
3. **CLO-3:** Develop a set of critical abilities to analyze the different philosophical theories discussed in the course..
4. **CLO-4:** Evaluate the respective arguments for and against the world-views offered by the Greek tradition..
5. **CLO-5:** Develop an overview of the origins and development of early stages of Western Philosophy which lay a foundation for a several contemporary philosophical debates.

Introduction to the Course

This course offers a journey backwards into those times when philosophy began in the West. By revisiting the thinkers, their texts and concerns of curiosity, it aims at engaging with those age-old philosophical pathways in a critical manner to provide an opportunity for the students to engage with and trace out the philosophical past of the West. The topics covered within the course will be based on the English translations of the classical texts as well as other reliable supplementary materials.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	2	2	1	1	1	1	1	2	1	1	1
CLO2	2	2	2	3	2	2	1	2	2	1	1
CLO3	2	1	3	2	2	2	2	3	2	2	2
CLO4	2	3	3	3	3	3	3	2	3	2	2
CLO5	2	3	3	2	3	3	2	3	3	2	1

Detailed Syllabus

Units	Topics	Hours
0	Introduction to the course	1
1	Pre-Socratics:Greek Naturalists <i>ad Arche</i>	6
1.1	Thales: Doctrine of Hydor Sources: Metaphysics Book I 982 a2-3; 983 b6-983 b19; Metaphysics Book I 983 b21-22.	1
1.2	Anaximander: Doctrine of apeiron Sources: Simplicius, Commentary on Aristotle's Physics 24, lines 13ff. = 12A9 and B1, Pseudo-Plutarch (12A10)	1
1.3	Empedocles: The Doctrine of Multiple <i>arche</i> Sources: On Nature (B6 = D 57; (B 109 = D 207);(B 17.1-13 = D 73).	1
1.4	Parmenides: The theory of Being and Permanence. Sources: Barnes, Jonathan, "Parmenides and the Eleatic One."	1
1.5	Heraclitus: The Doctrine of Flux, Logos Sources: Plato's Cratylus (402a8-10; DK 22A6)	1
1.6.	Democritus and Leucippus: Greek Atomism. Sources: Metaphysics, Book I 4, 985 b4-10; DK 67A6.	1
2	Pre-Socratics: Sophists	4
2.1	Early Sophists: Protagoras. Sources: Plato's Sophist 268c8-9	1

2.2	Knowledge as Sense Perception Relativism of Truth. Sources: Plato's Theatetus 152a2-4	1
2.3	Later Sophists: Callicles, Thrasymachus, Antiphone. Sources: Plato's Gorgias 483b4-e4	1
2.4	The opposition of nature (Phusis)and law(nomos);Relativism of morality and law Conventionalism. Sources: Plato's Gorgias 483b4-e4	1
3	Socrates	8
3.1.	The methods: Dialectics and Elenchus; Knowledge as virtue. Sources: Crito (29e–30a)	3
3.2	Virtue, Human Life. Sources: Protagoras 357d-58d	3
3.3	Rejection of the weakness of will (<i>Akrasia</i>). Sources: Plato's Protagoras (352b-358d)	2
4	Plato	17
4.1	The nature of Soul (and its relation to the body). Sources: Plato, Phaedo 106d-108c; Plato, The Republic, Book IV, 435- end	2
4.2	Theory of Knowledge: Knowledge as Recollection. Sources: Phaedo (73c-77aj)	2
4.3	Rejection of Sense Perception. Sources: Plato, Theaetetus 184-186	2
4.4	Classification of Knowledge in conformity with the theory of forms. Sources: The Republic, Book VI 511A	3
4.5	Theory of Forms (and the explanation of the phenomenal world). Sources: The Republic , Book V, VI, VII	4
4.6	Aristotle's Critique of the Theory of Forms: Third man-Argument. Source: Aristotle, Metaphysics I 9,990b16-17	2
4.7	Plato's Principle of interweaving of Forms and the Explanation of a) the possibility of speech and b) the explanation of meaningful false statements. Sources: Sophist 259e 5-6	2
5	Aristotle	16

5.1	Back to the world of senses and the non-postulation of (Platonic) Transcendent world. Sources: Metaphysics 6.1, 1026a27–31	2
5.2	Aristotle's theory of Categories. Sources: The Categories (1b25–27)	2
5.3	Actuality, Potentiality and their interrelation; Different kinds of priority of Potentiality over Actuality: a) Logical b) Ontological c) Chronological; The account of change in the sensible world. Sources: Metaphysics, Book VII	5
5.4	Aristotle's theory of Causality. Sources: Physics 1.5-9, 11.7	3
5.5	Matter and Form. Sources: Metaphysics, Book VII	1
5.6	Aristotle's theory of Soul. Source: De Anima II 2, 414a 12-13.	1
5.7	Teleology in Aristotle's philosophy. Source: Aristotle, Physics. 199a20–32	2
	Total Lectures	56

Assessments

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

Readings

Primary Texts

Aristotle (1991). *The Complete Works of Aristotle*. Ed. by J. Barnes. Vol. I. Princeton: Princeton University Press.

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

Secondary Texts

Barnes, Jonathan (2011). "Method and Metaphysics. Essays in Ancient Philosophy". In: ed. by Maddalena Bonelli. Vol. I. Oxford University Press. Chap. Parmenides and the Eleatic One, pp. 262–287.

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

Curd, Cohen . Marc. and Reeve (2011). *Readings in Ancient Greek Philosophy*. Vol. 4. Indianapolis, IN: Hackett Publishing Co.

Ethics

Course Code: PH 404

Credits: 4

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Identify value judgments and moral reasoning..
2. **CLO-2:** Explain major normative ethical theories such as Deontology, Utilitarianism, and virtue ethics..
3. **CLO-3:** Analyze and evaluate a number of arguments for and objections to normative ethical theories. .
4. **CLO-4:** Explain various meta-ethical theories about whether moral judgments can be true or false..
5. **CLO-5:** Analyse and evaluate arguments for and objects to meta-ethical theories. .
6. **CLO-6:** Articulate the central arguments in the works of key moral thinkers of historical importance such as Aristotle, Kant, Jeremy Bentham, Mill, and Nozick.
7. **CLO-7:** Apply ethical theories to practical contexts to resolve moral dilemmas.
8. **CLO-8:** Write clear, concise and coherent paper on ethical issues.

Introduction to the Course

The course aims at a comprehensive introduction to ethics. The first part is on the nature of ethics and moral reasoning. The second part deals with the three main normative ethical theories: Deontology, Utilitarianism, and Virtue ethics. The third part of the course concentrates on the debates between moral realism and cognitivism on the one hand, and moral antirealism and non-cognitivism on the other. The fourth part concerns the application of ethical theories to particular cases such as theories of punishment, abortion and animal rights.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	2	-	-	2	-	-	-	-	-	-	-	-
CLO2	3	3	-	3	3	-	-	-	-	-	-	-
CLO3	2	-	3	3	2	-	-	2	-	2	-	2
CLO4	3	3	-	2	2	-	-	-	-	-	-	-
CLO5	2	-	3	3	3	-	-	2	-	2	-	2
CLO6	3	3	-	-	-	-	-	-	-	-	-	-
CLO7	2	-	-	3	-	-	-	2	-	2	-	3
CLO8	-	-	-	-	-	3	-	3	-	2	-	-

Course Structure

Units	Topics	Hours
1.	Nature of Moral Philosophy	5
1.1	Introduction	1
	<ul style="list-style-type: none"> • Nature of moral Philosophy • Descriptive, Normative, and Moral Statements • Nature of Moral Arguments and their evaluation • The Trolley Problem. 	
1.2	Readings: <ol style="list-style-type: none"> 1. Russ Shafer Landau, The Fundamental of Ethics, pp. 1-15. 2. Lewis Vaughn, Doing Ethics: Moral Reasoning and Contemporary Issues, pp. 43-61. 3. J J Thomson, "Killing, Letting Die, and the Trolley Problem." 	4
2	Normative Ethical Theories	19
2.1	Utilitarianism	6

	• Bentham's Qualitative Hedonistic Utilitarianism;	
2.1.1	• Mill's Qualitative Hedonistic Utilitarianism.	2
	Readings: 1. Jeremy Bentham, An Introduction to the Principles of Morals and Legislation, Chapters: 1 and 4 2. John Stuart Mill (1859), Utilitarianism, Chapters: 1 and 2	
2.1.2	Extreme and Restricted Utilitarianism. Reading: J.J.C. Smart, "Extreme and Restricted Utilitarianism," Smart, Utilitarianism, Ch. 2 and 3	2
2.1.3	The distinction Between Act and Rule Utilitarianism. Reading: Brad Hooker, "Rule Consequentialism,"; Peter Singer, "Famine, Affluence and Morality."	2
2.2	Kantian Deontological Ethics	7
2.2.1	Morality, Rationality and the Principle of Universizability. Reading: Russ Shafer Landau, The Fundamental of Ethics, Oxford University Press, Pp 154-165	1
2.2.2	Kant's notions of good will and Duty; The Distinction Between Hypothetical and Categorical Imperative; The Four Formulations of the Categorical Imperative. Reading: 1. Kant, Groundwork of the Metaphysics of Morals, Preface pp xvii – xxv; Chs 1 and 2. 2. Foot, 'Morality as a system of Hypothetical Imperatives'	3
2.2.3	Postulates of Pure Practical Reason. Reading: Immanuel Kant, "God and Immortality as Postulates of Pure Practical Reason," from Critique of Practical Reason.	1
2.2.4	Kant's Formula of Universal Law. Reading: 1. Christina Korsgaard, "Kant's Formula of Universal Law,"; 2. Thomas Nagel, "War and Massacre"	2
2.3.	Virtue Ethics	6
2.3.1	The Idea of the Good (Eudaimonia). Reading: Aristotle, Nicomachean Ethics, Book I, Sections 1-5, 7-10, 13.	1
2.3.2	Moral Virtues. Reading: Aristotle, Nicomachean Ethics, Book II, Sections 1-7	1
2.3.3	Doctrine of the Mean - Virtues of Generosity, Magnanimity, Magnificence. Reading: Aristotle, Nicomachean Ethics, Book IV, sections 1-5	1

	Practical reason and Practical Wisdom.	
2.3.4	Reading: Aristotle, Nicomachean Ethics, Book VI, Sections, 1, 2, 5, 8, 9, 12, 13.	1
	Pleasure and Happiness.	
2.3.5	Reading: Aristotle, Nicomachean Ethics, Books VII, Sections 12 – 13; X, sections 1-8	1
	Contemporary Forms of Virtue Ethics.	
2.3.6	Reading: Russell Shafer-Landau, Ethical Theory: An Anthology, 609-611.	1
3	Meta-Ethics	23
	Introduction to Meta-ethics.	
3.1	Reading: Andrew Fisher, Meta Ethics: An Introduction, pp 1-11.	1
3.2	Moral Realism and Cognitivism	16
	Arguments for and against Moral realism; Naturalism and Non-naturalism.	
3.2.1	Reading: Micheal, Smith, “Realism”, from Peter Singer, ed., A Companion to Ethics (Blackwell, 1991), 399-410.	4
	Non-Naturalist Ethics, Divine Command Theory and Intuitionism.	
3.2.2	Readings: 1. Timmons, Micheal, Moral Theory: An Introduction, pp. 23-37. 2. Moore, G. E., “The Subject-Matter of Ethics”, from Principia Ethica, (Cambridge, 1968). 3. Russ, Shafer-Landau. “Ethics as Philosophy: A Defense of Ethical Nonnaturalism,” from Mark Timmons and Terence Horgan, eds., Meta Ethics after Moore (Oxford University Press, 2005).	4
	Naturalistic Fallacy and the Open question Argument.	
3.2.3	Reading: 1. Moore, G. E., “The Subject-Matter of Ethics”, from Principia Ethica, 58-62. 2. Fisher, Andrew., “Meta-ethics: An Introduction”, 11-24	2
	Expressivism and Subjectivism.	
3.2.4	Reading: 1. Primary Readings: A.J.Ayer, “A Critique of Ethics,” from Language, Truth and Logic, pp. 102-13. 2. J.L.Mackie, “The Subjectivity of Values,” from Ethics: Inventing Right and Wrong, pp. 15-18, 29-43.	2
	Error Theory - arguments for and against.	
3.2.5	Reading: Fisher, Andrew., “Meta-ethics: An Introduction,” pp. 39-53.	2

	Relativism - agent and speaker relativism, cultural relativism. Reading: 1. Harry, Gensler, "Cultural Relativism," from Ethics: A Contemporary Introduction (Routledge, 1998), 11-17.	2
3.2.6	2. Gilbert, Harman, "Moral Relativism Defended," Philosophical Review, 85(1975), 3-22	
3.3	Moral Antirealism and Non-Cognitivist theories	6
	Prescriptivism and Emotivism. Readings: 1. Hare, R.M. "The Language of the Morals" (Clarendon Press, 1952), 1-56.	3+3
3.3.1	2. Ayer, A.J., "A Critique of Ethics," from Language, Truth and Logic, (Dover,1952), 102-13	
4	Applied Ethics	6
4.1	Introduction to Applied Ethics and its relation to ethical theory. Reading: Peter Singer, "Practical Ethics", pp. 1-15.	2
	Justification of Punishment. Readings: 1. Andrew Flew, "The Justification of Punishment", pp. 291-307.	2
4.2	2. Hampton, "The Moral Education Theory of Punishment" 3. Nozick, "Retributive Punishment"	
	Abortion. Readings: 1. Thomson, "A defense of Abortion".	1
4.3	2. Marquis, "Why Abortion is Immoral"	
	Animal Rights: Readings: 1. Regan, "The Case for Animal Rights"	1
4.4	2. Anderson, "Animal Rights and values of Non-human Life"	
	Total Lectures	53

Assessments

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

Readings

Books

- Anderson, Elizabeth (2004). "Animal Rights: Current Debates and New Directions". In: ed. by Cass R. Sunstein and Martha C. Nussbaum. Oxford: Oxford University Press. Chap. Animal Rights and the Values of Nonhuman Life.
- Aristotle (1999). *Nicomachean Ethics*. Ed. by trans. W.D. Ross. Kitchener: Batoche Books.
- Ayer, A. J (1952). "Language, Truth and Logic". In: Dover. Chap. A Critique of Ethics, pp. 102–113.
- Bentham, Jeremy (1907). *An Introduction to the Principles of Morals and Legislation*, Oxford: Clarendon Press.
- Fisher, Andrew (2014). *Metaethics: An Introduction*, . Abington: Routledge.
- Gensler, Harry (1998). "Ethics: A Contemporary Introduction". In: Routledge. Chap. Cultural Relativism, pp. 11–17.
- Gideon, Rosen (1998). "Blackburn's Essays in Quasi Realism". In: *Nous* 32.3, pp. 386–405.
- Hare, R.M (1952). *The Language of the Morals*. Clarendon Press.
- Hooker, Brad (2000). "Blackwell Guide to Ethical Theory". In: ed. by Hugh LaFollette. Blackwell Publishing. Chap. Rule Consequentialism, pp. 183–204.
- Kant, Immanuel (1909). *Critique of Practical Reason and other works in the theory of Ethics*. Ed. by Trans. T.K.Abbott. London: Longmans Green and Company.
- (1999). *Groundwork of the Metaphysics of Morals*. Ed. by Trans. Mary Gregor. Cambridge University Press.
- Mackie, J. L (1977). "Ethics: Inventing Right and Wrong". In: Penguin. Chap. The Subjectivity of Values, pp. 15–18, 29–43.
- Mill, John Stuart (1863). *Utilitarianism*. London: Parker, Son & Bourn, West Strand.
- Moore, G. E (1968). "Principia Ethica". In: Cambridge: Cambridge University Press. Chap. The Subject-Matter of Ethics.
- Regan, Tom (1983). *The Case for Animal Rights*. Berkeley: University of California Press.
- Shafer-Landau, Russ (2005). "Meta Ethics after Moore". In: ed. by Mark Timmons and Terence Horgan. Oxford University Press. Chap. Ethics as Philosophy: A Defense of Ethical Nonnaturalism.
- (2010). *Fundamentals of Ethics*. Oxford: Oxford University Press.
- (2012). *Ethical Theory: an Anthology*. Wiley-Blackwell.
- Singer, Peter (1979). *Practical Ethics*. Cambridge: Cambridge University Press.
- Smart J J C, Williams Bernard (1973). *Utilitarianism: For and Against*, Cambridge University Press.
- Smith, Micheal (1991). "A Companion to Ethics". In: ed. by Peter Singer. Blackwell. Chap. Realism, pp. 399–410.
- Timmons, Mark (2013). *Moral Theory: An Introduction*, London: Rowman & Littlefield Publishers.
- Timmons, Mark and Terry Horgan, eds. (2005). *Meta Ethics after Moore*. Oxford University Press.

Vaughn, Lewis (2015). *Doing Ethics: Moral Reasoning and Contemporary Issues*. New York: Norton & Company.

