

Syllabus & Course Structure for M. A. Philosophy

The syllabus has been designed to impart an all-inclusive, multi-disciplinary and comprehensive understanding of Philosophy at basic and advanced levels. It aims to develop a thorough understanding of the debates and discourses of diverse traditions of philosophy (Indian, Western, Islamic) from the classical to contemporary times. The entire programme will constitute 80 credits, divided evenly (20 credits) across four semesters. The M.A. degree will be awarded to a student who completes a total of 80 credits (20 credits per Semester) in a minimum period of two years.

Programme Objectives:

1. The programme offers a holistic and multidimensional approach to engage with the debates prevalent within global philosophy from the classical to contemporary times.
2. It offers a special focus on the nature of theory-praxis gap and encourages problem-based approaches to explore teaching and research.
3. It offers the learners an opportunity to engage with other disciplines to collaborate on innovative thinking, understanding and ways ahead of philosophical problems.

Programme Outcomes:

1. To inculcate and enhance critical thinking, interrogative propensity, rational apprehension and problem-solving capacities.
2. To understand, analyse and interpret philosophical concepts, thinkers and texts across traditions.
3. To appreciate the diversity of philosophical thinking through the study of thinkers, schools, perspectives from various traditions across space and time.

Examination:

The examinations (Internal assessment and Semester-End) shall be conducted as per the guidelines framed by IUST. The semester-end examination will be a written test conducted by the Department for Theory courses & submission and Defense followed by Viva-Voce of Dissertation/Project Report for Research-Based courses.

The pattern for semester-end examination of Theory papers is as follows:

Four Credit Courses: The semester-end examination will carry a maximum of 50 marks. The paper shall consist of five questions in total.

The first Four questions will be long answer type questions with internal choice from all four units carrying 10 marks each. The fifth question shall be short answer type with four options from all four units out of which students will have to attempt two. It shall carry 5 marks for each option, i.e. 10 in total for the two options.

Two Credit Courses: The semester-end examination will carry a maximum of 25 marks. The paper shall consist of three questions in total.

The first two questions will be long answer type questions with internal choice from all two units carrying 10 marks each. The third question shall be short answer type with two options from all two units out of which students will have to attempt one and shall carry 5 marks.

Semester I

Semester I (Autumn Semester, Year 1st, 20 Credits)

Core/Foundation Courses: 16 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical
1	PHI-501-C	Perspectives in Indian Epistemology	4	Core	Theory
2	PHI-502-C	Perspectives in Western Epistemology	4	Core	Theory
3	PHI-503-C	Introduction to Logic	4	Core	Theory
4	PHI-504-F	Introduction to Philosophical Traditions	2	Foundation	Theory
5	PHI-505-F	Traditions in Philosophical Methodology	2	Foundation	Theory

Electives Basket: 04 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical	Two to be opted
1	PHI-506-E	Social and Political Philosophy	2	DCE	Theory	
2	PHI-507-E	Philosophy of Science	2	DCE	Theory	
3	PHI-508-E	Carvaka Darsana	2	DCE	Theory	
4	PHI-509-E	Plato and Aristotle	2	DCE	Theory	
5	PHI-510-E	Philosophy of Mind	2	DCE	Theory	
6	PHI-511-E	Existentialism	2	DCE	Theory	

Course Code: PHI-501-C
Credits: 04

Course Title: Perspectives in Indian Epistemology
Course Type: Core

Course Objectives:

- To develop a systematic and critical understanding of the basic concepts, problems and perspectives in classical Indian epistemology.
- To foster a basic understanding of Indian epistemology through a quick introduction of classical Indian philosophers and texts.

Course Outcomes:

- The students will acquire a fundamental understanding of essential epistemological concepts and frameworks in IKS and Classical Indian philosophy.
- The students will be in a position to seek applicability of this understanding to discern, study, interrogate, critique, enrich modern and contemporary discussions about truth and knowledge from a classical Indian perspective.

Unit I:

- a. Introduction to Indian epistemology
- b. Nyāya view of *Buddhi* / *Jñāna* and its kinds; *Pramāṇa* and *Pramā*
- c. Pūrva Mīmāṃsā approach to nature and classification of *Pramāṇa*
- d. Buddhist approach to nature and classification of *Pramāṇa*

Unit II

- a. *Pratyakṣa*: Its nature and kinds according to Nyāya
- b. *Pratyakṣa* Its nature and kinds according to Buddhism
- c. *Khyātivāda* : *Akhyāti*, *Anyathākhyāti*, *Viparītakhyāti*, *Ātmakhyāti*, *Asatkhyāti*, *Anīrvacanīyakhyāti*, *Satkhyāti*

Unit III

- a. Nyāya and Buddhist views on the concept and structure of *Anumāna*
- b. Nyāya and Buddhist views on the classification of *Anumāna*
- c. Nyāya and Buddhist views on the notion of *Vyāpti*

Unit IV

- a. Jaina classification of *Pramāṇa*
- b. The nature of other *Pramāṇas*: *Upamāna*, *Śabda*, *Arthāpatti*, *Anupalabdhi*
- c. *Prāmāṇyavāda* according to Nyāya and Mīmāṃsā

Essential Readings:

1. Sarma, Deepak. *Classical Indian philosophy: A reader*. Columbia University Press, 2011. (Relevant Sections).
2. Potter, K.. *The Encyclopedia of Indian Philosophies* United States: Princeton University Press, 2015.(Relevant Volumes and Sections).
3. Kar, B.N., *Theories of Error in Indian Philosophy*, Ajanta Publications, Delhi, 1978.
4. Radhakrishnan, Sarvepalli. *Indian Philosophy* India: Oxford University Press, 1996. (Relevant Portions)
5. Dasgupta, S.N., *A History of Indian Philosophy*, Cambridge Uni. Press, London, 1940. (Relevant Volumes and Chapters)

Suggested Readings:

1. Athalye and Bodas (tr. & ed.), *Tarkasamgraha of Annambhatta*, BORI, Pune, 1963.
2. Matilal, B.K., *Perception*, Oxford, 1980.
3. Bhatt, Govardhan, P., *The Basic Ways of Knowing* (An In-depth Study of Kumarila's Contribution to Indian Epistemology), Motilal Banarsidass, Delhi, 1989 (Second Ed.).
4. Bhatt, Govardhan, P., *Epistemology of the Bhāṭṭa School of Pūrva Mīmāṃsā*, The Chowkhamba Sanskrit Series Office, Varanasi, 1962.
5. Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi 1965.
6. Sharma, Ambikadatta, "Pramanasamplava and Pramanavyavastha", in: JICPR, Vol. XIV, No. 2, Jan.-April, 97.
7. Antarkar, S.S, Gokhale, P.P., Katarnikar, Meenal, *Recollection, Recognition and Reasoning*, Sri Satguru Publications, Delhi, 2011.

8. Stcherbatsky, Th., *Buddhist Logic*, Vol. 2, Dover Publications Inc., New York, 1962.
9. Bapat Lata, *Buddhist Logic*, Bharatiya Vidya Prakashan New Delhi, 1989.
10. Bhargava, Dayanand., *Jaina Tarka Bhāṣā*, Motilal Banarasidas, Delhi, 1973
11. Mohanty, J.N., *Reason and Tradition in Indian Thought*, Clarendon Press, Oxford, 1992
12. Chinchore Mangala R. *Dharmakīrti's Theory of Hetu-centricity of Anumāna*; Motilal Banarsidass; New Delhi; 1989
13. Shastri, Indra Chandra., *Jaina Epistemology*, P.V Research Insititute, Varanasi, 1990
14. Datta, D.M., *Six Ways of Knowing*, University of Calcutta, Calcutta, 1960.
15. Matilal, B.K., *Epistemology, Logic and Grammar in Indian Philosophy*, Monton, 1971.

Course Code: PHI-502-C

Course Title: Perspectives in Western Epistemology

Credits: 04

Course Type: Core

Course Objectives:

- To develop a systematic and critical understanding of the basic concepts, problems and perspectives of Western epistemology from the Greeks till Modern times.
- To introduce the epistemological theories and standpoints of some influential Western (Socrates, Hume, Kant, etc.) philosophers throughout the history of Western philosophy.

Course Outcomes:

- The student will be able to understand, evaluate and compare classical Western epistemological theories as well as various modern epistemological approaches.
- The student will be in position to identify the uniqueness and divergences of Western approaches to knowledge vis-a-vis the Indian approaches taught in the previous course.
- The students will be able to seek applicability of the Western understanding of knowledge to discern, study, interrogate, critique, enrich classical and contemporary discussions about truth and knowledge.

Unit I:

- a. Nature, definition and need of knowledge/*episteme*
- b. Knowledge and Concepts (Socrates)
- c. Knowledge and Belief (Plato)

Unit II:

- a. Rationalist and Empiricist approaches to knowledge (Descartes, Spinoza, Leibniz Locke)
- b. Kantian approach to knowledge (analytic-synthetic distinction, synthetic a priori, apriori knowledge),
- c. Knowledge of Individuals and Universals (Hegel)

Unit III:

- a. Fallibility and Skepticism (Hume)
- b. Gettier's Problem and responses to it
- c. Intuitionism (Bergson)

Unit IV:

- a. Foundationalism (knowledge as correspondence), Non-foundationalist approaches to the nature and analysis of knowledge
- b. Coherentism (Bradley)
- c. Reliabilist Epistemology (Goldman)

Essential Readings:

- 1) O'Connor, D.J. & Carr, B., *Introduction to Theory of Knowledge*, Harvester Press Ltd. (Sussex), 1982.
- 2) Canfield & Donnell (eds.), *Readings in the Theory of Knowledge*, Appleton-Century Crofts, USA, 1964.
- 3) Cahn, Steven M. *Classics of Western Philosophy*, Hackett, 1990.
- 4) Falckenberg, Richard. *History of Modern Philosophy*. Outlook Verlag, 2020.
- 5) Huemer, Michael. *Epistemology: Contemporary Readings*. United Kingdom: Taylor & Francis, 2006.