Papers

- Flew, Anthony (1954). "The Justification of Punishment". In: *Philosophy* 29.111, pp. 291–307.
- Foot, Philippa (1972). "Morality as a system of Hypothetical Imperatives". In: *Philosophical Review* 81, pp. 305–15.
- Geach, P.T. (1965). "Assertion". In: *The Philosophical Review* 74.4, pp. 449–465.
- Hampton, Jean (1984). "The Moral Education Theory of Punishment". In: *Philosophy & Public Affairs* 13.3, pp. 208–238.
- Harman, Gilbert (1975). "Moral Relativism Defended". In: *Philosophical Review* 85, pp. 3–22.
- Korsgaard, Christina (1985). "Kant's Formula of Universal Law". In: *Pacific Philosophical Quarterly* 66, pp. 24–47.
- Marquis, Don (1989). "Why Abortion is Immoral". In: *Journal of Philosophy* 86.4, pp. 183–202.
- Nagel, Thomas (1972). "War and Massacre". In: *Philosophy and Public Affairs* 15.6, pp. 951–951.
- Singer, Peter (1972). "Famine, Affluence, and Morality". In: *Philosophy and Public Affairs* 1.3, pp. 229–243.
- Smart, J J C (1956). "Extreme and Restricted Utilitarianism". In: *Philosophical Quarterly* 6, pp. 344–54.
- Thomson, Judith Jarvis (1971). "A defense of Abortion". In: *Philosophy and Public Affairs* 1.1, pp. 47–66.
- (1976). "Killing, Letting Die, and the Trolley Problem". In: *The Monist* 59, pp. 204–17.

Formal Logic

Course Code: PH 405

Credits: 4

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After completing the course, students are expected to understand the basic structures, techniques and approaches of pure formal reasoning and subsequently they will be equipped to do the following:

1. **CLO-1:** Distinguish the difference between formal (artificial) language and natural language and also between meta-language and object language.
2. **CLO-2:** Identify the forms of proposition as opposed to grammatical forms of sentences.
3. **CLO-3:** Translate ordinary sentences of natural language into sentences of formal language.
4. **CLO-4:** Check the formal values (truth values) of symbolized sentences using methods such as truth-table and truth-tree.
5. **CLO-5:** Distinguish the difference between form of reasoning and content of reasoning.
6. **CLO-6:** Check the consistency and validity of the forms of reasoning.
7. **CLO-7:** Demonstrate the validity of forms of reasoning by using the method of natural deduction.
8. **CLO-8:** Use the tools of formal reasoning to analyze and evaluate philosophical reasoning and other deductive reasoning and discourses.
9. **CLO-9:** Learn to abstract and establish formal relations among concepts and ideas.

Introduction to the Course

This course is designed to introduce the fundamentals of modern symbolic logic. Therefore no prior training in logic is required or assumed. The focus of the study is First Order Logic and so modal logics and non-standard logical systems are excluded. Apart from exploring the systems as a problem solving exercise, attempt will be done to discuss them from the perspective of formal language. For exploring these systems, both model theoretic and proof theoretic approaches will be considered. In addition, some important meta-theorems will be discussed to enrich our understanding of symbolic logic. This course is highly recommended for students intending to pursue advanced studies in logic as well as research programs.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	-	-	-	1	2	1	2	2	2	3	3	3
CLO2	-	-	-	1	3	2	2	2	2	2	2	2
CLO3	-	-	-	3	2	2	2	2	2	3	3	2
CLO4	-	-	-	-	1	1	1	1	1	1	1	1
CLO5	-	1	1	2	3	2	2	3	3	3	3	3
CLO6	-	1	1	2	2	3	2	3	3	3	3	3
CLO7	-	1	1	2	2	2	-	-	1	2	3	2
CLO8	-	1	1	2	3	3	1	3	3	3	3	3
CLO9	-	1	1	2	3	3	2	3	3	3	3	3

Detailed Syllabus

Units	Topics	Hours
1.	Part I: Introduction	8
1.1	Introduction	1
1.2	What is formal logic?	1
1.3	What is its relation with formal language <ul style="list-style-type: none"> • Language • Natural language and formal language • Meta-language and object language • Proposition 	6
2.	Part II: Sentential Logic	16
2.1	Truth-functional connectives	-
2.2	Symbolization	-
2.3	Truth-table and abbreviated truth table method	-
2.4	Truth-tree method	-
2.5	Natural deduction method	-
3	Part III: Meta-theorems and Meta-theoretic concepts	10
3.1	Completeness of truth-functional calculus	-
3.2	Nature of logical connectives	-
3.3	Deduction theorem	-
3.4.	Monotonicity theorem	-
3.5	Mathematical induction	-
3.6	Soundness theorem	-

3.7	Completeness theorem	-
3.8	Adequacy theorem	-
3.9	Compactness	-
3.10	Reductio Ad Absurdum	-
4	Part IV: Quantificational Logic	16
4.1	Symbolization	-
4.2	Truth-tree method	-
4.3	Natural deduction method	-
5	Part V: Some observations	4
5.1	Revision of fundamental concepts	-
	Extensions of First Order Logic	
	1. Modal Alethic Logic	
5.2	2. Deontic Logic	-
	3. Epistemic Logic	
	Total Lectures	54

Assessments

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

Suggested Readings

Part-I

- Baggini, Jullian and Peter S Fosl (2002a). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 1 &2).
- Cohen, R. Morris (1944). *A Preface to Logic*. Dover Publication (Chapter 1 &2).
- Copi, I.M. and C Cohen (2001a). *Introduction to Logic*. 13th ed. Pearson Education Asia Low Price Edition (Chapter 1 &7).
- Priest, Graham (2017). *Logic: A Very Short Introduction*. Oxford University Press.
- Russell, Bertrand and Alfred North Whitehead (1963). *Principia Mathematica*. Cambridge University Press.
- Singh, A. and C. Goswami (1998a). *Fundamentals of Logic*. ICPR (Chapter 0).

Part-II

- Baggini, Jullian and Peter S. Fosl (2002b). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 3).
- Belnap, Nuel D. (1962). "Tonk, Plonk and Plink". In: *Analysis* 22.6, pp. 130–134.
- Bergmann.M, Moor. J and Nelson (2003a). *The Logic Book*. McGraw Hill (Chapter 2, 3, 4 & 5).
- Copi, I. M. and C. Cohen (2001). *Introduction to Logic*. 13th ed. (Pearson Education Asia Low Price Edition (Chapter 4).
- Copi, I.M (2010b). *Symbolic Logic*. 5th ed. PHI Learning Pvt. Ltd (Chapter 3).
- Jeffrey, R. (1991a). *Formal Logic: Its Scope and Limits*. 3rd ed. McGraw Hill (Chapter 4).
- Prior, A.N (1960). "The Runabout Inference-Ticket". In: *Analysis* 21.2, pp. 38–39.
- Singh, A. and C. Goswami (1998b). *Fundamentals of Logic*. ICPR (Chapter 1).
- Wansing, H (2006). "Connectives Stranger than Tonk". In: *Journal of Philosophical Logic* 35.6, pp. 653–660.

Part-III

- Baggini, J and Peter S. Fosl (2002). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 4, 5 & 7).
- Bergmann.M, Moor. J and Nelson (2003b). *The Logic Book*. McGraw Hill (Chapter 6).
- Singh, A and C. Goswami (1998). *Fundamentals of Logic*. ICPR (Chapter 1).

Part-IV

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

Weston, Antony (2017). *A Rulebook for Argument*. 5th ed. Hackett Publishing (Chapter 7, 8 & 9).

Part-V

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

— (2015c). *Philosophical Issues Centering Round Sentential Logic V – Introduction to Axiomatic System*. UGC: E-PG Patshala, Module Id:3.18.

Philosophical Writings-I

Course Code: PH 406

Credits: 2

Prerequisite Course/Knowledge: None

Semester I

L-T-P: 2-0-0

Introduction to the Course

This course may be taken as a kind of preface or precursor to philosophical writing. It is divided into two sections, namely, logical and philosophical. The former basically seeks to impart the basic tools and techniques of logico-philosophical reasoning. The rationale for this approach is that critical reasoning faculty is required to not only read but also write a good philosophy paper. As such, it looks into some of the basic features of logical reasoning. The latter section aims to discuss and analyze a set of important concepts in philosophy. The purpose is to equip the students with the skill of analyzing and classifying issues and problems of philosophy. It will culminate in writing a short argumentative essay.

Course Learning Outcomes (CLOs)

After completing the course successfully, students are expected to know the basic structures, techniques and approaches of logical reasoning. They will be in a position to identify and classify important concepts required for philosophical reasoning and writing. A more detailed outcome in terms of acquisition of abilities of the students may be broadly highlighted as follows:

1. **CLO-1:** Identify the basic structure and nature of reasoning (argument).
2. **CLO-2:** Identify various kinds of reasoning .
3. **CLO-3:** Distinguish between strong (or valid) reasoning and poor (or fallacious) reasoning.
4. **CLO-4:** Identify and use common philosophical concepts with clarity.
5. **CLO-5:** Establish strong argument, provide counter-argument and avoid incorrect reasoning .
6. **CLO-6:** Analyze concepts and assumptions or presupposition in reasoning.
7. **CLO-7:** Compose an argumentative essay.
8. **CLO-8:** Think and articulate ideas with clarity and coherence.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	-	-	3	2	3	2	1	3	3	3	3	3
CLO2	-	-	3	2	3	2	2	3	3	3	3	3
CLO3	1	1	3	2	3	2	2	3	3	3	3	3
CLO4	1	1	3	2	3	2	2	3	3	3	3	3
CLO5	1	1	3	2	3	2	2	3	2	3	3	3
CLO6	1	1	3	2	3	3	2	3	3	3	3	3
CLO7	1	2	1	2	2	3	3	3	3	2	3	3
CLO8	1	2	1	2	2	3	3	3	3	3	3	3

Detailed Syllabus:

Units	Topics	Hours
1.	Part-I	10
1.1	Introduction	2
1.1.1	Introduction of the paper	-
1.1.2	What is logical reasoning? Kinds of logical reasoning	-
	• Deductive and inductive	
1.1.3	• Formal and informal • Argument and argument form.	-
1.1.4	Argument form and explanatory form	-
1.1.5	Analogical argument	-
1.2	Logical Dilemmas and refutation	-
2	Part II	6

	Informal fallacies	
2.1	<ul style="list-style-type: none"> • Ambiguity • Presumption • Defective Induction • Relevance 	2
3	Part III	8
	Conceptual tools	
3.1	<ul style="list-style-type: none"> • First order enquiry and second order enquiry • Descriptive and normative • Transcendental and empirical • Absolute and relative • Objective and Subjective • Extension and intension • Reduction and non-reduction • Essence and accident • Sense and reference • Syntax and semantics • Types and token • Axiom and theorem • Hume's fork • Ockham's razor • Paradox • Primitive and self-evident truths 	-

Propositions		
	<ul style="list-style-type: none"> • Proposition and sentence • Simple and complex • Singular and general • Necessary and Contingent • Apriori and aposteriori • De re and de dicto 	
3.2	<ul style="list-style-type: none"> • Analytic-synthetic • Kinds of implication <ol style="list-style-type: none"> 1. Necessary and sufficient conditions 2. Logical 3. Material 4. Causal 5. Theoretical 6. Informative 	-
4	Part-IV	2
4. 1	Write a short argumentative essay	-
Total Lectures		24

Assessments

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

Suggested Readings

Part-I

- Baggini, Jullian and Peter S Fosl (2002a). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 1 &2).
- Cohen, R. Morris (1944). *A Preface to Logic*. Dover Publication (Chapter 1 &2).
- Copi, I.M. and C Cohen (2001a). *Introduction to Logic*. 13th ed. Pearson Education Asia Low Price Edition (Chapter 1 &7).
- Priest, Graham (2017). *Logic: A Very Short Introduction*. Oxford University Press.
- Russell, Bertrand and Alfred North Whitehead (1963). *Principia Mathematica*. Cambridge University Press.
- Singh, A. and C. Goswami (1998a). *Fundamentals of Logic*. ICPR (Chapter 0).

Part-II

- Baggini, Jullian and Peter S. Fosl (2002b). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 3).
- Belnap, Nuel D. (1962). "Tonk, Plonk and Plink". In: *Analysis* 22.6, pp. 130–134.
- Bergmann.M, Moor. J and Nelson (2003a). *The Logic Book*. McGraw Hill (Chapter 2, 3, 4 & 5).
- Copi, I. M. and C. Cohen (2001). *Introduction to Logic*. 13th ed. (Pearson Education Asia Low Price Edition (Chapter 4).
- Copi, I.M (2010b). *Symbolic Logic*. 5th ed. PHI Learning Pvt. Ltd (Chapter 3).
- Jeffrey, R. (1991a). *Formal Logic: Its Scope and Limits*. 3rd ed. McGraw Hill (Chapter 4).
- Prior, A.N (1960). "The Runabout Inference-Ticket". In: *Analysis* 21.2, pp. 38–39.
- Singh, A. and C. Goswami (1998b). *Fundamentals of Logic*. ICPR (Chapter 1).
- Wansing, H (2006). "Connectives Stranger than Tonk". In: *Journal of Philosophical Logic* 35.6, pp. 653–660.

Part-III

- Baggini, J and Peter S. Fosl (2002). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 4, 5 & 7).
- Bergmann.M, Moor. J and Nelson (2003b). *The Logic Book*. McGraw Hill (Chapter 6).
- Singh, A and C. Goswami (1998). *Fundamentals of Logic*. ICPR (Chapter 1).

Part-IV

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

Weston, Antony (2017). *A Rulebook for Argument*. 5th ed. Hackett Publishing (Chapter 7, 8 & 9).

Purva Mimamsa and Vedanta

Course Code: PH 451

Credits: 4

Prerequisite Course/Knowledge: None

Semester II

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Describe the philosophical positions of Poorva Mimamsa and Vedanta.
2. **CLO-2:** Recognize the influence of Purva Mimamsa's and Vedanta's views on later philosophy and estimate the relevance of their views to contemporary debates on metaphysical and epistemological issues. .
3. **CLO-3:** Relate problems and issues that Purva Mimamsa and Vedanta proposes for contemporary Indian social issues. .
4. **CLO-4:** Examine Purva Mimamsa's and Vedanta's philosophical theories critically and assess given arguments in support and against of their views.
5. **CLO-5:** Scrutinise, interpret and comment on difficult and complex texts like *Mimamsa sutra*, *Viveka Churamani*.
6. **CLO-6:** Develop and articulate their views about philosophical concerns of Purva Mimamsa and Vedanta.
7. **CLO-7:** Write conceptually clear, systematic and coherent critical essays on the significant questions that Indian systems in general and Purva Mimamsa and Vedanta in particular are concerned with.