Suggested Readings:

- 1) Pappas & Swain (eds.), *Essays on Knowledge and Justification*, Cornell University Press, Ithaca, New York, 1978.
- 2) Copleston, F., *A History of Philosophy (Relevant Volumes)*, Image Books, New York, 1997.
- 3) Ayer, A.J., *The Central Questions of Philosophy*, Holt, Rinehart and Winston, New York, 1979.
- 4) Armstrong, D. M., *Belief, Truth and Knowledge*, Cambridge University Press, Cambridge, 1973.
- 5) Ayer, A.J., *The Problem of Knowledge*, Pelican Books, London, 1971.
- 6) Yolton, J.W., *Theory of Knowledge*, Collier-Macmillan, New York, 1965.
- 7) Hegel, Georg Wilhelm Friedrich. *Lectures on the Philosophy of world-history*. United Kingdom: Clarendon Press, 2023.
- 8) Parrini, P. *Kant and Contemporary Epistemology*. Netherlands: Springer Netherlands, 2012.
- 9) Dancy, Jonathan, *An Introduction to Contemporary Epistemology*, Basil Blackwell, 1985.
- 10) Sosa, Ernest, *Epistemology: An Anthology*. United Kingdom: Wiley, 2008.
- 11) Shand, John. *Philosophy and Philosophers: An Introduction to Western Philosophy*. United Kingdom: Taylor & Francis, 2014.
- 12) Lehrer, Keith, *Theory of Knowledge*, Westview Press, 2000 (second edition).
- 13) Dancy, Jonathan, *An Introduction to Contemporary Epistemology*, Basil Blackwell, 1985.

Course Code: PHI-503-C

Course Title: Introduction to Logic

Credits: 04

Course Type: Core

Course Objectives:

- To train the students in requisite skills of critical reasoning by introducing laws of thought, criteria for validity of arguments, & deductive and inductive reasoning.
- To facilitate the students to understand the fundamental role of logic in the framing, communication and evaluation of arguments.

Course Outcomes:

- The learner is able to understand the logical ways and patterns of thinking following a holistic system of logic.
- The student is able to employ and recognize logical patterns of thinking that may lead him/her to avoid fallacious thinking.

Unit-I

1. Logic: nature, scope, and application
2. Proposition, Square of Opposition, Four Categorical Propositions
3. Inductive, Deductive
4. Definition, Types, and Laws of Thought

Unit-II

1. Inference; Mediate and Immediate inference
2. Syllogism, Types, Figures, Moods, Venn Diagram
3. Truth and Validity
4. Denotation and Connotation

Unit-III

1. Inductive Arguments, Analogical Reasoning, Causal Reasoning
2. Nature of Scientific Hypothesis
3. Induction and its Paradoxes
4. Critical Thinking

Unit-IV

1. Syllogistic Fallacies
2. Fallacies of Relevance and Induction
3. Fallacies of Presumption and Ambiguity
4. Indian Logic: Nyāya-logic

Essential Readings:

1. Nagel, Ernest., Cohen, Morris R.. *An Introduction to Logic and Scientific Methods*. India: Allied Publishers, 1972.
2. Copi, Irving M.. *Introduction to Logic*. United States: MacMillan, 1967.
3. Copi, Irving M.. *Symbolic Logic*. India: Macmillan, 1968.
4. Barlingay, Surendra Sheodas. *A Modern Introduction to Indian Logic*. India: Nat. Publishing House, 1965.

Suggested Readings:

1. Ganeri, Jonardon. *Indian Logic: A Reader*. United Kingdom: Taylor & Francis, 2013.
2. Matilal, Bimal Krishna. *The Character of Logic in India*. United States: State University of New York Press, 1998.
3. Russell, Bertrand. *Principles of Mathematics*. United Kingdom: Routledge, 2009.

4. Nicod, Jean. *Foundations of Geometry and Induction*. N.p.: Read Books, 2011.
5. Priest, Graham, (2017), *Logic: A Very Short Introduction*, Oxford University Press.

Course Code: PHI-504-F

Course Title: Introduction to Philosophical Traditions

Credits: 02

Course Type: F

Course Objectives:

- To introduce students to the “big questions” that various philosophical traditions have shared about the fundamental nature of reality, about what it is to be human, what constitutes a good life, and how knowledge is pursued and justice delivered.
- To seek the evolution and development of ideas in an inter-cultural and cross-epistemic setting across national and continental borders.

Course Outcomes:

- The learners will be able to grasp the conceptual consonances and divergences of diverse traditions of philosophy and its various branches.
- The learners will have a subtle introduction to the heritage of philosophical thought across traditions and will be prepared to tackle the critical questions emerging across diverse fields of philosophy in a holistic, cross-cultural and inter-cultural manner.

Unit-I

- a. Brief Introduction of world philosophical traditions
- b. Philosophy as Pursuit of *Sophia*/Wisdom: An Introduction to Ancient Greek Philosophy
- c. Philosophy as *Darśana*: An Introduction to Indian Philosophy
- d. Philosophy as *Hikmah*: An Introduction to Islamic Philosophy

Unit-II

- a. Reality-Appearance (*Haqīqat/Māyā*) Debate across Traditions
- b. Values (*Puruṣārthas/Akhlāq/Arete*) across Traditions
- c. Knowledge (*Jñāna/Ilm*) across Traditions

Essential Readings:

1. Durant, Will, and David Case. *The story of philosophy*. Blackstone Audiobooks, 1992.
2. Nusseibeh, Sari. *The story of reason in Islam*. Stanford University Press, 2016.
3. Perrett, Roy W. *An introduction to Indian philosophy*. Cambridge University Press, 2016.

4. Solomon, Robert C., and Kathleen Marie Higgins, eds. *From Africa to Zen: An invitation to world philosophy*. Rowman & Littlefield, 2003.