Introduction to the course:

This course is designed to an introduction to Purva Mimamsa and Vedanta philosophy(classical and contemporary). It is divided into 4 units: Purva Mimamsa, Advaita Vedanta, Vaishnava Vedanta and Neo-Vedanta.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	1	2	2	3	2	-	2	2	3	2	-
CLO2	1	3	2	-	-	2	2	2	3	2	-
CLO3	3	3	2	-	-	2	2	2	3	2	-
CLO4	1	-	1	-	2	3	2	2	3	2	1
CLO5	2	2	-	3	-	2	2	2	3	3	-
CLO6	3	3	3	-	-	1	2	2	3	2	-
CLO7	-	-	-	-	-	-	3	-	-	-	-

Detailed Syllabus

Units	Topics	Hours
PURVA MIMAMSA		
1.	Reading: Shabar, Commentary on Mimamsa Sutra and C. D. Sharma, A Critical survey of Indian philosophy, Chapter 13)	13
1.1	Importance of Purva Mimamsa school	2
1.2	<i>Pramanya vada</i>	5
1.3	Validity of knowledge (<i>Shruti</i>)	2
1.4	Philosophical differences between Prabhakara and Kumarila	2
1.5	The concept of "Dharma"	2
ADVAITA VEDANTA		
2		14
2.1.	Introduction to Advaita Vedanta. (Reading: Swami Vivekananda's lecture on Vedanta)	1
2.2	<i>Maya/Avidya</i> Reading: Sankaracarya, Upodhgath of Shariraka bhashya)	4
2.3	<i>Jiva</i> (Self) Reading: Brihadaranyaka Upanishad part 4)	2
2.4	The concept of Brahman Reading: Gaudhapadacarya Mandukya Karika)	2

2.5	<i>Sadhana catustya</i> (qualifications to practice Advaita Vedanta) Reading: Sadananda swami, Vedanta Sara, verse 15-25)	3
2.6	<i>Moksha</i> (Liberation): Reading: 1. Sankaracharya, Viveka churamani verse 27 – 30. 2. Datta and Chatarjee, An Introduction of Indian philosophy Chapter X p. 397)	2
3	VAISHNAVA VEDANTA	14
3.1	Introduction to Vaishnava Vedanta. Reading: Shrimad Bhagavat Maha Purana preface)	1
3.2	Theory of Knowledge. Reading: C. D. Sharma, A critical survey of Indian philosophy, Chapter 18, pp. 342-343.)	2
3.3	Maya/Prakriti. Reading: C. D. Sharma, A Critical Survey of Indian Philosophy, Chapter 18.Xv, P. 358)	2
3.4	<i>Jiva</i> (Self). Reading: Datta and Chatarjee, Chapter X.3.3 Page 420 – 429)	1
3.5.	The doctrine of Bhakti (devotion) . Reading: 1. Bhagavat Maha Puran, chapter 5.23. 2. Bhagavad-Gita, Ch. 12)	2
3.6	<i>Moksha</i> (liberation)	1
3.7	Dvaita Vedanta by Madhvacarya . Reading: Selected part of Madhva's Commentary of Brahma Sutra)	2
3.8	<i>Bhedabheda</i> by Nimbarkacarya. Reading: Selected parts of Vedanta Parijata Nimbark commentary of Brahma Sutra)	1
3.9	<i>Suddhadvaita</i> by Vallabhacarya. Reading: Vallabhacharya, <i>Anu Bhashyam</i> selected parts)	1
3.10	<i>Acintya Bhedabheda</i> by Chaitanya Maha Prabhu. Reading: Chatushloke Chaitanya's commentary of Brahma sutra)	1
4	NEO-VEDANTA: Sri Aurobindo and K C Bhattacharya. Readings: Contemporary Indian philosophy by Basant Kumar Lal chapter IV and Chapter V)	15
4.1	Philosophical back ground of Sri Aurobindo	1
4.2	Theory of Involution	4
4.3	Integral Yoga	3

4.5	Philosophical background of KCB	1
4.6	Theoretic consciousness	3
4.7	Theory of negation	2
4.8	Uncertain reality	1
Total Lectures		56

Assessments

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

Readings

Primary Texts

- Aurobindo, Sri (1997). *Savitri- A Legend and A Symbol*, Sri Aurobindo Ashram Trust, Pondicherry.
- (2003). *Integral Yoga*. Sri Aurobindo Ashram Trust, Pondicherry.
- (2005). *Life divine*. Sri Aurobindo Ashram Trust, Pondicherry.
- Bhaskar, Laugaksi (2016). *Arth Sangrah*. Ed. by A. B. Gajendra gadkar and R. D. Karmakar. Motilal Banarsidas, Delhi.
- Bhattacharya, Krishna Chandra (1930). *The Subject as Freedom*, Indian Institute of Philosophy, Amalner.
- (1983). *Studies in Philosophy*. Ed. by Gopinath Bhattacharyya. Vol. I and II. Motilal Banarsidass, Delhi.
- Gaudpada, Acarya (1953). *Gaudpadakarika/Mundukakarika*, translated by Raghunath Damodar Karmarkar, Bhandarkar Oriental Research Institute, Poona.
- Kavi, Ramaraya (2004). *Vedanta Sangrah*. Ed. by Dr. Revathi and R Bal Subramanyam. Chinmaya International Foundation, Ernakulam.
- Madhvacarya (1904). *Vedanta-Sutra with the commentary of Madhvacarya*, translated by S. Subba Rao, Thomson and Co., Madras.
- Nimbarka and Srinivasa (1940). *Vedanta Parijata Saurabha and Vedanta Kaustubha (commentaries on Brahma Sutra)*, translated by Roma Bose, The Royal Asiatic Society of Bengal, Calcutta.
- Ramanujacharya (1899). *The Vedanta Sutra with Sri Bhasya*, translated by M. Rangacharya and M.B. Varadaraja Aiyangara. Brahmavadin Press, Madras.
- (2007). *Sri Ramanuh Gita Bhasya*, translated by Swami Adidevananda. Sri Ramakrishna Math, Madras.
- Sadananda (1931). *Vedantasara*, translated by Swami Nikhilananda. Advaita Ashram, Almora.

- Sankaracarya (1921). *Vivekacudamani*, translated by Swami Madhvananda, The Advaita Ashram, Almora.
- (1957). *Eight Upanisads with the commentary of Sankracarya*, translated by swami Gambhiranand. Advaita Ashram, Kolkata.
- (1972). *Brahma Sutra Bhasya*, translated by swami Gambhiranand. Advaita Ashram, Kolkata.
- (1977). *Bhagavad-Gita with the commentary of Sankracarya*, translated by A. Mahadeva Shastri, Samta Books, Madras.
- Shabara (1973). *Shabara Bhasya (commentary on Mimamsa sutra)*, translated by Ganganath Jha. Oriental Institute, Baroda.
- Vallabhacarya (1921). *Brahma Sutra Anu Bhasya*, ed. Mulchandra Tulsidas Teliwala, Akshaya Prakashan, Delhi.

Secondary Texts

- Datta, D.M. and S Chatterjee (2007). *An Introduction to Indian Philosophy*. RUPA, New Delhi.
- Lal, B.K. (1999). *Contemporary Indian Philosophy*. Motilal Banarsidass, Delhi.
- Sharma, Chandradhar (1991d). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass : Delhi.

Nyāya Vaiśeṣika

Course Code: PH 452

Credits: 4

Prerequisite Course/Knowledge: None

Semester II

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

By the end of this course, the students would be able to

1. **CLO-1:** Describe the relationship between Pramā and Pramāṇa.
2. **CLO-2:** Define substance and analyze the different categories enumerated by Vaiśeṣika.
3. **CLO-3:** Explain knowledge and categorization of knowledge expounded by Nyāya and its debates with other systems like Vedānta and Buddhism..
4. **CLO-4:** Analyze and interpret the development of the typologies of proof in Nyāya Sūtra text and its Bhasyas (commentaries). .
5. **CLO-5:** Demonstrate the role of *tarka* (arguments) to comprehend the nature of substance.

Introduction to the Course

This course is primarily concerned with aspects of Nyāya and Vaiśeṣika traditions that are crucial to the understanding of Indian philosophy. Their importance has to be studied separately and in a detailed manner therefore this course focuses only on these two systems beginning with a very brief introductory background of their relationship with the other systems of Indian philosophy. Beginning with the development of Nyāya and its core arguments regarding the creation of the universe and the explanation of material phenomena, the remainder of the course focuses on the question of logical proof expounded by the Nyāya School. The course would then try to understand the role of the Vaiśeṣika School and their relationship with Nyāya and their shared philosophical assumption regarding the nature of reality and proof.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	2	3	3	1	2	2	3	3	3	3	2	2
CLO2	2	2	3	1	1	2	3	2	3	2	-	2
CLO3	3	3	3	1	1	3	3	2	3	-	-	2
CLO4	3	2	3	2	2	3	3	3	3	-	-	2
CLO5	3	2	3	2	2	3	3	3	3	2	3	3

Detailed Syllabus:

Units	Topics	Hours
1.	Introduction:	4
	Place of Nyāya and Vaiśeṣika in Indian Philosophy	
1.1	Reading: Students can consult any of the books mentioned in the suggested readings (secondary texts) to get an entry and introductory understanding of the general trends in Indian Philosophy that would serve as a background for this course.	2
1.2	The place and authority and reason in Indian Philosophy	2
2	The Growth of Nyāyasāstra	4
	<ul style="list-style-type: none"> • Origin of the name Nyāya. 	
2.1	<ul style="list-style-type: none"> • The antiquity of Nyāyasāstra. • The early teachers of Nyāyasāstra 	1
2.2	Nyāya-sutra, the first systematic work on Nyāyasāstra	1
2.3.	The author of Nyāya-sūtra	1

2.4	<ul style="list-style-type: none"> • Contents of the Nyāya-sūtra • The commentaries on Nyāya-sūtra 	1
3	The nature and classification of Knowledge	6
3.1	Definition of Knowledge Reading: Nyāya Sutra- 1.1.15	1
3.2	Classification of Knowledge	1
3.3	Memory and Dream	1
3.4	Doubt (<i>Samśaya</i>) Reading: Nyāya Sutra- 1.1.23	1
3.5	Error (<i>viparyaya</i>) – Explanation of error Reading: Nyāya Vārtikā- 1.1.2-4	1
3.6	Hypothetical Argument (<i>tarka</i>)	1
4	Valid knowledge and method of valid knowledge	4
4.1	Definition of valid knowledge (<i>Prama</i>)	1
4.2	Definition of the method of valid knowledge (<i>Pramāṇa</i>)	2
4.3	The factors of valid knowledge (<i>Prama</i>)	1
4.4	The Nyaya theory of extrinsic validity and invalidity (Parataḥprāmānyavāda). Reading: 1. Nyāya Manjari- p-160-169. 2. Tattva Cintāmani- p 181-233	1
5	Perception as a method of valid knowledge (Pratyakṣa-pramāṇa)	7
5.1	Primacy of perception over methods of knowledge Reading: Nyāya Vārtikā Tikā- 1.2.3	1
5.2	The early Nyāya definition of Perception (Pratyakṣa) Reading: Nyāya Sutra- 1.1.4	1
5.3	Criticism of the early Nyāya definition of perception (<i>Pratyakṣa</i>)	1
5.4	Modern (<i>navya</i>) Nyāya definition of perception (<i>Pratyakṣa</i>)	1

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

7	Comparison as a method of valid knowledge (<i>upamānapramāṇa</i>)	2
7.1	Definition and classification of Comparison (<i>Upamāṇa</i>). Reading: Nyāya Sutra and Nyāya Bhāṣya- 1.1.33- 1.1.6	1
7.2	Evaluation of Comparison (<i>Upamāṇa</i>) as a method of valid knowledge	1
8	Verbal testimony as a method of valid knowledge (<i>śabdapramāṇa</i>)	4
8.1	Definition of verbal testimony (<i>śabda</i>). Reading: Nyāya Sutra 1.1.7	1
8.2	On words	1
8.3	On sentences	1
8.4	Evaluation of verbal testimony as a method of valid knowledge	1
9	Nyāya Metaphysics	4
9.1	Self and liberation	2
9.2	The Nyāya theology	2
10	<i>Vaiśeṣika Darsana</i>	3
10.1	a. Founder, Basic text and commentaries b. The criterion of Reality	1
10.2	The classification of Reality	1
10.3	The definition of Being (<i>bhāva</i>)	1
11	Substance (<i>dravya</i>)	3
11.1	Definition of Substance. Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2	1
11.2	<ul style="list-style-type: none"> • Buddhist denial of Substance • Vaiśeṣika response 	1
11.3	Types of Substances. Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2	1

Quality (<i>Guṇa</i>)		
12	<ul style="list-style-type: none"> • Definition of Quality • Type of Quality 	3
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
Action (<i>Karma</i>)		
13	<ul style="list-style-type: none"> • Definition of Action • Types of Action 	1
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
Universal (<i>sāmānya</i>)		
14	<ul style="list-style-type: none"> • Universal as Objective and Eternal Reality • Perception of the Universal 	1
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
15	Particularity (<i>viśeṣa</i>)	1
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
16	Inherence (<i>samavāya</i>)	1
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
17	Non-existence (<i>abhāva</i>)	1
Reading: Verses from Vaiśeṣika Sutra- book 1, chapter 1-2		
18	The Creation and destruction of the world	1
Total Lectures		60

Assessments

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

Suggested Readings

- Bhaduri, Sadananda (1947). *Studies in Nyaya-Vaiśeṣika Metaphysics*. Bhandarkar Oriental Research Institute : Poona.
- Chatterjee, S.C (1978). *The Nyaya Theory of Knowledge*. University of Calcutta Press:Calcutta.
- Dasgupta, S.N. (1992b). *A History of Indian Philosophy*. Vol. 1. Motilal Banarsidass: Delhi.
- Datta, D.M (972). *The Six ways of Knowing*. Motilal Banarsidas:Delhi.
- George, Champarthy (1972). *An Indian Rational Theology: Introduction to Udayana's Nyaya-Kusumanjali*. Publication of the De Nobili Research Library :Vienna.
- Jha, Ganganath, ed. (1984). *The Nyaya sutras of Gautama (tr. in to English)*. Vol. I-IV.
- Jununkar, N.S (1978). *Gautama: The Nyaya Philosophy*. Motilal Banarsidass: Delhi.
- Perrett, Roy W (2016b). *An Introduction to Indian Philosophy*. Cambridge University Press, United Kingdom.
- Potter, Karl H., ed. (1977). *Encyclopedia Of Indian Philosophies*. Vol. II. Motilal Banarsidass:Delhi. Chap. Nyaya-Vaiśeṣika: Indian Metaphysics and Epistemology, The tradition of Nyaya-vaiśeṣika up to Gangesa.
- Sharma, Chandradhar (1991c). *A critical survey of Indian Philosophy*. Motilal Banarsidass: Delhi.
- Shastri, Kuppuswami (1961). *A Premier of Indian Logic*. The Kuppuswami Shastri Research Institute : Madras.
- Shukla, Narayan (1936). *Nyayra Manjari of Jayant Bhatta*. Chowkhamba Series, Banaras.
- Sinha, Nandalal. (1923). *The Vaiśeṣika Sūtras of Kaṇāda with the commentary of Samkara Misra*. The Panini Office : Allahabad.
- Sinha, Nandlal (1923). *The Vaiśeṣikā Sūtra of Kanāda, The Panini Office, Bhuvneshwari Ashrama, Allahabad*.

Modern Rationalism

Course Code: PH 453

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Explain the philosophical positions of Descartes, Spinoza and Leibniz and contemporary responses to the Modern Rationalist.
2. **CLO-2:** Recognize the influence of Modern Rationalists on later philosophy and estimate the relevance of their views to contemporary debates on metaphysical and epistemological issues.
3. **CLO-3:** Discuss and relate problems and issues related to substance, God and Mind-Body.
4. **CLO-4:** Examine Descartes's, Spinoza's, Leibniz's philosophical theories critically and assess their arguments in support of their views.
5. **CLO-5:** Evaluate and interpret the original texts like Descartes's Meditations on First Philosophy, Spinoza's Ethics and Leibniz's Monadology.
6. **CLO-6:** Develop, articulate and defend the views about philosophical concerns of Descartes, Spinoza, and Leibniz.
7. **CLO-7:** Write conceptually clear, systematic and coherent critical essays on the significant questions that Modern Rationalists were concerned with.

Course Description

The main objective of this course is to make students acquainted with the modern rationalism as one of the fundamental traditions of western philosophical thought. The entire focus will be to show how rationalism provides a particular type of metaphysics and epistemology in the west. In this respect three principal philosophers Rene Descartes, Benedict Spinoza and G.W. Leibniz, are discussed with the help of Descartes's Discourse on method, Meditations on First Philosophy, Spinoza's Ethics, Leibniz's Philosophical works and contemporary responses.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	1	2	2	3	2		2	2	3	2	-	-
CLO2	1	3	2	-	-	2	2	2	3	2	-	-
CLO3	3	3	2	-	-	2	2	2	3	2	-	-
CLO4	1	-	1	-	2	3	2	2	3	2	1	-
CLO5	2	2	-	3	-	2	2	2	3	3	-	-
CLO6	3	3	3	-	-	1	2	2	3	2	-	1
CLO7	-	-	-	-	-	-	3	-	-	-	-	1

Course Structure

Units	Topics	Hours
1.	Rene Descartes	14
	Introduction to Modern western Philosophy Readings:	
1.1	1. Copleston (1994), "Introduction" , Pp.1-62; 2. Phemister, (2006), "Introduction", Pp.2-7)	1
1.2	Introduction to Descartes' Philosophy Readings: Copleston (1994), Descartes I, Pp. 66-89	1
1.3	Method of Doubt <ul style="list-style-type: none"> • Doubting knowledge by sense experience • Dream Argument • Demon Argument Readings: <ol style="list-style-type: none"> 1. Descartes'(1996), First Meditation, Pp. 12-15 2. Willis Doney (1967), Norman Malcolm, Dreaming and Skepticism, Pp.54-79. 	2

Cogito Argument		
Readings:		
1.4	1. Descartes'(1996), Second Meditation, Pp. 13-19	
	2. Willis Doney (1967), The certainty of Cogito, Pp. 88-107	3
	3. Willis Doney (1967), Cogito, Ergo Sum Inference or Performance?, Pp. 108-139	
Clear and Distinctness		
Readings:		
1.5	1. Descartes'(1996), Second Meditation, Pp. 19-23	1
	2. Willis Doney (1967), Alan Gewirth, Clearness and distinctness in Descartes, Pp. 250-277	
Ideas		
Readings:		
1.6	1. Descartes'(1996), Third Meditation, Pp. 24-31	1
	2. Willis Doney(1967), Anthony Kenny, Descartes on Ideas,Pp.227-249	
Existence of God		
<ul style="list-style-type: none"> • Causal Argument • Ontological Argument 		
Readings:		
1.7	1. Descartes'(1996), Third Meditation, Pp. 31-36	3
	2. Fifth Meditation, Pp. 45-49	
	3. Doney(1967), William P. Alston, The Ontological argument Revisited, Pp. 278-302	
Proof for the existence of the External world		
Readings:		
1.8	1. Descartes'(1996), Fifth Meditation, Pp. 44-45	1
	2. sixth Meditation, Pp. 52-62	

1.9	Mind – Body dualism and Interactionism Readings: 1. Descartes'(1996), Sixth Meditation, Pp. 52-62	1
2	Benedict Spinoza	16
2.1	Introduction to Spinoza Readings: 1. Copleston, (1994), Spinoza I, Pp. 205-213 2. Phemister (2006), Introduction, Pp.7-12.	1
2.2	<ul style="list-style-type: none"> • Mono Substance • Denial of Plurality of Substance Readings: 1. Spinoza(1883), Part I- Definitions 1-5; 2. Axioms 1, 3, 4 ; 3. propositions 1-10	1
2.3	<ul style="list-style-type: none"> • Necessary existence of God/Substance • God's causality and freedom • Universe • Determinism Readings: 1. Spinoza(1883), Part I- Definitions 6, 7; 2. propositions 5, 7, 8, 11-18, 21-25, 28, 29,3 3; 3. corollary P14c1-c2, P17c2, P25c1, P32c1; 4. Scholium P29s	5

Mind, Body and Parallelism

Readings:

- | | | |
|-----|--|---|
| 2.4 | <ol style="list-style-type: none"> 1. Spinoza(1883), Part II- Definitions 1, 3; 2. Propositions 1, 2, 5, 6, 11-13, 17, 19, 20, 23; 3. Corollary p11c, P13c, P17c; 4. Scholium P7s, P13s, P17s, P18s, P21s; 5. Lemma 1-5 | 3 |
|-----|--|---|

Knowledge

Readings:

- | | | |
|-----|---|---|
| 2.5 | <ol style="list-style-type: none"> 1. Spinoza(1883), Part II-Definitions 4; 2. Propositions 24-33, 35, 38, 40-42, 44-47; 3. Axioms 1, 2; 4. Corollary p31c; 5. Scholium P18s, P29s, P40s1-s2, P43s | 2 |
|-----|---|---|

- Affects
- Bondage and Freedom

Readings:

2.6	1. Spinoza(1883), Part III-Definitions 2, 3;	
	2. Propositions 2-7, 9, 10, 12-52;	
	3. Corollary P1c;	4
	4. Scholium P2s, P11s, P13s, P18s, P27s, P29S, P31s;	
	5. Part IV- Propositions 59, 62,63,65,69-73;	
	6. Scholium P66s, P73s;	
	7. Part V- Propositions 6, 10-20, 25, 27-31, 41;	
	8. Scholium P10s, P36s, P41s	

3	Leibniz	13
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Introduction to Leibniz

Readings:

3.1	1. Copleston (1994), Leibniz I, Pp.264-272.;	1
	2. Phemister (2006), Introduction, Pp .12-17	

- Monadology: Simple and complex Substances
 - Entelechies
 - Prime matter
 - Extension- Body and corporeal substance
- 3.2 • Perception and appetite and Apperception 4
- Soul and body

Readings:

1. Leibniz, (1890), Monadology, Sections 1-22,;
2. Rescher (1979), God and Possibility, Pp. 13-20.

- Actual and Possible worlds
 - Pre-established harmony
- 3.3 **Readings:** 2
1. Leibniz (1890), Monadology, Sections 53-55, 60, 78, 80 &81;
 2. Rescher (1979), Possible worlds, Pp. 49-53 and 65-67)

Truths of fact and truths of Reason

Readings:

- 3.4 1. Leibniz, (1890), Monadology, Sections 32 -33 & 36-38; 2
2. Rescher (1979), Human Knowledge, Pp. 118-119.

The Principle of contradiction

Readings:

- 3.5 1. Leibniz, (1890), Monadology, Sections 31 & 35, 1
2. Rescher (1979), Three fundamental Principles, Pp. 24-25.

The Principle of sufficient reason		
Readings:		
3.6	1. Leibniz, (1890), <i>Monadology</i> , Sections 32,36, 53-55, 2. Rescher (1979), <i>Three fundamental Principles</i> , Pp. 23-24.)	1
<ul style="list-style-type: none"> • The predicate –in- subject • Principle of Contingency 		
3.7	Readings: 1. Leibniz, (1890), <i>Monadology</i> , Section 38 2. Rescher (1979), <i>The theory of contingency</i> , Pp. 38-48.	1
Substance : Descartes, Spinoza, Leibniz		
3.8	Readings: Bertrand Russell(1920), <i>The Conception of Substance</i> , Pp.47-62	1
4.0	Contemporary responses	14
Matter and Substance		
Readings:		
4.1	1. Gennaro (2003), Jonathan Bennett, <i>Space and Subtle Matter in Descartes's Metaphysics</i> , Pp.2-25; 2. J.A. Cover, <i>Spinoza's Extended Substances: Cartesian and Leibniz Reflections</i> , Pp.105-133	4
Freedom and Necessity		
Readings:		
4.2	1. Gennaro (2003), Joseph Keim Cambell, <i>Descartes on Spontaneity, Indifference, and Alternatives</i> , Pp. 179-199; 2. Edwin Curley and Gregory Walski, <i>Spinoza's Necessitarianism reconsidered</i> , Pp. 241-263)	4

Mind and Consciousness

Readings:

- | | | |
|-----|---|---|
| 4.3 | <ol style="list-style-type: none"> 1. Gennaro (2003), Don Garrett, Teleology in Spinoza and Early Modern Rationalism, Pp.310-335; 2. Rocco J. Gennaro, Leibniz on Consciousness and Self Consciousness, Pp.353-371; 3. Catherine Wilson, The Illusory Nature of Leibniz's System, Pp. 372-388) | 6 |
|-----|---|---|

Total Lectures

56

Assessments

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

Readings

Suggested Readings:

- Descartes (1996). *Meditations on First Philosophy*, Cambridge University Press, London.
 — (1998). *Discourse on Method*, Hackett Publishing Company.
 Leibniz (1890). *Philosophical works*. (Tr) George Martin Duncan, More House & Taylor Publishers, New Haven.
 — (1985). *New Essays on Human Understanding*. Ed. by Peter Remnant and Jonathan Bennett. Cambridge University Press, London.
 Spinoza, Benedict De (1883). *Ethics*, (Tr) William Hale White, Trubner & co., Ludgate Hill, London.

Further Readings

- Copleston, F. (1994). *A History of Western Philosophy*. Vol. IV. Double Day Publications, New York.
 Doney, Willis (1967). *Descartes : a collection of critical essays*. Notre Dame, Ind: University of Notre Dame Press. ISBN: 0268005591.
 Rescher, Nicholas (1979). *Leibniz an Introduction to his Philosophy*. Oxford Publications.
 — (1991). *G.W. Leibniz's Monadology: an edition for students*. University of Pittsburgh press, Pittsburgh.
 Russell, Bertrand (1920). *A Critical Exposition of the Philosophy of Leibniz*, Routledge Publisher, New York.

Modern Empiricism

Course Code: PH 454

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After a successful completion of this course, the students will be able to

1. **CLO-1:** Be acquainted with some of the major original texts of the major modern empiricists and with some important interpretations on those texts.
2. **CLO-2:** Explain some of the significant issues raised by the four empiricists in relation to ideas, perceptions, qualities, substance, mind, abstraction, skepticism, knowledge and reality.
3. **CLO-3:** Identify the similarities and differences among the four empiricists.
4. **CLO-4:** Carry out a critical appreciation of the major metaphysical and epistemological theses advanced by the modern empiricists.
5. **CLO-5:** Construct arguments for and against modern empiricism.
6. **CLO-6:** Write, present and discuss on their own views on some significant issues cited at 2 above.

Course Description

This course aims at a critical understanding of some of the epistemological and metaphysical ideas of the best known empiricists (of modern philosophy), namely, Locke, Berkeley, Hume and Reid. In addition to these philosopher's original writings, some of the contemporary writings on these empiricists will be brought into discussion in order to highlight the contemporary significance of some issues raised by the modern empiricists.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	-	1	-	-	-	1	-	-	-	-	-
CLO2	-	-	3	-	-	3	-	-	3	3	-
CLO3	-	2	-	2	-	2	-	-	2	-	-
CLO4	3	-	3	-	-	-	3	3	-	3	-
CLO5	3	-	3	-	3	-	-	3	-	3	-
CLO6	-	-	-	-	-	-	2	-	-	2	2

Course Structure

Units	Topics	Hours
1.	Part I: Locke	14
1.1	Aims and Origin of Locke's Work	1
1.2	Refutation of Innate Principles	4
1.3	Simple and Complex Ideas	4
1.4	Primary vs. Secondary Qualities	2
1.5	Complex Ideas of Substances	1
1.6	Degrees of Knowledge and Extent of Knowledge	2
2	Part 2: Berkeley	14
2.1	<ul style="list-style-type: none"> • Against Abstract General Ideas, • General Terms and Universal Knowledge 	4
2.2	Language and ideas	2

2.3	<ul style="list-style-type: none"> • No sensibles are Substances: • Epistemological Arguments 	2
2.4	<ul style="list-style-type: none"> • No Sensibles can Exist Unperceived: • Metaphysical Arguments 	2
2.5	Primary and Secondary Qualities	2
2.6	The Master Argument	2
3	Part 3: Hume	14
3.1	<ul style="list-style-type: none"> • Of the Different Species of Philosophy; • Of the Origin of Ideas; • Of the ideas of the Memory and Imagination, • Association of ideas. 	3
3.2	<ul style="list-style-type: none"> • Of Relations; • Of Modes and Substances; • Of Abstract ideas 	3
3.3	<ul style="list-style-type: none"> • Sceptical Doubts Concerning the Operations of the Understanding; • Sceptical Solutions 	2

3.4	<ul style="list-style-type: none"> • Of Probability; • Of the Idea of Necessary Connection 	2
3.5	Of the Ideas of Space and Time	2
3.6	Of the Academical or Sceptical Philosophy	2
4	Part 4: Reid	14
4.1	Principles Taken for Granted	2
4.2	Of Perception	4
4.3	Of Conception	2
4.4	Of Abstraction	2
4.5	Reid on Common Sense	2
4.6	Of Mr. Hume's Scepticism with regard to Reason	2
	Total Lectures	56

Assessments

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

Suggested Readings

Suggested Readings: Part-I

- Bennett, Jonathan (1987). "Substratum". In: *History of Philosophy Quarterly* 4.2, pp. 197–215.
- (1996). "Ideas and Qualities in Locke's "Essay"". In: *History of Philosophy Quarterly* 13.1, pp. 73–88.
- Goldie, Mark (2016). "A Companion to Locke". In: *A Companion to Locke*. Ed. by Matthew Stuart. Wiley-Blackwell, UK. Chap. Locke's Life, pp. 25–44.
- Locke, John (1975a). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book I, Chapter I).
- (1975b). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book I, Chapter II, III, IV).
- (1975c). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book II, Chapter I, II, III, IV, V, VI, VII and XII).
- (1975d). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book II, Chapter VIII).
- (1975e). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book II, Chapter XXIII).
- (1975f). *An Essay Concerning Human Understanding*. Ed. by Peter H. Nidditch. Oxford University Press, London (Book IV, Chapter II and III).
- Rescher, Nicholas (1966). "A New Look at the Problem of Innate Ideas". In: *British Journal of Philosophy of Science* 17.3, pp. 205–218.
- Rickless, Samuel C. (2008). "Is Locke's Theory of Knowledge Inconsistent?" In: *Philosophy and Phenomenological Research* 77.1, pp. 83–104.
- Rosa, Raffaelella De (2016). "A Companion to Locke". In: *A Companion to Locke*. Ed. by Matthew Stuart. Wiley-Blackwell, UK. Chap. Locke's Critique of Innatism, pp. 157–174.
- Soles, David E. (1988). "Locke on Ideas, Words and Knowledge". In: *Revue Internationale de Philosophie* 42.165 (2), pp. 150–172.
- Wilson, Robert A. (2016). "A Companion to Locke". In: *A Companion to Locke*. Ed. by Matthew Stuart. Wiley-Blackwell, UK. Chap. Primary and Secondary Qualities, pp. 193–211.

Suggested Readings: Part-2

- Barry Stroud (1980), "" (1980). "Berkeley and Locke on Primary Qualities". In: *Philosophy* 55.212, pp. 149–166.
- Berkeley, George (1996a). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Introduction: Section 1- 10, 11-17). ISBN: 9780199555178.
- (1996b). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Sec. 18-25). ISBN: 9780199555178.

- Berkeley, George (1996c). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Sec.1-7,18, 20, 22, 23). ISBN: 9780199555178.
- (1996d). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Sec. 1-7, 41, 50). ISBN: 9780199555178.
- (1996e). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Sec. 9-15). ISBN: 9780199555178.
- (1996f). *Principles of human knowledge ; and, Three dialogues*. Oxford New York: Oxford University Press (Sec. 22-23). ISBN: 9780199555178.
- E.J., Craig (1968) "" (1968). "Berkeley's Attack on Abstract Ideas". In: *The Philosophical Review* 77.4, pp. 425–437.
- Gallois, Andre (1974). "Berkeley's Master Argument". In: *Philosophical Review* 83, pp. 55–69.
- Grayling, A.C. (2005). "Cambridge Companion to Berkeley". In: ed. by Kenneth P. Winkler. Cambridge University Press, New York. Chap. Berkeley's argument for immaterialism, pp. 166–189.

Suggested Readings: Part-3

- Bell, Martin (2008). "The Cambridge Companion to Hume". In: ed. by D.F. Norton and J. Taylor. Cambridge University Press. Chap. Hume on Causation, pp. 147–176.
- Fogelin, Robert J. (1984). "Hume and the Missing Shade of Blue". In: *Philosophy and Phenomenological Research* 45.2, pp. 263–271.
- (2008). "The Cambridge Companion to Hume". In: ed. by D.F. Norton and J. Taylor. Cambridge University Press. Chap. Hume's Skepticism, pp. 209–273.
- Hume, David (1975a). *Enquiries Concerning Human Understanding and Concerning the Principles of Morals, with Introduction and Analytical Index by L.A. Selby-Bigge*. Clarendon Press, Oxford (Sect. VI and VII).
- (1975b). *Enquiries Concerning Human Understanding and Concerning the Principles of Morals, with Introduction and Analytical Index by L.A. Selby-Bigge*. Clarendon Press, Oxford (Sect. I,II,III).
- (1975c). *Enquiries Concerning Human Understanding and Concerning the Principles of Morals, with Introduction and Analytical Index by L.A. Selby-Bigge*. Clarendon Press, Oxford (Sect. IV and V).
- (1975d). *Enquiries Concerning Human Understanding and Concerning the Principles of Morals, with Introduction and Analytical Index by L.A. Selby-Bigge*. Clarendon Press, Oxford (Sect. XII).
- (1984a). *A treatise of human nature*. Harmondsworth, Middlesex, England New York: Penguin Books (Book I, Part III, V, VI, VII). ISBN: 9780140432442.
- (1984b). *A treatise of human nature*. Harmondsworth, Middlesex, England New York: Penguin Books (Book I, Part II). ISBN: 9780140432442.
- (1984c). *A treatise of human nature*. Harmondsworth, Middlesex, England New York: Penguin Books (Book I, Part IV). ISBN: 9780140432442.

Suggested Readings: Part-4

- Cleve, James V. (2004). "The Cambridge Companion to Thomas Reid". In: ed. by T. Cuneo and R.V Woundenberg. Cambridge University Press. Chap. Reid's Theory of Perception, pp. 101–133.
- Greco, John (2004). "The Cambridge Companion to Thomas Reid". In: ed. by T. Cuneo and R.V Woundenberg. Cambridge University Press. Chap. Reid's Reply to the Skeptic, pp. 134–155.
- Reid, Thomas (2002). *Essays on the intellectual powers of man*. University Park, Pa: Pennsylvania State University Press. ISBN: 0271022361.
- Wolterstorff, N. (2004). "The Cambridge Companion to Thomas Reid". In: ed. by T. Cuneo and R.V Woundenberg. Cambridge University Press. Chap. Reid on Common Sense, pp. 77–100.