Suggested Readings:

1. Netton, Ian Richard. *Seek knowledge: Thought and travel in the house of Islam*. Routledge, 2013.
2. Gupta, Bina. *An introduction to Indian philosophy: Perspectives on reality, knowledge, and freedom*. Routledge, 2021.
3. Keeling, Evan Robert, Georgia Sermamoglou-Soulmaidi. *Wisdom, Love, and Friendship in Ancient Greek Philosophy: Essays in Honor of Daniel Devereux*. Germany: De Gruyter, 2020.
4. Natali, Carlo. *The wisdom of Aristotle*. Suny Press, 2001.
5. Prior, William J. *Virtue and knowledge: An Introduction to ancient Greek ethics*. Routledge, 2016.

Course Code: PHI-505-F

Course Title: Traditions in Philosophical Methodology

Credits: 02

Course Type: F

Course Objectives:

- To introduce the students to diverse methodologies propounded, followed or espoused by diverse philosophers and schools of philosophy in the history of global philosophy.
- To develop and enrich the research and interrogative capabilities of students through an exposure to key philosophical methodologies.

Course Outcomes:

- The candidate will end up with a fair understanding of philosophical methodologies across traditions.
- They learner will be able to apply these methodologies to suit his/her research needs within PG and beyond.

Unit-I

- a. Dialectical Method (Socrates/Hegel/Adorno)
- b. Skepticism (Pyrrho/Al-Ghazali/Jayarasi Bhatta)
- c. Genealogy (Nietzsche/Foucault)

Unit-II

- a. Logical Positivism (A J Ayer) & Postpositivism (Karl Popper)
- b. Phenomenology (Husserl) & Hermeneutics (Gadamer)
- c. Critical Theory (Horkheimer) & Confrontation (Debiprasad Chattopadhyaya)

Essential Readings:

1. Cappelen, Herman, Tamar Gendler, and John P. Hawthorne, eds. *The Oxford handbook of philosophical methodology*. Oxford University Press, 2016. (relevant sections)
2. D'Oro, Giuseppina, and Søren Overgaard, eds. *The Cambridge companion to philosophical methodology*. Cambridge University Press, 2017. (relevant sections)
3. Given, Lisa M.. *The SAGE Encyclopedia of Qualitative Research Methods*. India: SAGE Publications, 2008. (relevant sections)
4. Chattopadhyaya, Debiprasad. *What is Living and what is Dead in Indian Philosophy*. India: People's Publishing House, 1976.

Suggested Readings:

1. Rai, Chaya, *Studies in Philosophical Methods*, Universal Book Depot, Jabalpur, 1980.
2. Tripathi, Radhavallabh. *Vāda in Theory and Practice: Studies in Debates, Dialogues and Discussions in Indian Intellectual Discourses*. DK Printworld (P) Ltd, 2021.
3. Husserl, E., *The Idea of Phenomenology*, (tr. By W.P. Alston and G. Nakhtnikian, Martinus Nijhoff) The Hague, 1964.
4. Stegmüller Wolfgang. *Main Currents in Contemporary, German, British and American, Philosophy*, Springer Dordrecht, 1969
5. John Passmore: *Philosophical Reasoning*, New York, Scribner's, 1961
6. Rescher, Nicholas, *Philosophical Reasoning – A Study in Methodology of Philosophy*, Oxford, Blackwell, 2001.
7. Douglas N. Walton, *Arguer's Position*, Greenwood Press, London, 1985.
8. R. G. Collingwood, *An Essay on Philosophical Method*, Clarendon Press, Oxford, 1965.
9. Winch, Peter. *The idea of a social science and its relation to philosophy*. Routledge, 2015.
10. Ammerman, R.R.(Ed.), *Classics of Analytical Philosophy*, Tata Mc Graw- Hill Publishing Co. Ltd., 1965.
11. Pivcevic Edo. *Husserl and Phenomenology*, Routledge, London, 2014.
12. Thompson, J. B., (ed.) *Hermeneutics and the Human Sciences*, Cambridge University Press, Cambridge 1981.
13. Held, David, *Introduction to Critical Theory: Horkheimer to Habermas*, Hutchinson, 2007.
14. Rorty, Richard (ed.), *The Linguistic Turn, Essays in Philosophical Method with Two Retrospective Essays*, University of Chicago Press, 1992.
15. A.J. Ayer & others – *The Revolution in Philosophy*, Macmillan & co., 1956

16. W. Dilthey, 'Rise of Hermeneutics', in *Hermeneutics and the Study of History: Selected Works*, Volume IV. Edited by R. A. Makkreel and F. Rodi. Princeton, NJ: Princeton University Press. 1996.
17. Mahon, Michael. *Foucault's Nietzschean Genealogy: Truth, Power, and the Subject*. United States: State University of New York Press, 1992.

Course Code: PHI-506-E

Course Title: Social and Political Philosophy

Credits: 02

Course Type: DCE

Course Objectives:

- To familiarize the students with some major themes and trends in classical, modern and contemporary social and political philosophy.
- To foster an understanding of social and political aspects of human life and common good.

Course Outcomes:

- The students will be equipped with a normative theoretical understanding of basic socio-political concepts from the Indian and Western context so that they are able to relate the theoretical and practical aspects of our socio-political life.
- The students will be in a position to critically evaluate social and political situations and make informed choices in communitarian life.

Unit I:

- a. Nature and Scope of Social and Political Philosophy, Distinction/Relation between the natural and the social/political realm
- b. Social Contract Theory (Hobbes and Locke)
- c. Collectivism and Communism (Marx)

Unit II:

- a. General will and Democracy (Rousseau), Deliberative Democracy (Chantal Mouffe), Biopolitics (Foucault)
- b. Rawls' concept of Justice as Fairness, Amartya Sen's Critique, Arrangement focused vs. Realization focused view of Justice (*niti, nyaya, matsyanyaya*)
- c. Secularism and the Indian context

Essential Readings:

1. Raphael, David Daiches. *Problems of Political Philosophy*. Macmillan International Higher Education, 1990. (Relevant sections)
2. Will, Kymlika. *Contemporary Political Philosophy: An Introduction*. Oxford: Oxford University Press, 2001. (Relevant sections).
3. Heywood, Andrew. *Political ideologies: An introduction*. Macmillan International Higher Education, 2017. (Relevant sections).

4. Boucher, David, and Paul Kelly, eds. *Political thinkers: from Socrates to the present*. Oxford University Press, 2017. (Relevant sections).
5. Heywood, Andrew. *Key concepts in politics*. Basingstoke: Palgrave, 2000.
6. Mohapatra, Silika, and Aakash Singh. *Indian Political Thought: A reader*. Routledge India, 2010. (Relevant sections).

Suggested Readings:

1. Hobbes, Thomas. *Leviathan*. A&C Black, 2006.
2. Locke, John, and Peter Laslett. *Two treatises of government: A critical edition with an introduction and apparatus criticus by Peter Laslett*. Cambridge University Press, 1960.
3. Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. Penguin, 2002.
4. Rawls, John. *A theory of justice*. Harvard university press, 2009.
5. Sen, Amartya Kumar. *The idea of justice*. Harvard University Press, 2009.
6. Rousseau, Jean-Jacques, and Gita May. *The social contract: And, the first and second discourses*. Yale University Press, 2002.
7. Foucault, Michel. *Discipline and Punish: The birth of the prison*. Vintage, 2012.
8. Chappell, Zsuzsanna. *Deliberative democracy: A critical introduction*. Macmillan International Higher Education, 2012.
9. Taylor, Charles. *A Secular Age*. Harvard university press, 2007.
10. Bhargava, Rajeev. *Secularism and its Critics*. Oxford University Press, 1998.
11. Rabinow, Paul. *The Foucault Reader*. Pantheon, 1984.

Course Code: PHI-507-E

Course Title: Philosophy of Science

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce and understand the philosophy of science and to lay out the central philosophical problems raised by the advances made in natural sciences.
- To acquaint the students with basic issues, concepts and debates in philosophy of science through contribution of various philosophers of science.

Course Outcomes:

- The students are able to understand the distinctions between methodologies followed in philosophical studies and natural sciences, and how these can critically inform the two fields/disciplines.
- The students are able to understand the fundamental questions about science and the theoretical intersections between science and philosophy and its critical relevance for human progress.

Unit-I

- a. Nature and scope of Philosophy of natural science
- b. Logical Positivism and its views on Science: Verificationism
- c. Karl Popper's Response to Logical Positivism: Falsification

Unit-II

- a. Nature of Scientific Explanation: C.G. Hempel
- b. Paradigms: Thomas Kuhn
- c. Scientific Realism/antirealism.

Essential Readings:

1. Carnap, R. (2012). *An introduction to the philosophy of science*. Courier Corporation.
2. Okasha Samir. (2002). *Philosophy of Science. A very short introduction*. Oxford University Press.
3. Klemke, Elmer Daniel, Robert Hollinger, David Wýss Rudge, and A. David Kline. *Introductory Readings in the Philosophy of Science*, Prometheus Books, 1988. (Relevant sections).
4. Trout, J. D., Philip Gasper, Richard Boyd. *The Philosophy of Science*. United Kingdom: Bradford Book, 1991. (Relevant sections).

Suggested Readings:

1. Popper, Karl. (1998). "Science: Conjectures and refutations". In Martin Curd and J. A. Cover (Eds.) *Philosophy of science: The central issues* (pp. 3-10.). New York: W. W. Norton and Company.
2. Kuhn, Thomas. (1998). Logic of discovery or psychology of research? In Martin Curd and J. A. Cover (Eds.) *Philosophy of science: The central issues* (pp. 11-19). New York: W. W. Norton and Company.
3. Feyerabend, Paul. *Against method: Outline of an anarchistic theory of knowledge*. Verso Books, 2020.
4. Radnitzsky, Gerand and Anderson Gunnav, *The Structure and Development of Science*, D. Reidel Publishing Company, Boston, 1979
5. Laudan, Larry, *Progress and its Problems: Towards a Theory of Scientific Growth*, RKP, London, 1977.
6. Hempel, C.G., *Aspects of Scientific Explanation*, Free Press, New York, 1968.
7. Nagel, Ernst, *The Structure of Science: Problems in Logic of Scientific Explanation*, RKP, London, 1961.
8. Popper, Karl, *The Logic of Scientific Discovery*, Harper Torch Books, New York, 1968.
9. Kuhn, Thomas, *The Structure of Scientific Revolutions*, Chicago University Press.
10. Salmon, Wesley. (1998). Scientific explanation: How we got from there to here." In *Causation and explanation*. Oxford: Oxford University Press.
11. Devitt, Michael. *Realism and Truth*, Oxford: Blackwell, 1984.
12. Searle, J., *The Mystery of Consciousness*, New York, NY: New York Review of Book, 1997

Course Code: PHI-508-E

Course Title: Carvaka Darsana

Credits: 02

Course Type: DCE

Course Objectives:

- To acquaint the learner with the Cārvāka school and materialistic trends in wider Indian philosophical thought.
- To demystify the frozen and mainstream understanding of Cārvāka school.