Philosophical Writing II

Course Code: PH 456

Credits: 2

Prerequisite Course/Knowledge: PH 406 Philosophical Writing-1

Semester III

L-T-P: 2-0-0

Course Learning Outcomes (CLOs)

After completing the course successfully, students are expected to know the basic structures, techniques and approaches of discussing a philosophical question and writing a paper on it subsequently. A more detailed outcome in terms of acquisition of abilities of the students may be broadly highlighted as follows:

1. **CLO-1:** Distinguish philosophical papers from non-philosophical papers
2. **CLO-2:** Identify philosophical issues and question in a philosophical papers.
3. **CLO-3:** Review and evaluate a philosophical paper.
4. **CLO-4:** Give perspective on engaging with a philosophical issue.
5. **CLO-5:** Ask philosophical questions while engaging with ordinary issues.
6. **CLO-6:** Organize ideas and present them in a systematic and structured manner.
7. **CLO-7:** Articulate and defend a philosophical position

Course Description

This course is designed as an extension of Philosophical Writing – 1. In this course, students will be trained basically to apply the concepts and tools of reasoning in their philosophical reading and writing. It has two components, viz., theoretical and practical. The former is aimed at equipping the learners with more tools of thinking and writing to sharpen and enhance their analytical and critical thinking faculty. This will also help one to see relations holding between language and thinking on the one hand and on the other, between reading and writing. The latter component has two aspects; the first is about learning to read and review philosophical papers and the second is learning to write a philosophical paper.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	-	1	2	2	3	3	2	3	3	3	3	3
CLO2	-	1	2	2	3	3	2	3	3	3	3	3
CLO3	-	1	2	2	3	2	2	3	2	3	3	3
CLO4	1	1	2	2	3	2	2	3	3	3	3	3
CLO5	1	1	2	2	3	2	2	3	3	3	3	3
CLO6	-	1	2	3	3	2	2	3	3	3	3	3
CLO7	1	1	2	3	3	2	2	3	3	3	3	3

Course Structure

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

Units	Topics	Hours
1.	Part I: Linguistic functions	8
	What do we do with language?	
1.1	1. Informative function	
	2. Expressive function	
	3. Directive function	
	4. Performative function	
		4

	Definitions	
1.2	<ol style="list-style-type: none"> 1. Theoretical (formal) 2. Technical (précising) 3. Lexical 4. Stipulative 5. Persuasive 6. Problems of definition <ol style="list-style-type: none"> (a) Too weak (broad) (b) Too strong (narrow) 	2
	Asking Philosophical Questions	
1.3	<ol style="list-style-type: none"> 1. Loaded questions 2. Verbal questions 3. Unanswerable questions 4. Plausible questions 	2
2	Part II: Methods of Writing	6
	Argumentative method	
2.1	<ol style="list-style-type: none"> 1. Inductive 2. Deductive 	1
	Hermeneutical (interpretative) method	
2.2	<ol style="list-style-type: none"> 1. Exegetical or explanatory or expository 2. Creative 3. Exploitative 	2
2.3	Persuasive	1

	Others	
2.4	1. Descriptive 2. Narrative 3. Creative	1
2.5	Proposal Writing	1
3	Part III: Samples of philosophical writings [Group project]	10
3.1	1. Aesthetics 2. Article from newspaper on socio-political issue 3. Analytical 4. Continental 5. Indian philosophy	10
	Total Lectures	24

Note

1. From each topic, a paper will be identified for discussion and review. They are yet to be identified though but they can be easily identified from anthology concerned.
2. Write an argumentative essay [Individual project] [N.A]
3. Start from the beginning of the semester and keep revising till the end of the semester

Assessments

There will be two different kinds of internal assessment for this course. The first is further categorized into two, namely individual and group. In the former case, each student will review some philosophical papers. This will be for 20 marks. And in the latter case, there will be group discussion and review of some philosophical paper for 20 marks. For the second type, there will be one term paper to write an argumentative essay for 20 marks. All the assignments are compulsory. However only the best of these

two internal assessments will be considered for grading purpose. End semester exam will constitute 60% of the total marks.

Suggested Readings:

Part-I

Baggini, Julian and Peter S. Fosl (2002c). *The Philosopher's Toolkit*. Wiley-Blackwell (Chapter 1 & 2).

Copi, I.M. and C Cohen (2001b). *Introduction to Logic*. 13th ed. Pearson Education Asia Low Price Edition (Chapter 3).

Emmet, E. R. (1964). *Asking the right questions- Learning to Philosophize*, Penguin (Chapter 4).

Part-II

Rescher, Nicholas (2001). "Philosophical: A study in the Methodology of Philosophical Reasoning". In: Blackwell, Oxford. Chap. Interpreting philosophical texts.

Seech, Zachary (2009a). *Writing Philosophy Papers*. Wadsworth Centage Learning.

Part-III

Leki, Ilona (1998). *Academic Writing: Exploring Processes and Strategies*, Cambridge University Press.

Seech, Zachary (2009b). *Writing Philosophy Papers*. Wadsworth Centage Learning.

Buddhism & Jainism

Course Code: PH 501

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** critically appreciate the central philosophy of the two systems.
2. **CLO-2:** examine the values of the two systems for their application to the social context.
3. **CLO-3:** explain the key terms and concepts of the two schools of philosophy with ability to determine the appropriate renditions in English for a technical term.
4. **CLO-4:** develop a critical ability to determine the place of the two schools in the global context.
5. **CLO-5:** demonstrate the desired critical ability to explain the Indian concepts in the modern language.
6. **CLO-6:** develop research aptitude in the subject.
7. **CLO-7:** undertake higher researches in the related areas.

Introduction to the course

The course is designed to acquaint the students with the central Philosophy of Jainism and Buddhism by way of the primary sources to appreciate the nuance and purport of the a technical term for appropriate interpretation commensurate with the original meaning. Part A of the course deals with Jaina Philosophy based on a primary text on Jainism' and Part B on the Buddhist Philosophy.

Part A: Introduction of the Key Concepts and Theories of the Jaina Philosophy based on the study of the Tattvārtha Sātra by ācārya Umā svāti(English translation by Nathmal Tatia as That Which Is. (Institute of Jainology/HarperCollins: Middlesex.2002).

Part B: Understanding of the Key Concepts and Theories of the Buddhist Philosophy based on the Compendium of Philosophy (English translation of the Abhidhammattha-sāgaha by Anuruddhacariya with Introductory essay and notes by Shwe Zan Aung & edited by, Pali Text Society, Oxford: 1910/1979.)

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	1	2	2	3	2	-	2	2	3	2	-
CLO2	1	3	2	-	-	2	2	2	3	2	-
CLO3	3	3	2	-	-	2	2	2	3	2	-
CLO4	1	-	1	-	2	3	2	2	3	2	1
CLO5	2	2	-	3	-	2	2	2	3	3	-
CLO6	3	3	3	-	-	1	2	2	3	2	-
CLO7	2	3	3	3	-	-	-	-	-	-	-

Course Structure

Units	Topics	Hours
1.	PART-A: JAISNISM	31
1.1	Jaina view of Triratna (Readings: That Which Is 1.1)	3
1.2	Jaina view of realities; Categories of Truth (Readings: That Which Is pp.xviii-xxi); 1.4)	4
1.3	Substance; properties etc. (Readings: That Which Is pp.45-63)	4
1.4	Concept of time (Readings: That Which Is pp.123-136)	3
1.5	Anekāntavāda (Non-Absolutism) & Pluralism (Readings: That Which Is pp.136-38)	3
1.6	Jaina theory of Bondage and Liberation (Readings: That Which Is pp.185-264)	2

Jaina Epistemology		
1.7	<ul style="list-style-type: none"> • Pramā and Pramāṇa • Stages of Sensory Cognition • Saptabhaṅgi Naya • Syādavāda <p>(Readings: That Which Is pp.185-264 pp.5-27)</p>	12
2	PART-B: BUDDHISM	34
2.1	Sources on Buddhist Philosophy (Readings: Compendium of Buddhist Literature ch 1 & 2)	2
2.2	Survey of the popular philosophical views prevalent during the Age of the Buddha (DN 1.1); (Readings: Rhys Davids, T.W. 2007. Dialogues of Buddha 1.1; pp. 1-55)	4
2.3	Concept of Buddha & Concept of Bodhisatta (Readings: http://ignca.gov.in/online-digital-resources/jataka-stories/introduction/)	6
2.4	Three-fold characteristics of the world (Tilakkhā) (Readings: Manual of Buddhism pp.56-58; SN 22.59; (S iii 66))	2
2.5	Buddhism as a Middle Path MV (Readings: Manual of Buddhism pp.45-64)	2
2.6	The Four Noble Truths (Readings: Manual of Buddhism pp.45-64)	4
2.7	Buddhist Philosophy of Relations: <ul style="list-style-type: none"> 1. Doctrine of Dependent Origination 2. System of Correlations <p>(Readings: Compendium of Philosophy pp.187-197)</p>	4

	1. Buddhist view of Mind	
	2. Buddhist view of Matter	
2.8	Readings:	4
	1. Compendium of Philosophy pp.81-93	
	2. Compendium of Philosophy pp.154-168	
2.9	Dharmakīrti's theory of Perception (Readings: Stcherbatsky pp.1-47)	2
2.10	Śūnyavāda (Readings: Dutta and Chatterjee pp.143-46)	2
2.11	Yogācāra (Readings: Dutta and Chatterjee pp.147-149)	1
2.12	Nibbāna/Nirvāṇa (Readings: Dutta and Chatterjee pp.127-330)	1
	Total Lectures	65

Assessments

Full marks: 100 (3 internal assessments; and end semester examination) Three internal assessments (maximum 40 marks)

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

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

Readings

PART-A: Primary Texts

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

PART-A: Secondary Texts

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

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

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

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

Sharma, C.D (n.d.[a]). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass :Delhi.

PART-B: Primary Texts

Narada, U. A. (1968). *Manual of Abhidhamma*. Buddhist Publication Society : Kandy.

Rhys Davids, C.A.F, ed. (1979). *Compendium of Philosophy (English translation of the Abhidhammatthasa ḡaha with Introductory essay and notes by Shwe Zan Aung)*. Oxford: Pali Text Society.

Rhys Davids, T.W (2007a). *Dialogues of the Buddha*. Motilal Banarsidass : Delhi.

PART-B: Secondary Texts

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

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

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

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

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

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

Sharma, C.D (n.d.[b]). *A Critical Survey of Indian Philosophy*. Motilal Banarsidass :Delhi.

Varma, C.B (1993). *A Concise Encyclopedia of Early Buddhist Philosophy*. Eastern Book Linkers : Delhi.

— (2011a). *Compendium of Buddhist Literature*. Buddhist World Press : New Delhi.

— (2011c). *Manual of Buddhism*. Buddhist World Press : New Delhi.

German Idealism

Course Code: PH 502

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Describe the philosophical positions of two most influential German idealists, Kant and Hegel, and state the arguments in support of their positions.
2. **CLO-2:** Recognise the influence of Kant's and Hegel's views on later philosophy and estimate the relevance of their views to contemporary debates on metaphysical and epistemological issues.
3. **CLO-3:** Examine Kant's and Hegel's philosophical theories critically and assess their arguments in support of their views.
4. **CLO-4:** Interpret difficult and complex texts like Critique of Pure Reason and The Phenomenology of Spirit.
5. **CLO-5:** Develop, articulate and defend their views about philosophical concerns of Kant and Hegel.
6. **CLO-6:** Write conceptually clear, systematic and coherent critical essays on the significant questions that Kant and Hegel were concerned with.

Course Description

The course introduces students to some of the central concerns of two of the most influential thinkers of Modern Western Philosophy, Immanuel Kant and Georg Wilhelm Friedrich Hegel with the help of selective readings mainly from two primary texts, Kant's *Critique of Pure Reason* and Hegel's *The Phenomenology of Spirit*. The first part of the course deals with Kant's Transcendental Idealism and the second bears upon Hegel's Absolute Idealism. The emphasis of the course is on the first part.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	3	-	3	-	-	-	2	2	2
CLO2	3	3	3	-	3	-	-	-	2	-	2
CLO3	2	2	3	-	3	-	-	2	2	-	-
CLO4	3	3	3	-	2	-	-	2	-	-	-
CLO5	2	2	2	-	-	-	-	3	3	-	-
CLO6	2	2	3	2	2	3	3	3	3	2	2

Course Structure

Units	Topics	Hours
1.	Introduction to Kant's Critical Philosophy	6
1.1	<ul style="list-style-type: none"> Kant's Critique of Traditional Metaphysics Completeness and Reliability of the Critique and the New Metaphysics. <p>(Reading: Prefaces to the A edition of the <i>Critique of Pure Reason</i>(CPR)</p>	2
1.2	<ul style="list-style-type: none"> Kant's Copernican Revolution in Philosophy: Towards Metaphysics as a Secure Science Possibility of Morality <p>(Reading: Prefaces to the B editions of the CPR , and the Preface and Preamble of <i>Prolegomena to any Future Metaphysics</i>(PFM)</p>	2

1.3	<ul style="list-style-type: none"> • Pure <i>a priori</i> Cognitions • Classification of Judgments • General Problem of Pure Reason <p>(Reading: CPR: B1 – B30)</p>	2
2.	Transcendental Aesthetic.	6
2.1	<ul style="list-style-type: none"> • Kant's Notion of Sensible Intuition • Sensible Intuition Vs Intellectual Intuition • Space and Time as Forms of Sensible Intuition <p>(Reading: CPR, A 17 – 22 /B31 – B36; A 42 – 49/B 59 – B 73)</p>	3
2.2	<ul style="list-style-type: none"> • Metaphysical Exposition of the concepts of space and time • Transcendental Exposition of the concepts of Space and Time • Possibility of synthetic <i>a priori</i> judgments. <p>(Reading: CPR A 22- 41/ B 37 – 58)</p>	3
3.	Kant's Transcendental Analytic	15
3.1	General Logic and Transcendental Logic (Reading: CPR A50 – 64 /B74 – 88)	2
3.2	The metaphysical deduction of Categories (Reading: CPR: A64 –83/B88 –116; PFM §39 (322 –326))	2
3.3	The transcendental deduction of Categories in A Edition: (Reading: CPR: A84-A130; PFM §§14 – 23 (294 –306))	3
3.4	The transcendental deduction of Categories in B Edition: (Reading: CPR: B116 – 169)	3
3.5	Transcendental Schematism (Reading: CPR: A131 –147/B169 –187; PFM §§24 –31 (306 –314))	3
3.6	Phenomena and Noumena; (Reading: CPR: 260/B294 –315)	2
4.	Transcendental Dialectic	9

The Transcendental Dialectic:		
4.1	<ul style="list-style-type: none"> • System of Transcendental Ideas of God • Freedom and Immortality 	2
(Reading: CPR:A 33 – 340/B 390 –398; PFM §§40 – 45 (327 – 333))		
4.2	Transcendental Illusion: Paralogism and the Antinomies (Reading: PFM §§46- 54 (333- 371))	3
4.3	Critique of proofs of the existence of God (Reading: CPR: A581 – 630/ B611 – 658; PFM §§55 – 60 (348 –371))	4
5.	Hegel's Absolute Idealism	16
Hegel's Concept of <i>Geist</i> (Spirit) Reading:		
5.1	<ol style="list-style-type: none"> 1. "Introduction" and "Preface" to Hegel's <i>The Phenomenology of Spirit</i> (PhS) 2. R. Stern, <i>Hegel and the Phenomenology of Spirit</i>, PP. 1-30 	2
Perception and Sense Certainty Reading:		
5.2	<ol style="list-style-type: none"> 1. Hegel, PhS, §§90 – 130 2. R. Stern, <i>Hegel and the Phenomenology of Spirit</i>, pp. 43-59 3. B. Longuenesse, <i>Hegel's Critique of Metaphysics</i>, Ch.1 	4
Dialectical Method Reading:		
5.3	<ol style="list-style-type: none"> 1. Hegel, <i>The Encyclopedia Logic</i> (EL), Sections, 79 – 82 2. PhS, §§438 – 443; 455 – 463; 484 –489 3. Forster, "Hegel's Dialectical Method" in the Cambridge Companion to Hegel. 	3
5.4	Identity of Real and Rational Reading: B. Longuenesse, <i>Hegel's Critique of Metaphysics</i> , Ch. 5	2

Freedom and the State	
Reading:	
5.5	1. Hegel, <i>Elements of the Philosophy of Right</i> (ELR) "Preface"; §§4 –21, 257 – 9 2
	2. A. Patten, <i>Hegel's Idea of Freedom</i> , (Oxford, 1999), Ch. 4
Philosophy, and Absolute Knowledge	
Reading:	
5.6	1. PhS, §§672 – 683; 788 – 808 3
	2. R. Stern, <i>Hegel and the Phenomenology of Spirit</i> , 183 – 201.
	3. R. Pippin, <i>Hegel's Idealism</i> , Ch.7
Total Lectures 52	

Assessments

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

Readings

Primary Texts

- Hegel, Georg Wilhelm Friedrich (1991). *Elements of the Philosophy of Right*. Trans. by Nisbet. Cambridge University Press.
- (2018a). *The Encyclopedia Logic*. Trans. by W.A. Suchting T.F. Geraets and H.S. Harris. Indianapolis: Hackett.
- (2018b). *The Phenomenology of Spirit*. Trans. by Terry Pinkard. Cambridge University Press.
- Kant, Immanuel (1996b). *The Critique of Pure Reason*. Trans. by Werner S. Pluhar. Indianapolis: Hackett.
- (2004). *Prolegomena to any Future Metaphysics With Selections From the Critique of Pure Reason*. Trans. by Gary Hatfield. Cambridge University Press.

Secondary Texts

- Allison, H (1983). *Kant's Transcendental Idealism*. New Haven: Yale University Press.
- Beck, Lewis White (1996). *Early German Philosophy: Kant and His Predecessors*. Thoemmes Press.