Course Outcomes:

- The learner will be equipped with a fresh perspective of Carvaka materialism.
- The learner will be able to seek and relate the materialist trends in non-Carvaka schools of Indian philosophy.

Unit-I

- a. Popular understanding of Cārvakā darsana
- b. Criticism of popular approach (Debiprasad Chattopadhyaya)
- c. Cārvakā perspective of pramana (Extreme Empiricism and Mitigated Empiricism)

Unit-II

- a. Cārvakā materialism (Bhūtavāda, Dehātmavāda)
- b. Cārvakā theory of values, perspective of Purusārtha
- c. Materialism outside Cārvakā (Early Sāmkhya, Early Nyaya)

Essential Readings:

- 1) Bhattacharya, Ramkrishna, *Studies on the Cārvāka/Lokāyata*, Delhi, Anthem Press India, 2012
- 2) Chattopadhyaya, Debiprasad: *Lokayata: A Study in Ancient Materialism*, New Delhi, People's Publishing House, 1978 (Fourth Edition)
- 3) Gokhale, Pradeep P.: *Lokāyata/Cārvāka: A Philosophical Inquiry*, Oxford University Press, New Delhi, 2015
- 4) Potter, K.. *The Encyclopedia of Indian Philosophies* United States: Princeton University Press, 2015.(Relevant Volumes and Sections).

Suggested Readings:

- 1) Chattopadhyaya, Debiprasad: *What is Living and What is Dead in Indian Philosophy*, New Delhi, People's Publishing House, 1976
- 2) Gokhale, Pradeep P.: "Materialism in Indian Philosophy: The Doctrine and Arguments", published in Joerg Tuske (Ed.): *Indian Epistemology and Metaphysics*, Bloomsbury, USA, 2017 (Pages 129-151)
- 3) Barlingay, S. S., *Re-understanding Indian Philosophy: Some Glimpses*, D. K. Printworld, New Delhi, 1998
- 4) Fowler, Jeaneane. "The Materialists of Classical India." *The Wiley Blackwell Handbook of*

Humanism (2015): 97-118.

5) Bhattacharjee, Amit. *A Source Book of Indian Materialism*. Sri Satguru Publications, 2016.

6) Mittal, K.K., *Materialism in Indian Thought*, Munshilal Manoharlal, New Delhi, 1974.

7) Sarma, Deepak. *Classical Indian philosophy: A reader*. Columbia University Press, 2011.

Course Code: PHI-509-E

Course Title: Plato and Aristotle

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce some basic issues and problems discussed by Plato and Aristotle as part of a rich exposure to the edifice of Western philosophy.
- A close and textual study of the Plato's dialogues such as *Meno* and *Republic* and Aristotle's *Physics* and *Metaphysics* with reference to the issues provided in the syllabus below is the primary aim of the course.

Course Outcomes:

- The students will be able to understand the Platonic and Aristotelian foundations of Western philosophy.
- With an emphasis on the primary readings, a first-hand impression of Plato's and Aristotle's writings will help the students in understanding and developing argumentative rigor in teaching and doing philosophy.

Unit-I

- a. Greek Philosophy before Plato
- b. Life and Works of Plato and Aristotle, Other worldly vs This worldly philosophy
- c. Plato: Theory of Forms, Virtue and the problem of teachability

Unit-II

- a. Aristotle: Potentiality and Actuality, Virtue as Mean
- b. Doxa and Episteme, The Divided Line Argument, Allegory of Cave (*The Republic*, relevant portions)
- c. Causality and the Principles of Change, (*Physics*, relevant portions)

b. and c. are based on primary readings from selected texts.

Essential Readings:

1. Cooper, John M., and Douglas S. Hutchinson, eds. *Plato: complete works*. Hackett Publishing, 1997. (Relevant portions)
2. Aristotle. *The Complete Works of Aristotle: The Revised Oxford Translation*, One-Volume Digital Edition. United Kingdom: Princeton University Press, 2014. (Relevant Portions)
3. Stangroom, Jeremy., Garvey, James. *The Great Philosophers: Socrates, Plato, Aristotle and*

Saint Thomas Aquinas. United Kingdom: Arcturus Publishing, 2015. (Relevant Portions)

Suggested Readings:

1. Shields, Christopher. *The Oxford Handbook of Aristotle*. United Kingdom: OUP USA, 2012.
2. Press, Gerald A., and Mateo Duque, eds. *The Bloomsbury Handbook of Plato*. Bloomsbury Publishing, 2022.
3. Fine, Gail. *The Oxford Handbook of Plato*. Oxford University Press, 2019.
4. Gerasimos, Santas. *Goodness and Justice: Plato, Aristotle, and the Moderns*. Blackwell, 2001.
5. Vlastos, G., ed. *Plato: a collection of critical essays*. Anchor Books, 1971.
6. Welton, William A., ed. *Plato's forms: varieties of interpretation*. Lexington Books, 2002.
7. Acquanis, Thomas. *Commentary on Metaphysics: Books 7-12*. United States: Emmaus Road Publishing, 2019.
8. Acquanis, Thomas, Kenneth W. *Commentary on Aristotle's Physics*. United Kingdom: Bloomsbury Publishing Plc, 2003.