- Beiser, Frederick (2002). *German Idealism: The Struggle Against Subjectivism, 1781-1801*. Cambridge MA: Harvard University Press.
- Deleuze, Gilles (2008). *Kant's Critical Philosophy: The Doctrine of the Faculties*. Trans. by Hugh Tomlinson and Barbara Habberjam. London: Continuum.
- Forster, Michael (1993). "Hegel's Dialectical Method". In: *Cambridge Companion to Hegel*. Ed. by Frederick C. Beiser. Cambridge University Press.
- Guyer, Paul (214). *Kant*. Routledge.
- ed. (2010). *Cambridge Companion to the Critique of Pure Reason*. Cambridge University Press.
- Longuenesse, Beatrice (2007). *Hegel's Critique of Metaphysics*. Cambridge University Press.
- O'Shea, James R. (2012). *Kant's Critique of Pure Reason*. Durham: Acumen.
- Pippin, Robert B. (1989). *Hegel's Idealism: Satisfaction of Self-consciousness*. Cambridge University Press.
- Stern, Robert (2002). *Hegel and the Phenomenology of Spirit*. London: Routledge.

Philosophy of Language

Course Code: PH 503

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Identify the basic contributions of most of the well known philosophers of language in the analytic tradition of philosophy.
2. **CLO-2:** Apply analytical method of doing philosophy.
3. **CLO-3:** Evaluate different points of view on meaning, language, truth, reference and reality.
4. **CLO-4:** Produce arguments for and against the primacy of one over other among meaning, truth, reference and intention.
5. **CLO-5:** Develop discussion and debates on important theories of meaning.

Course Description

This course aims at an understanding and critical appreciation of some of the significant philosophical issues raised by some well known philosophers of Philosophy of Language. It includes Frege, Russell, Carnap, Ayer, Strawson, Donnellan, Wittgenstein, Austin, Searle, Grice, Hempel, Quine, Kipke, Putnam, Tarski, Dummett, Davidson and McDowell.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

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

Course Structure

Units	Topics	Hours
1.	Part-I	14
1.1	Frege On Sense and Reference	2
1.2	Russell On Denoting	3
1.3	Strawson On Referring	3
1.4	Donnellan On Definite Descriptions	3
1.5	Kripke On Naming	3
2	Part-II	14
2.1	Carnap's Internal and External questions	2
2.2	Ayer's rejection of Metaphysics as Meaningless	3
2.3	Hempel on the problems and changes of Empiricist Criterion of meaning	3
2.4	Quine's "Two Dogmas of Empiricism"	3
2.5	Grice and Strawson's "Defense of a Dogma" And Putnam's assessment	3
3	Part-III	14

3.1	Early Wittgenstein's Theory of Meaning	3
3.2	Later Wittgenstein's Theory of Meaning	3
3.3	Austin's Theory of Speech Acts	3
3.3	Searle's Theory of Speech Acts	3
3.4	Grice's Intentionalist Theory of Meaning	2
4.	Part-IV	14
4.1	Tarski's Semantic Theory of Truth	2
4.2	Davidson On Truth and Meaning	3
4.3	Dummett On What is a Theory of Meaning?	3
4.4	McDowell on Meaning, Communication and Knowledge	3
4.5	Putnam On the Meaning of Meaning	3
	Total Lectures	56

Assessments

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

Readings

Part-I: Suggested Readings

Donnellan, Keith S. (July 1966). "Reference and Definite Descriptions". In: *The Philosophical Review* 75.3, pp. 281–304.

Frege, Gottlob (May 1948). "Sense and Reference". In: 57.3, pp. 209–230.

Russell, B. (1905). "On Denoting". In: *Mind, New Series* 14.56, pp. 479–493.

— (1957). "Mr. Strawson on Referring". In: *Mind* 66.263, pp. 385–389.

Strawson, P. F. (July 1950). "On Referring". In: *Mind, New Series* 235, pp. 320–344.

Part-II: Suggested Readings

Ayer, A.J. (1936). *Language, Truth and Logic*. Victor Gollancz, London. Penguin Books.

- Bird, Graham H. (1995). "Carnap and Quine: Internal and External Questions". In: *Erkenntnis* 42.1, pp. 41–64.
- Carnap, R. (1950). "Empiricism, Semantics and Ontology". In: *Revue Internationale de Philosophie* 4.11, pp. 20–40.
- Grice, H.P. and P.F. Strawson (1956). "In Defense of a Dogma". In: *The Philosophical Review* 65.2, pp. 141–158.
- Hempel, Carl G (1950). "Problems and Changes in the Empiricist Criterion of Meaning". In: *Revue Internationale de Philosophie* 4.11, pp. 41–63.
- Hintikka, Jaakko (1973). "Carnap's Semantics in Retrospect". In: *Synthese* 25.3-4, pp. 372–397.
- Quine, W V O (1951). "Two Dogmas of Empiricism". In: *The Philosophical Review* 60, pp. 20–43.

Part-III: Suggested Readings

- Austin, J. L. (1962). *How to Do Things with Words?* Clarendon Press, Oxford.
- Grice, H.P. (1957). "Meaning". In: *Philosophical Review* 66.3, pp. 377–388.
- Searle, J. R. (1969). *Speech Acts*. Cambridge University Press, Cambridge, UK.
- Wittgenstein, Ludwig (1922). *Tractatus Logico Philosophicus* trans C.K. Ogden. Routledge Kegan Paul, London.
- (1953). *Philosophical Investigations* trans. GEM Anscombe. Blackwell, Oxford.
- Ziff, Paul (1967). "On H. P. Grice's Account of Meaning". In: *Analysis* 28.1, pp. 1–8.

Part-IV: Suggested Readings

- Davidson, Donald (1967). "Truth and Meaning". In: *Synthese* 17.3, pp. 304–323.
- McDowell, John (1972). "Putnam on Mind and Meaning". In: *Philosophical Topics* 20.1, pp. 35–48.
- McDowell, John H. (1998). "Meaning, Communication and Knowledge". In: *Meaning, Knowledge and Reality*. Harvard University Press, Cambridge Massachusetts, London, England.
- Putnam, H. (1975a). "'The Meaning of 'Meaning'". In: *Mind, Language Reality*. Cambridge University Press, UK.
- Tarski (Mar. 1944). "The Semantic Conception of Truth: and the Foundations of Semantics". In: *Philosophy and Phenomenological Research*, 4.3, pp. 341–376.

Modal Logic

Course Code: PH 528

Credits: 2

Prerequisite Course/Knowledge: PH405 Formal Logic

Semester III

L-T-P: 2-0-0

Course Learning Outcomes (CLOs)

On completing the course successfully, students are expected to understand the basic concepts of modal logic and also various axiomatic systems of Modal Sentential Logic. A more detailed outcome in terms of acquisition of abilities of the students may be broadly highlighted as follows:

1. **CLO-1:** Distinguish between first order logic (FOL) and extension of FOL.
2. **CLO-2:** Distinguish between axiomatic systems of Modal Logic (ML) and other proof theoretic approaches like axiomatic systems of FOL and natural deduction method for FOL.
3. **CLO-3:** Know the axioms of different systems of ML and to derive theorems from them.
4. **CLO-4:** Know the relation that holds between formal and philosophical ideas and concepts.
5. **CLO-5:** Know and use the concept of possible worlds in logico-philosophical discourses with clarity.
6. **CLO-6:** Develop better appreciation of natural language semantics through possible worlds semantics.
7. **CLO-7:** Acquire higher critical thinking ability through correct usage of modal concepts and modal sentences in philosophical and other related discourses.

Course Description

This course is an extension of Formal Logic. Though this is intended to be taught as an introduction to modal logic, students opting for this course are therefore expected to have done Formal Logic course or know the fundamentals of modern symbolic logic. The main focus of the study is Alethic Modal Logic, that too Modal Sentential Logic, and so other modal logical systems, such as Quantificational Modal Logic, Deontic Modal

Logic or Epistemic Modal Logic are excluded. Axiomatic systems of Modal Sentential Logic, namely, System T, System 4 and System 5 will be explored. However, prior to exploring the axiomatic systems, the historical-philosophical context that led to the development of modern modal concepts and related logical systems will be discussed. In this connection, the notion of possible worlds that provided the semantics for modal logical systems will be expounded.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	-	-	1	1	2	1	1	2	2	2	3	-
CLO2	-	-	1	-	-	-	-	1	2	2	2	1
CLO3	-	-	-	-	1	-	-	1	2	1	1	-
CLO4	1	1	1	2	3	2	1	3	2	2	2	1
CLO5	-	1	1	2	3	1	1	3	3	3	3	1
CLO6	1	1	2	2	3	3	1	3	2	3	3	1
CLO7	-	1	3	2	3	3	1	3	3	3	3	1

Course Structure

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

Units	Topics	Hours
1.	Part-I	6
1.1	Introduction	2
1.2	Historical background	2
1.3	Basic modal concepts	2
2.	Part-II	15
2.1	System K	5
2.2	System 4	5

2.3	System 5	5
3.	Part-III	5
3.1	Relation of various systems of Sentential Modal logic	3
3.2	Relation of Alethic Modal Logic with other modal logics	2
	Total Lectures	26

Assessments

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

Readings

Suggested Readings: Part-I

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

Lemmon, E.J (1977a). "An Introduction to Modal Logic". In: ed. by Krister Segerberg. Oxford University Press. Chap. The "Lemmon Notes".

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

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

— (2015d). *Philosophical Issues Centering Round Sentential Logic V – Introduction to Axiomatic System*. UGC: E-PG Patshala, Module Id:3.18.

Suggested Readings: Part-II

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

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

Suggested Readings: Part-III

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

Lemmon, E.J (1977b). "An Introduction to Modal Logic". In: ed. by Krister Segerberg. Oxford University Press. Chap. The "Lemmon Notes".

Indian Aesthetics

Course Code: PH 530

Credits: 4

Prerequisite Course/Knowledge: None

Semester III

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Define aesthetic emotions and lived emotions in relation to *rasa* and *bhāva* according to Bharata's *Nāṭyaśāstra*.
2. **CLO-2:** Explain various levels of meaning and assess the levels of poetic meaning.
3. **CLO-3:** Examine the relationship among aesthetics, metaphysics and epistemology..
4. **CLO-4:** Examine critically how art can be a means to inculcate values in society.
5. **CLO-5:** Formulate issues regarding art, art-theory and art-criticism.

Course Description

This course aims to expose students to the central concepts and themes of classical Indian philosophy of art as well as reflections of modern Indian philosophers on classical Indian aesthetics. It also deals with the fundamental aesthetic insights of Coomaraswamy, Tagore and Aurobindo. By the end of this course the students would be exposed to the range of themes that have informed Indian aesthetics and this is done by reading of select texts and their contemporary perception. In this course the first three units are based on the primary texts and the next two units deal with the modern and contemporary receptions of the same.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	1	3	3	3	2	1	2	3	2	-	-
CLO2	1	3	2	1	2	1	2	3	1	-	-
CLO3	3	2	2	2	2	2	2	3	1	-	-
CLO4	2	1	3	3	3	2	2	3	2	2	2
CLO5	2	2	3	3	3	2	2	3	2	2	2

Course Structure

Units	Topics	Hours
1.	Introduction to <i>Rasa</i> Theory	20
1.1	Bharat on <i>Rasa</i> (Aesthetic Experience) and its place in <i>Nāṭya</i> Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra</i> of Bharatamuni, Chapters 1 and 6.	4
1.2	Bhatta Lollata- Interpretation of <i>Rasa- Utptatihvada</i> Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra</i> of Bharatamuni, Chapters 1 and 6.	4
1.3	Śrīśankuka- Interpretation of <i>Rasa- Anumitivada</i> Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra</i> of Bharatamuni, Chapters 1 and 6	4
1.4	Bhatta Nayaka- Interpretation of <i>Rasa- Bhuktivada</i> Reading: Rangacharya, Adya (ed.), <i>Nāṭyaśāstra</i> of Bharatamuni, Chapters 1 and 6.	4
1.5	Abhinavagupta- Interpretation of <i>Rasa- Abhivyaktivada</i> Reading: 1. Rangacharya, Adya (ed.), <i>Nāṭyaśāstra</i> of Bharatamuni, Chapters 1 and 6. 2. R. Gnoli, <i>The Aesthetics Experience According to Abhinavagupta</i> , pp. 25-78.	4

2.	Concept of Meaning	12
	<i>Sphota</i> : Grammarian's view	
2.1	Reading: K. Raja, "Bhartrhari's Discussion About the Nature of Sphota", in Indian Theories of Meaning, pp. 116-123	4
	<i>Śabdavrtti</i> : Philosopher's view	
2.2	Reading: K. Raja, "Abhidha: Primary Meaning of a Word", in Indian Theories of Meaning by K. Raja, pp. 19-31, 59-62,	4
	<i>Dhvani</i> : Aesthetician's view	
2.3	Reading: K. Raja, "Vyanjana or Suggestion", in Theories of Meaning, pp. 275-287	4
3.	The Concept of Art (Form)	9
	<i>Alamkāravāda</i>	
3.1	Reading: V. Raghavan "Use and Abuse of Alamkara," in V. S Seturaman (ed.), Indian Aesthetics, pp. 235-244.	3
	<i>Ritivāda</i>	
3.2	Reading: S. K. De, "Vamana's Theory of Riti", in V. S Seturaman (ed.), Indian Aesthetics, pp. 197-205.	3
	<i>Vakroktivāda</i>	
3.3	Reading: S.K. De, "Kuntaka's Theory of Vakrokti", in V. S Seturaman (ed.), Indian Aesthetics, pp. 206-218	3
4.	Modern Indian Aesthetics	9
	A.K. Coomarswamy: That Beauty is a State	
4.1	Reading: A.K. Coomarswamy, The Dance of Siva, pp. 38-45	3
	Tagore: What is Art?	
4.2	Reading: Prishwish Neogy(ed.), Rabindra Nath Tagore on Art and Aesthetics, pp. 11-33	3
	Aurobindo: Mantra	
4.3	Reading: Nalini Bhushan, & Jay L.Garfield (eds.), Indian Philosophy in English, pp. 123-150 .	3
5.	Contemporary Perspectives (on Classical Indian Aesthetics)	9
	M. Hiriyana: Art Experience	
5.1	Reading: Nalini Bhushan, & Jay L.Garfield (eds.), Indian Philosophy in English, pp. 209-230.	3
	K.C. Bhattacharya: The concept of <i>rasa</i>	
5.2	Reading: Nalini Bhushan, & Jay L.Garfield (eds.), Indian Philosophy in English, pp. 194-206.	3

5.3	Daya Krishna: The Bane of Indian Aesthetics Reading: Daya Krishna, Indian Philosophy: A Counter Perspective, pp. 407-432.	3
	Total Lectures	56

Assessments

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

Readings

Primary Readings

- Bharata (1996). *The Nāṭyaśāstra : English translation with critical notes*. New Delhi: Munshiram Manoharlal Publishers. ISBN: 8121506808.
- Bhushan, Nalini (2011). *Indian philosophy in English : from renaissance to independence*. New York: Oxford University Press. ISBN: 0199769257.
- Coomaraswamy, Ananda (2010). *The dance of Shiva : fourteen Indian essays*. Delhi, India: Shivalik Prakashan. ISBN: 8188808504.
- Hiriyanna, M (1997). *Art Experience*. Indira Gandhi National Centre for the Arts, New Delhi.
- Kāṇe, Pāṇḍuraṅga (1987). *History of sanskrit poetics*. Delhi: Motilal Banarsidass. ISBN: 8120802748.
- Krishna, Daya (1991). *Indian philosophy : a counter perspective*. Delhi New York: Oxford University Press. ISBN: 9780195626414.
- Raja, K (1969). *Indian theories of meaning*. Madras Wheaton, Ill: Adyar Library and Research Centre Agents, Theosophical Pub. House. ISBN: 0835672735.
- Seturaman, V. S., ed. (1992). *Indian Aesthetics: An Introduction*. Macmillan India Limited, Madras.
- Tagore, Rabindranath (2005). *On art & aesthetics : a selection of lectures, essays and letters*. Kolkata: Subarnarekha. ISBN: 8186263543.

Secondary Secondary Readings

- Abhinavagupta (1985). *The aesthetic experience according to Abhinavagupta*. Varanasi: Chowkamba Sanskrit Series Office. ISBN: 8170800064.
- Bhushan, Nalini (2017). *Minds without fear : philosophy in the Indian renaissance*. New York, NY: Oxford University Press. ISBN: 9780190457594.
- Chakrabarti, Arindam (2016). *The Bloomsbury research handbook of Indian aesthetics and the philosophy of art*. New York: Bloomsbury Academic. ISBN: 9781472528353.
- Coomaraswamy, Ananda (1956). *Christian and Oriental philosophy of art*. New York: Dover Publications. ISBN: 0486203786.

- Krishna, Daya (1987). *India's intellectual traditions : attempts at conceptual reconstructions*. New Delhi: Indian Council of Philosophical Research Motilal Banarsidass. ISBN: 8120803892.
- Krishnamoorthy, K. (1974). *Essays in Sanskrit Criticism*. Karnatak University, Dharwar.
- Matilal, Bimal (1990). *The word and the world : India's contribution to the study of language*. New Delhi, India Oxford: Oxford University Press. ISBN: 0195655125.
- Walimbe, Y. S. (1980). *Abhinavagupta on Indian Aesthetics*. Ajanta Books International, Delhi.

Philosophy of Mind

Course Code: PH 531

Credits: 4

Prerequisite Course/Knowledge: PH:503 Understanding of Cognitive Science/Consent of Instructor

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Explain important theories in the philosophy of mind such as dualism, mind-brain identity theory, functionalism, computationalism and Connectionism, and how these theories view the relationship between mind and body.
2. **CLO-2:** Describe how each of these theories approaches cognition, Consciousness, Intentionality, Mental Representations ,Will and Actions.
3. **CLO-3:** Recognize what is problematic about how conscious experience relates to our bodies, and how the mind represents the world.
4. **CLO-4:** Demonstrate the knowledge of the issues and problems in Philosophy of mind by writing academic and general essays on problems and making oral presentations to audiences of different levels.
5. **CLO-5:** Devise cogent arguments for or against the philosophical positions on various issues in Philosophy of Mind, and evaluate those arguments concerning their validity and soundness.
6. **CLO-6:** Analyse and interpret research papers in the field and critically evaluate the positions presented therein.
7. **CLO-7:** Formulate independent positions on current debates about the issues and problems in Philosophy of Mind and defend them.
8. **CLO-8:** Relate issues in philosophy of mind to cognitive science, Artificial Intelligence, and Neurophysiology.

Course Description

The course provides the students with a comprehensive view of Philosophy of Mind to prepare them to pursue research in Philosophy of Mind and the related area of Cognitive Science. It deals with major positions such as dualism, physicalism, and functionalism, theories of cognition, the problems of consciousness, intentionality, will and action.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	-	-	-	-	-	-	2	-	3
CLO2	3	3	-	-	-	-	-	-	2	-	3
CLO3	3	3	-	-	-	-	-	-	2	-	3
CLO4	2	2	3	-	2	3	2	2	2	2	2
CLO5	2	2	3	-	3	-	-	-	2	3	-
CLO6	2	3	3	-	2	-	-	2	2	3	-
CLO7	-	1	1	2	2	2	-	-	1	2	3
CLO8	-	-	-	-	-	-	-	2	2	-	3

Course Structure

Units	Topics	Hours
1.	Introduction: The distinction between Subjective and Objective (Reading: Nagel (1986) Ch: 2)	4
2	Dualism: <ul style="list-style-type: none"> Argument for Dualism: conceivability argument and the divisibility argument; Mind-body interaction: Conceptual and Empirical objections, Causal closure. (Readings: WD Hart (1988) Ch: 1; E. J. Lowe. (2000) Ch 1)	6
3	Physicalism: (Reading: J J C Smart (1978))	4
3.1	Identity Theory: <ul style="list-style-type: none"> Type–Type Identity Theory Token – Token identity theory (Reading: Boyd, R. (1980))	3
3.2	Eliminative Materialism: (Reading: Paul Churchland (2012) Ch-7)	3

	Behaviourism:	
3.3	<ul style="list-style-type: none"> • Methodological behaviourism • Logical behaviourism 	4
	(Readings: Skinner, B. F. (1980); Ryle (1949) Chap: 5.)	
	Objections to Physicalism:	
3.4	<ul style="list-style-type: none"> • Kripke's qualia based Modal Argument • Nagel's Phenomenalistic Argument • Frank Jackson's Knowledge Argument. 	6
	(Readings: Thomas Nagel (1974); Kripke (1980), Naming and Necessity, Lecture:3 (Extracts); Frank Jackson (1986).)	
	Functionalism:	
4	<ul style="list-style-type: none"> • Mental state as a Functional state; • Causal Roles of Mental states; Turing machines; • Functional Analysis and Homuncular functionalism; • Absent and inverted qualia arguments against functionalism 	6
	(Readings: Ned Block (1980 & 1978))	
	Mind and Cognition:	
5	<ul style="list-style-type: none"> • Cognition as computation; • Computational representational theory of mind. • Searle's Chinese room argument. • Connectionist Alternative. 	6
	(Readings: Alan Turing (1950); Jerry Fodor (1978): John Scarle (1987))	
	Consciousness:	
6	<ul style="list-style-type: none"> • Phenomenal Consciousness, • Access Consciousness; • Intentionality. • Explanatory Gap 	6
	(Readings: Ned Block (1995); J Levine (1993))	

The Will and Action:

- | | | |
|---|---|---|
| 7 | <ul style="list-style-type: none"> • Functions of Will: Intentions, Decisions and Actions; • The Relation between Will, Reason and Conation: • Will as a Mental Faculty/Module; • Elimination of will: • Motivational Structures as beliefs and desires. • Freedom of the will. | 6 |
|---|---|---|

(Readings: Richard Holton (1999); Kieran Setiya (2018))

Total Lectures

52

Assessments

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

Suggested Readings

- Armstrong, D. M (1981). "Nature of Mind and Other Essays". In: Ithaca: Cornell University Press. Chap. The Nature of mind.
- Block, N (1978). "Minnesota Studies in Philosophy of Science". In: ed. by C.S. Savage. Vol. 9. Minneapolis, University of Minnesota Press. Chap. Troubles with Functionalism.
- (1980). "Readings in Philosophy of Psychology," in: ed. by Block. Vol. 1. Cambridge, Harvard University Press. Chap. Introduction: What is Functionalism?
- Block, Ned (1995). "On a Confusion about a Function of Consciousness". In: *Behavioural and Brain Sciences*, 18.2.
- Boyd, R (1980). "Readings in the Philosophy of Psychology," in: ed. by N. Block. Vol. 1. Cambridge, MA: Harvard University Press. Chap. Materialism without reductionism: What physicalism does not entail.
- Churchland, Paul (2012). *Matter and Consciousness*. 3rd ed. Cambridge, Mass., MIT Press.
- D, Hart W. (1988). *The Engines of the Soul*. Cambridge, Cambridge University Press.
- Fodor, J. A (1978). "Propositional Attitudes". In: *The Monist* 61.4, pp. 501–23.
- Holton, Richard (1999). "Intention and Weakness of Will". In: *Journal of Philosophy*.
- Know, What Mary Didn't (1986). "Jackson, Frank". In: *Journal of Philosophy*.
- Kripke, Saul (1980b). *Naming and Necessity*. Cambridge, Harvard University Press.
- Levine, J (1993). "Consciousness: Psychological and Philosophical Essays". In: ed. by M. Davies and G. Humphreys. Blackwell, Oxford. Chap. On leaving out what it's like.

- Lowe, E. J (2000). *An Introduction to the Philosophy of Mind*. Cambridge, Cambridge University Press.
- Nagel, Thomas (1974). "What is it like to be a bat?" In: *Philosophical Review*.
- (1986). *The View from Nowhere*. Oxford University Press.
- Ryle, G (1949). *The Concept of Mind*. Hutchinson and Company : London.
- Searle, J (1987). "Mindwaves: Thoughts on Intelligence, Identity and Consciousness," in: ed. by C. Blakemore and S. Greenfield. Basil Blackwell : Oxford. Chap. Minds and Brains without Programs.
- Setiya, Kieran (2018). "Intention". In: *The Stanford Encyclopedia of Philosophy*. Ed. by Edward N. Zalta. Fall 2018. Metaphysics Research Lab, Stanford University.
- Skinner, B. F (1980). "Readings in Philosophy of Psychology". In: ed. by N. Block. Chap. Selections from Science and Human Behaviour.
- Smart, J.J. C (1978). "The Content of Physicalism". In: *Philosophical Quarterly* 28.
- Turing, Alan (1950). "Computing Machinery and Intelligence". In: *Mind* LIX.

Philosophy of Science

Course Code: PH 573

Credits: 4

Prerequisite Course/Knowledge: Formal Logic/Consent of the Instructor

Semester IV

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Illustrate the different approaches to scientific method.
2. **CLO-2:** Identify types of explanations employed in contemporary scientific debates..
3. **CLO-3:** Notice the complex relation between the modern Science and Indian nation..
4. **CLO-4:** Identify and classify various methodological aspects of science..
5. **CLO-5:** Distinguish, classify and explain the different ways of confirming hypotheses and their limitations.
6. **CLO-6:** Scrutinise the value commitments in the evidential claims in sciences and in the public debate..
7. **CLO-7:** Identify pseudo scientific claims..
8. **CLO-8:** Articulate the metaphysical aspects of science.
9. **CLO-9:** Express the nuances of causal reasoning.
10. **CLO-10:** Write clearly and logically about science.
11. **CLO-11:** Synthesise historical and philosophical investigations.
12. **CLO-12:** Conduct case studies and employ them to advance, critique or defend philosophical positions.

Course Description

The course aims to introduce students to the methodological and conceptual aspects of science, offering them an opportunity to engage with some of the contemporary research in the Philosophy of Science. The emphasis will be on identifying and critically examining the methodologies, metaphysical presuppositions, and implications of modern science and engaging with value problems of science. Topics covered in the course include: Scientific Methodology and Rationality (Units 1 & 5), the Problem of Induction, the Demarcation Problem, Explanation, Confirmation (Units 2,3 & 5), Metaphysical Implications (Units 4 &6), the Question of epistemic values in Science (Unit 7): The role epistemic and non-epistemic values in science.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	2	2	2	-	2	-	-	-	-	-	-	-
CLO2	-	1	-	-	-	-	-	-	-	-	-	-
CLO3	1	1	-	-	-	-	-	-	-	-	-	-
CLO4	-	2	2	-	2	-	-	2	2	2	-	2
CLO5	-	3	3	3	3	-	-	-	-	3	3	3
CLO6	-	3	3	3	3	-	-	3	3	3	3	3
CLO7	-	2	2	2	2	-	-	-	-	2	-	-
CLO8	-	2	2	2	2	-	-	3	2	2	-	-
CLO9	-	3	3	3	-	-	-	-	3	3	-	3
CLO10	-	-	-	-	-	3	3	3	3	3	-	-
CLO11	-	-	-	-	-	-	-	3	3	3	-	-
CLO12	-	-	3	-	3	-	-	3	3	3	-	3

Course Structure

Units	Topics	Hours
1.	Introduction	1
	<ul style="list-style-type: none"> • The problem of Induction • Positivist Philosophy of Science • the Problem of Demarcation 	
2	<ul style="list-style-type: none"> • Kuhnian Science • Scientific Research Programs • Methodological Pluralism <p>Readings: Hempel (1950), Popper (1959) Ch 4, Kuhn (1970) Ch 5, Lakatos (1970) Feyerabend (1975) Ch 1, Galison 1997 Ch 9</p>	9
	Scientific Explanation	
	<ol style="list-style-type: none"> 1. Deductive models of Explanation 2. Inference to the Best Explanation 	
3	<ol style="list-style-type: none"> 3. Pragmatics of Explanation 4. Causal Explanation 5. Explanatory Unification <p>Readings: Salmon et al. (1992) Ch1, Kitcher 1989</p>	8
	Confirmation of Scientific Hypotheses	
	<ol style="list-style-type: none"> 1. Hempel's Deductive Nomological Model 	
4	<ol style="list-style-type: none"> 2. Bayesian Confirmation 3. Statistical Confirmation <p>Readings: Salmon et al. (1992), Ch 2</p>	8

5	<ul style="list-style-type: none"> • Philosophy of Experiments • Thought experiments and Simulation <p>Readings: Franklin (2007), Arcangeli (2017), Saam (2017)</p>	5
6	<p>Theories and Laws</p> <ol style="list-style-type: none"> 1. Observation in Science 2. Laws and theories <p>Readings: Chalmers (2013) Ch 2, Norton (2005), Van Fraassen (2013)</p>	5
7	<p>Scientific Realism</p> <ul style="list-style-type: none"> • What is Scientific realism • Structural Realism, and Entity Realism • Constructive Empiricism • Natural Ontological Attitude <p>Readings: Salmon et al. (1992) Ch 3</p>	8
8	<p>Science and Values</p> <ol style="list-style-type: none"> 1. Epistemic and non-epistemic distinction 2. Inductive Risk 3. Science and Democracy <p>Readings: Kincard, Dupre and Wylie. (2007) Introduction, Longino (1990) Ch 4, Kitcher (2001) Ch 7&10</p>	8
	Total Lectures	52

Assessments

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

Suggested Readings

- Arcangeli, Margherita (2017). "Springer Handbook of Model-Based Science". In: ed. by Magnani Lorenzo and Tommoso Bertolatti. New York: Springer. Chap. Thought Experiments in Model Based Reasoning, pp. 463–493.
- Boyd, Richard (1991). *The philosophy of science*. Cambridge, Mass: MIT Press. ISBN: 9780262023153.
- C. Hempel, C. and P. Oppenheim (1948). "Studies in the Logic of Explanation". In: *Philosophy of Science* 15, pp. 135–175.
- Chalmers, A. F. (2013). *What Is This Thing Called Science*. Chicago: University of Queensland Press. ISBN: 0702250872.
- Curd, Martin (1998). *Philosophy of science : the central issues*. New York: W.W. Norton & Co. ISBN: 0393971759.
- Feyerabend, Paul (1975). *Against method : outline of an anarchistic theory of knowledge*. London Atlantic Highlands: NLB Humanities Press. ISBN: 0902308912.
- Fraassen, Bas C. Van (2013). "Arguing About Science". In: ed. by Alexander Bird and James Ladyman. Routledge: London. Chap. What are laws of Nature?, pp. 439–454.
- Franklin, Allan (2007). "General Philosophy of Science Focal Issues". In: ed. by Theo A.F. Kuipers. Elsevier: London. Chap. The Role of Experiments in the Natural sciences: Examples from Physics and Biology.
- Galison, Peter (1997). *Image and logic : a material culture of microphysics*. Chicago: University of Chicago Press. ISBN: 9780226279176.
- Hacking, Ian (1983). *Representing and intervening : introductory topics in the philosophy of natural science*. Cambridge Cambridge New York: Cambridge University Press. ISBN: 0521282462.
- Hempel, Carl (1966). *Philosophy of natural science*. Englewood Cliffs, N.J: Prentice-Hall. ISBN: 0136638236.
- Kuhn, Thomas (1970). "The Structure of Scientific Revolution". In: Chicago University Press:Chicago. Chap. Introduction.
- Lakatos, Imre (1970). "Criticism and the Growth of Knowledge". In: ed. by Imre Lakatos and Alan Musgrave. Cambridge University Press. Chap. Falsification and the Method of Scientific Research Programs.
- Mayo, Deborah (1996). *Error and the growth of experimental knowledge*. Chicago: University of Chicago Press. ISBN: 9780226511986.
- Popper, Karl (2002). *The logic of scientific discovery*. London: Routledge Classics. ISBN: 9780415278447.
- Saam, Nicole J (2017). "What is a Computer Simulation? A Review of a Passionate Debate". In: *Journal for General Philosophy of Science* 48, pp. 93–309.
- Saatsi, Juha (2018). *The Routledge handbook of scientific realism*. Abingdon, Oxon New York, NY: Routledge. ISBN: 9780367572556.
- Salmon, Merrilee (1999). *Introduction to the philosophy of science : a text by the members of the Department of the History and Philosophy of Science of the University of pittsburgh*. Indianapolis: Hackett Pub. Co. ISBN: 0872204502.

Advanced Course in Buddhist Philosophy

Course Code: PH 574

Semester IV

Credits: 4

L-T-P: 4-0-0

Prerequisite Course/Knowledge: Basic understanding of Indian Philosophy

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Understand the central philosophy of Buddhism.
2. **CLO-2:** Explain the key concepts of important schools of Buddhist philosophy
3. **CLO-3:** Demonstrate the desired critical ability to explain the Buddhist technical terms and concepts in the modern language .
4. **CLO-4:** Develop an overall picture of Buddhism to map its place in the world of learning .
5. **CLO-5:** Develop a critical ability to examine the philosophical concepts of Buddhism in light of other schools of Philosophy .
6. **CLO-6:** Develop research aptitude in Buddhism.
7. **CLO-7:** Undertake higher researches in the related areas.