Course Code: PHI-510-E

Course Title: Philosophy of Mind

Credits: 02

Course Type: DCE

Course Objectives:

- To study the historical and recent debates in philosophical studies of mind and consciousness.
- To acquaint the students with the questions regarding nature of human consciousness, self-knowledge, identity, and mind-matter dichotomies.

Course Outcomes:

- The learners will be able to understand the nature of human consciousness and significance for freedom of choice and human actions in everyday life situations.
- The learners will be able to question received notions of personal identity, personhood, mind-brain dualism and other connected areas of consciousness studies.

Unit-I

- a. Introduction: Psychology and Philosophy of Mind
- b. Cartesian Dualism, Interactionism, Ryle's Critique of Dualism
- c. Solipsism: Ryle and Wittgenstein, Ryle's behaviourism
- d. Analogical argument as criticism of solipsism, Wittgenstein's criticism of

analogical argument

Unit II

- a. Wittgenstein's critique of private language argument and privacy of sensations
- b. Strawson's concept of person
- c. Personal identity-Anscombe
- d. Identity theory- J. J. C. Smart

Essential Readings:

1. Chappell, V. C.. *The Philosophy of Mind*. United States: Prentice-Hall, 2013.
2. Chalmers, D. J. (ed.). *Philosophy of Mind: Classical and Contemporary Readings*. United Kingdom: Oxford University Press, 2021.
3. Shaffer, J. *Philosophy of Mind*. India: Prentice Hall of India, 1982.
4. Van Gulick, Robert, "Consciousness", *The Stanford Encyclopedia of Philosophy* (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <<https://plato.stanford.edu/archives/win2022/entries/consciousness/>>.

Suggested Readings:

1. Smart, J. J. C., "The Mind/Brain Identity Theory", *The Stanford Encyclopedia of Philosophy* (Winter 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <<https://plato.stanford.edu/archives/win2022/entries/mind-identity/>>.
2. Cook, John W. "Wittgenstein on privacy." *The Philosophical Review* 74, no. 3 (1965): 281-314.
3. Guttenplan, Samuel, and Samuel D. Guttenplan, eds. *A Companion to the Philosophy of Mind*. Oxford: Blackwell, 1994.
4. Garrett, Brian. "Anscombe on 'I'." *The Philosophical Quarterly* 47, no. 189 (1997): 507-511.
5. Strawson, Peter Frederick. *Individuals*. Routledge, 2002.
6. Ryle, Gilbert. *The Concept of Mind*. United Kingdom: Barnes & Noble, 1970.
7. Chakrabarti, Kisor Kumar *Classical Indian philosophy of mind: Nyaya The dualist method*. Delhi: MLBD. (2001).
8. Chennakeshava, Sarasvati *Concept of mind in Indian philosophy*. Delhi: MLBD. (1960).
9. Searle, John R. *Mind: A Brief Introduction*. Oxford: Oxford University Press. 2004.
10. Anscombe, G. E. M.. *Metaphysics and the philosophy of mind*. Oxford: Wiley, 1981.
11. Smart, John JC. "Further thoughts on the identity theory." *The Monist* (1972): 149-162.
12. Wright, Crispin. *Wittgenstein's later philosophy of mind: Sensation, privacy, and intention*. na, 1989.
13. Hymers, Michael. *Wittgenstein on sensation and perception*. Routledge, 2017.

Course Code: PHI-511-E
Credits: 02

Course Title: Existentialism
Course Type: DCE

Course Objectives:

- To introduce students to major themes, concepts and philosophers of Existentialism
- To expose students to the significance and impact of Existential thought in modern and contemporary times.

Course Outcomes:

- The learner will be able to understand the basic concepts of existentialism and explore the problems discussed by these philosophers regarding the nature of human condition.
- The learner will be able to seek application of crucial existential concepts in examining the vagaries, dilemmas, and anxieties of everyday life.

Unit-I

- a. Introduction and significance of Existential philosophy
- b. Nietzsche: Life, Power, and affirmation
- c. Kierkegaard: Truth as Subjectivity, Three Stages of Existence,
- d. Heidegger: Inauthentic and Authentic Existence

Unit-II

- a. Sartre: Existence precedes Essence. Free will and Bad faith
- b. Gabriel Marcel: Being and Mystery, Being and Others
- c. Karl Jaspers: Existence and Transcendence, Despair, faith, communication
- d. Camus: Idea of Absurd

Essential Readings:

1. Blackham, H.J. *Six Existentialist Thinkers*, Harper Torchbook edition, 1959
2. Wicks, Robert L.. *Introduction to Existentialism: From Kierkegaard to The Seventh Seal*. United Kingdom: Bloomsbury Publishing, 2019.
3. Marino, Gordon. *Basic Writings of Existentialism*. United Kingdom: Random House Publishing Group, 2007. (relevant portions)
4. MacDonald, Paul S., ed. *The existentialist reader: An anthology of key texts*. Psychology Press, 2001. (relevant portions)

Suggested Readings:

1. Macquarie J. *Existentialism*, Penguin, 1980.
2. Earnshaw, Steven. *Existentialism: A Guide for the Perplexed*. United Kingdom: Bloomsbury Publishing, 2006.
3. Crowell, Steven. *The Cambridge Companion to Existentialism*. United States: Cambridge University Press, 2012.
4. Webber, Jonathan. *Rethinking existentialism*. Oxford University Press, 2018.
5. Kierkegaard S, *Either/Or* Vol. I & II, OUP, 1944.