Course Description

The course is designed to acquaint the students with the central Philosophy of Buddhism by way of the primary sources for appropriate interpretation with emphasis on the critical appreciation of the philosophical concepts of Buddhism to use them in the modern context. The thrust area of the course includes the Key Concepts and Theories of Buddhist Philosophy according to the popular Buddhist traditions, namely,

1. Abhidhamma
2. Abhidharma
3. Śūnyavāda
4. Yogācāra

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	1	2	2	3	2	-	2	2	3	2	-
CLO2	1	3	2	-	-	2	2	2	3	2	-
CLO3	3	3	2	-	-	2	2	2	3	2	-
CLO4	1	-	1	-	2	3	2	2	3	2	1
CLO5	2	2	-	3	-	2	2	2	3	3	-
CLO6	3	3	3	-	-	1	2	2	3	2	-
CLO7	-	-	-	-	-	-	-	-	-	-	-

Course Structure

Units	Topics	Hours
1.	Introduction	8
1.1	Socio-cultural and philosophical background to the rise of Buddhism; (Readings: DN 1.1; Dialogues of the Buddha: ch1)	4
1.2	Sources on Buddhist Philosophy (Readings: Compendium of Buddhist Literature ch 1 & 2)	4
2	Buddhist Pedagogy	4
2.1	Introduction [Readings: The Guide (English translation Nettipakaraṇa) pp.1-lxii & lxxvi]	4
3	Essentials of Buddhist Teachings	8
3.1	Buddhism as a Middle Path (Readings: Manual of Buddhism ch.1)	3
3.2	Tilakkhaṇa (Three fold characteristics of the world) (Readings: Manual of Buddhism pp.56-58)	3
3.3	Four Noble Truths (Readings: Manual of Buddhism pp.62-64 ; S iii 66)	2
4	Buddhist Philosophy of Relations	6

4.1	Doctrine of Dependent Origination (Readings: Compendium of Philosophy p.187- 93)	3
4.2	System of Correlations (Readings: Compendium of Philosophy pp.193-197)	3
5	Buddhist <i>Pramana</i>	6
5.1	<i>Pratyakṣa</i> (Readings: Stcherbatsky Vol.II pp.1-46)	3
5.2	<i>Anumāna</i> (Readings: Stcherbatsky Vol.II pp. 47-93)	3
6	. Concept	6
6.1	Theory of Concept-Formations (Readings: Compendium of Philosophy pp.198-201)	6
7.	Buddhist theory of reality	8
7.1	Mind (Readings: Compendium of Philosophy pp.81-93)	3
7.2	Matter (Readings: Compendium of Philosophy pp.154-168)	3
7.3	<i>Nibbāna /Nirvāṇa</i> (Readings: Compendium of Philosophy pp.168-169)	2
8	Schools of Buddhist Philosophy	6
8.1	1. Sautrāntika 2. Vaibhāsika 3. Śūnyavāda (Readings: Chatterjee S. & Dutta pp.139-152)	6
	Total Lectures	52

Assessments

Full marks: 100 (3 internal assessments; and end semester examination). Three internal assessments (maximum 40 marks)

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

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

Readings

Primary Texts

- Aung, S.Z. (1979). *Compendium of Philosophy (being a Translation now made for the First Time from the Original Pali of the Abhidhammatthasaṅgaha with Introductory Essay and Note)*. Ed. by CAF. Rhys Davids. Pali Text Society: Oxford/London.
- Müller, Max, ed. (1975). *Questions of King Milinda. The Sacred Books of the East. Vols.34-35*. Motilal Banarsidass: Delhi.
- Ñāṇamoli (1977). *The Guide (English translation of the Nettippakaraṇa)*. Pali Text Society: London.
- Rhys Davids, T.W (2007b). *Dialogues of the Buddha*. Motilal Banarsidass : Delhi.
- Shcherbatskoï, F. I. (1993). *Buddhist logic*. Delhi: Motilal Banarsidass Publishers. ISBN: 8120810198.
- Tin, Pe Maung (1975). *The Path of Purity*. PTS. Oxford/London.
- Trencker, V. (1880). *Milinda-Pañha*. PTS. Oxford/London.

Secondary Texts

- Fernando Tola, Carmen Dragonetti (2004b). *Being as Consciousness: Yogācāra Philosophy of Buddhism*. Motilal Banarsidass : Delhi.
- Jayatilleke, K. N (1963). *Early Buddhist Theory of Knowledge*. Allen and Unwin : NSW.
- Kalupahana, David J (1984b). *Buddhist Philosophy: A Historical Analysis*. The University of Hawaii Press : Honolulu.

- Nakamura, Hajime (1980b). *Indian Buddhism: A Survey with Bibliographical Notes*. Kufs publication. Hirakata. Japan.
- Norman, K. R. (1989). "The Philosophy of History in Early Buddhism". In: *JPTS* 9.
- Varma, C.B (2011b). *Compendium of Buddhist Literature*. Buddhist World Press : New Delhi.
- (2011d). *Manual of Buddhism*. Buddhist World Press : New Delhi.

Western Aesthetics

Course Code: PH 578

Credits: 4

Prerequisite Course/Knowledge: None

Semester IV

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Explain different theories of art?
2. **CLO-2:** Examine whether art is an imitation or a spontaneous expression.
3. **CLO-3:** Evaluate the criteria of aesthetic judgments laid down by Hume and Kant.
4. **CLO-4:** Question the place of art and artists in society.
5. **CLO-5:** Recognize if there is a gap between art theory and art production.

Course Description

This course is an introduction to various perspectives in western philosophy of art, both classical and contemporary. The first half (Units 1, 2 &3) of the course focuses on the aesthetic perspectives of Plato, Aristotle, Hume, Kant, Hegel, Croce and Schopenhauer. The second part (Units: 4, 5 & 6) of the course includes Marxist, and Existentialist perspectives of Western philosophy of art.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping											
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11
CLO1	3	3	2	2	2	1	2	2	1	-	-
CLO2	1	1	2	1	2	2	2	2	1	-	-
CLO3	2	2	2	1	2	2	2	2	2	1	1
CLO4	1	1	3	2	3	2	2	3	3	2	2
CLO5	1	2	3	2	3	2	2	3	3	2	2

Course Structure

Units	Topics	Hours
1.	Classical Aesthetic Reflections	15
	Plato: Beauty and Mimesis. Readings:	
1.1	1. Republic II, III and X; 2. Art and Its Significance by Stephen Davis Ross, pp. 9-44.	7
	Aristotle: Mimesis and Tragedy. Readings:	
1.2	1. Poetics: 1-20 sections. 2. Aristotle on the Art of Poetry and Fine Arts by Ingram Bywater.	8
2	Pre 20th Century Aesthetic Reflections	18
	David Hume: Aesthetic Taste. Readings: Of the Standard of Taste	
2.1	https://www.earlymoderntexts.com/assets/pdfs/hume1757essay2.pdf	4
	Kant: Aesthetic Judgements, Beauty and Sublime. Readings:	
2.2	1. First Book - Analytic of the Beautiful (1-22) & Second Book - Analytic of the Sublime (23-24) 2. Critique of Judgement ed. By James Creed Meredith	10
	Hegel: Dialectic in Aesthetics, The Conception of Beauty Readings: Philosophy of Fine Arts; Art and Its Significance ed. by Stephen Davis Ross, pp 144-159.	4
3.	Modern Aesthetic Reflections	11
	Croce: Art and Aesthetics Readings: What is Art? The Essence of Aesthetic by Benedetto Croce Chapter 1.	3

3.2	Schopenhauer: Art and Will-less-state Readings: World as Will and Representation (Book III) by Schopenhauer	3
3.3	Nietzsche: Tragedy –Dionysian and Apollonian Readings: The Birth of Tragedy by Nietzsche, 1-15 sections.	5
4	Marxian Aesthetics	4
4.1	Walter Benjamin: Art and Mass Production Readings: The Work of Art in the Age of its Technical Reproducibility; Art and Its Significance ed. by Stephen Davis Ross, pp 526-538.	4
5	Existentialist Aesthetics	4
5.1	Sartre: Art and Values Readings: What is Writing?; What is Literature? By Jean Paul Sartre	9
6	Analytical Aesthetics	4
6.1	Danto: Art History and Theory Readings: The End of Art; Art and Its Significance ed. by Stephen Davis Ross, pp 469-481. https://www2.southeastern.edu/Academics/Faculty/jbell/endofart.pdf	4
	Total Lectures	56

Assessments

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

Readings

Primary Readings

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

Kant, Immanuel (1952). *The critique of judgement*. Oxford: Clarendon Press. ISBN: 0198245890.

Nietzsche, Friedrich (2000). *The birth of tragedy*. Oxford New York: Oxford University Press. ISBN: 9780199540143.

Ross, Stephen (1994). *Art and Its Significance An Anthology of Aesthetic Theory, Third Edition*. Albany: State University of New York Press. ISBN: 9781438417875.

Sartre (1967). *What is literature*. London: Methuen. ISBN: 9780416695304.

Secondary Readings

- 2007 (n.d.). *The Oxford handbook of continental philosophy*, ed. by Leiter Brian. Oxford University Press.
- Cahn, Steven M and Aaro Meskin (2008). *Aesthetics: A Comprehensive Anthology*. Blackwell Publishing, UK.
- Davies, Stephen (2009). *A companion to aesthetics*. Chichester, U.K. Malden, MA: Wiley-Blackwell. ISBN: 1405169222.
- Gaut, Berya and Dominic Lopes, eds. (2011). *Routledge Companion to Aesthetics*. Routledge.
- Kieran, Matthew (2006). *Contemporary debates in aesthetics and the philosophy of art*. Malden, MA: Blackwell Pub. ISBN: 978-1-405-10239-1.
- Lamarque, Peter (2019). *Aesthetics and the philosophy of art : the analytic tradition : an anthology*. Hoboken, NJ, USA: John Wiley & Sons, Inc. ISBN: 978-1-119-22244-6.
- Levinson, Jerrold (2003). *The Oxford handbook of aesthetics*. Oxford New York: Oxford University Press. ISBN: 9780199279456.
- Osborn, Harold, ed. (1968). *Aesthetics in the Modern World*. The British Society of Aesthetics, Thames and Hudson, London.

Post Modernism

Course Code: PH 580

Credits: 4

Prerequisite Course/Knowledge: None

Semester IV

L-T-P: 4-0-0

Course Learning Outcomes (CLOs)

After the completion of this course successfully, the students will be able to

1. **CLO-1:** Explain Kant's characterization of enlightenment and Foucault's critical assessment of the same.
2. **CLO-2:** Explain Nietzsche's notion of 'the will to power', Lyotard's method of Language-game, and his distinction between narratives and meta-narratives.
3. **CLO-3:** Explain some of the basic ideas of Foucault, Derrida and Habermas cited in detailed syllabus.
4. **CLO-4:** Examine Foucault's 'power/knowledge', Derrida's 'deconstruction' and Habermas's 'communicative action.'
5. **CLO-5:** Evaluate the Essentialism, Universalism, transcendentalism and foundationalism.
6. **CLO-6:** Create a discussion on the need of a postmodern attitude for our society.

Course Description

This course aims at an understanding and critical appreciation of some of the significant philosophical issues raised by some well known postmodernists.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

Mapping												
PL/CL	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CLO1	2	3	2	1	2	1	1	1	2	1	1	2
CLO2	2	2	2	1	2	2	3	1	2	1	1	2
CLO3	2	3	2	1	1	2	2	1	2	1	2	2
CLO4	2	2	2	1	1	3	2	1	2	3	2	3
CLO5	2	1	1	2	2	3	3	1	2	3	2	3
CLO6	2	2	1	3	3	2	2	2	2	3	2	3

Course Structure

Units	Topics	Hours
1.	Part I: Enlightenment, Will to Power and Metanarratives	12
1.1	What is enlightenment (Kant vs. Foucault)	4
1.2	The Lewis Carroll's Paradox	1
1.3	Will to power (Nietzsche)	4
1.4	Science is not that totality of Knowledge	1
1.5	The Language-Game Method	2
1.6	Narratives and Meta-narratives	2
2	Part II: Foucault	14
2.1	Archeology of knowledge	3
2.2	Body/Power, Truth/Power	2
2.3	Power/ Knowledge	3
2.4	Subject and Power	2
2.5	Care of the self	2

2.6	Is self autonomous?	2
3.	Part III: Derrida	14
3.1	Deconstruction	3
3.2	Differance	3
3.3	Obscurity of Differance	2
3.4	Truth in Derrida	2
3.5	Structure, sign and play	2
3.6	The Gift, The Hospitality	2
4	Part IV: Habermas	14
4.1	Themes in Postmetaphysical thinking	2
4.2	Speech Acts, Communicative Action, and Strategic Interaction	3
4.3	Communicative vs. Subject-centered Reason	3
4.4	Realism after the Linguistic Turn	2
4.5	Habermas's Significant other	2
4.6	Communicative rationality and cultural values	2
	Total Lectures	54

Assessments

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

Readings

Part-I: Suggested Readings

- Carroll, Lewis (Apr. 1895). ““What the Tortoise Said to Achilles””. In: *Mind* 4.14, pp. 278–280. URL: http://www.thatmarcusfamily.org/philosophy/Course_Websites/Readings/Carroll%20-%20Tortoise%20Said%20to%20Achilles.pdf.
- Foucault, M. (1984). “Foucault Reader”. In: ed. by P Rabino. Pantheon Books, New York, chap. What is Enlightenment?, pp. 32–50. URL: <https://leap.colostate.edu/wp-content/uploads/sites/24/2017/01/Foucault-What-is-enlightenment.pdf>.
- Kant, Immanuel (1996a). “Practical Philosophy”. In: ed. by Mary J. Gregor. Cambridge University Press. Chap. An Answer to the Question: What is Enlightenment? URL: <http://www.columbia.edu/acis/ets/CCREAD/etscc/kant.html>.
- Lyotard (1984). *The postmodern condition : a report on knowledge*. Manchester: Manchester University Press (Chapter 1, 2 and 3). ISBN: 978-0-7190-1450-5.
- NIETZSCHE, F. (2011). *MODERN NIETZSCHE SELECTED WRITINGS*. S.I: SRISHTI PUBLISHERS (Chapter 3 and 4). ISBN: 8187075295.
- NIETZSCHE, FRIEDRICH (2017). *BEYOND GOOD & EVIL*. Place of publication not identified: MAPLE Press (Chapter 1). ISBN: 9789350334980.
- Nietzsche, Friedrich (1968). *The will to power*. New York: Vintage Books (Book III). ISBN: 9780307434746.

Part-II: Suggested Readings

- Bevir, M. (1999). “Foucault and Critique: Deploying Agency Against Autonomy”. In: *Political Theory* 27.1, pp. 65–84.
- Foucault, Michel (1972). *The archaeology of knowledge*. New York, NY: Pantheon Books. ISBN: 0-394-71106-8. URL: https://monoskop.org/images/9/90/Foucault_Michel_Archaeology_of_Knowledge.pdf.
- (1980). *Power/knowledge : selected interviews and other writings, 1972-1977*. New York: Pantheon Books (Chapter 3 and 6). ISBN: 0-394-51357-6. URL: https://monoskop.org/images/5/5d/Foucault_Michel_Power_Knowledge_Selected_Interviews_and_Other_Writings_1972-1977.pdf.
- (1990). *The history of sexuality*. London: Penguin. ISBN: 978-0-14-013735-4.
- M, Foucault (1982). ““The Subject and Power . Why Study Power?” In: *Critical Inquiry* 8.4, pp. 777–795. URL: <http://www2.kobe-u.ac.jp/~alexroni/IPD2018%2520readings/IPD1%25202018%2520No.8/Foucault%2520Subject%2520and%2520Power.pdf>.

Part-III: Suggested Readings

- Derrida, Jacques (1982). *Margins of philosophy*. Chicago: University of Chicago Press (pp. 1-27). ISBN: 9780226143262.
- (1994). *Of grammatology*. Delhi: Motilal Banarsidass. ISBN: 9788120811874.

- Derrida, Jacques (2001). *Writing and difference*. London: Routledge Classics (pp. 351-370). ISBN: 9780203991787. URL: https://monoskop.org/images/8/84/Derrida_Jacques_Writing_and_Difference_1978.pdf.
- (2002). *Acts of religion*. New York: Routledge (Chapter 8). ISBN: 0-415-92400-6. URL: https://monoskop.org/images/0/05/Derrida_Jacques_Acts_of_Religion_2002.pdf.
- (2008). *The gift of death*. Chicago: University of Chicago Press. ISBN: 9780226502977.
- Gutting, G. (2014). "A Companion to Derrida". In: ed. by Z. Direk and L. Lawlor. Willey Blackwell, Publication. Chap. The Obscurity of Differance, pp. 77–88.
- Lawlor, L. (2014). "A Companion to Derrida". In: ed. by Z. Direk and L. Lawlor. Willey Blackwell, Publication. Chap. Deconstruction, pp. 122–131.
- Norriss, C. (2014). "A Companion to Derrida". In: ed. by Z. Direk and L. Lawlor. Willey Blackwell, Publication. Chap. Truth in Derrida, pp. 23–41.
- Reynolds, Jack (n.d.). "Jacques Derrida". In: *The Internet Encyclopedia of Philosophy* ISSN 2161-0002 (). URL: <https://iep.utm.edu/derrida/>.
- Warnke, G (1995). "The Cambridge Companion to Habermas". In: ed. by Stephen K. White. Cambridge University Press. Chap. Communicative Rationality and Cultural Values, pp. 120–142.

Part-IV: Suggested Readings

- Habermas, J. (1995). "Rethinking the Subject". In: ed. by James Faubian. Routledge, New York (Chapter 12). Chap. Communicative vs. Subject-centered Reason.
- Habermas, Jürgen (2017). *Postmetaphysical thinking*. Cambridge: Polity Press (Chapter 1 and 4). ISBN: 978-0-745-68214-3.
- Strong, T.B and FA Sposito (1995). "The Cambridge Companion to Habermas". In: ed. by Stephen K. White. Cambridge University Press. Chap. Habermas's significant other, pp. 263–298.