6. Kierkegaard, Soren, *Concluding Unscientific Postscript*, Princeton University Press, Princeton 1941.
7. Kierkegaard, Soren, *Stages on Life's Way*, Princeton University Press, Princeton, 1988.
8. Jaspers, Karl, *Man in the Modern Age*. London, Routledge & Kegan Paul, Revised edition 1952.
9. Jaspers, Karl, *The Perennial Scope of Philosophy*. London, Routledge & Kegan Paul, 1954.
10. Sartre, Jean Paul, *Existentialism and Humanism*, trans. P. Mairet, London, Methuen, 1948
11. Warnock, Mary *The Philosophy of Sartre*, Hutchison University Press London 1965.
12. Heidegger M., *Being and Time*, tr. By Macquarie J. and Robinson, D.S. Harper, 1962.
13. Sartre J.P., *Being and Nothingness*, tr. By Barnes M, Philosophical library, 1956.
14. Sartre, J. P. *Essays in Existentialism*. Citadel Press. 1967.



Semester II

Semester II (Spring Semester, Year 1st, 20 Credits)

Core Courses: 16 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical
1.	PHI-551-C	Perspectives in Indian Metaphysics	4	Core	Theory
2.	PHI-552-C	Perspectives in Western Metaphysics	4	Core	Theory
3.	PHI-553-C	Moral Philosophy (East & West)	4	Core	Theory
4.	PHI-554-C	Advanced Logic	4	Core	Theory

Electives Basket: 02 credits

S. No.	Course Code	Course Title	Credits	Course Type	Theory/Practical	One to be opted
1	PHI-555-E	Philosophy Through Films	2	DCE	Theory & Practical	
2	PHI-556-E	Yoga: Meaning and Practice	2	DCE	Theory	
3	PHI-557-E	Applied Ethics	2	DCE	Theory & Practical	
4	PHI-558-E	Vāda in Indian Knowledge Systems	2	DCE	Theory	

Open Elective: 02 credits (Theory/Practical)

The students will choose a 2 credit Open Elective course (OE) from other Departments/Centres of IUST.

Course Code: PHI-551-C
Credits: 04

Course Title: Perspectives in Indian Metaphysics
Course Type: Core

Course Objectives:

- To introduce basic issues and perspectives of metaphysics as discussed in Indian philosophical traditions.
- To offer a clear, comprehensive and critical account of IKS from the perspective of some fundamental metaphysical issues such as the nature of truth, consciousness, external world etc.

Course Outcomes:

- The students will have a grounded/cultured/anchored knowledge of foundational metaphysical ideas of Indian Philosophical Systems.
- The students will be able to argumentatively follow and justify the rationale behind metaphysical truths discussed in Indian philosophy.

- The students will be able to compare, contrast, evaluate, interrogate these ideas from the perspective of current debates within global philosophy and allied disciplines.

Unit-I:

Sat (Truth):

- a. Sat as eternal reality, *Kūtasthanitya* and *Pariṇāmīnitya*: Vedānta and Sāṃkhya
- b. Sat as both eternal and non-eternal: Jainism
- c. Sat as non-eternal and momentary: Buddhism
- d. Vaiśeṣika View on the nature and classification of *Padārthas*
- e. Theory of Universals: Nyāya and Buddhism

Unit-II:

Ātman, Mind and Person: Perspectives from following schools/systems will be studied:

- a. Cārvāka
- b. Buddhism, Sāṃkhya-Yoga
- c. Nyāya-Vaiśeṣika
- d. Advaita Vedānta
- e. Upanishadic world-view: Nature of Atman, Brahman, Sheaths of Being

Unit-III:

External World: Perspectives from following schools/systems will be studied:

- a. Sāṃkhya
- b. Nyāya-Vaiśeṣika
- c. Buddhism
- d. Śaṃkara and Rāmānuja

Unit-IV:

Causation:

- a. Satkāryavāda of Sāṃkhya
- b. Vivartakāranvāda of Vedānta
- c. Asatkāryavāda of Vaiśeṣika
- d. Pratītyasamutpāda of Buddhism

Essential Readings:

1. Dasgupta, S.N., *A History of Indian Philosophy*, Cambridge University Press, London, 1940, (Relevant volumes and chapters).
2. Hirrianna, M., *Outlines of Indian Philosophy*, George Allen and Unwin, London 1918.
3. Perret, Roy W. *Indian Philosophy: A collection of Readings, Metaphysics*. United Kingdom: Taylor & Francis, 2013.
4. Tuske, Joerg. *Indian Epistemology and Metaphysics*. India: Bloomsbury Publishing, 2017.
5. Potter, K.. *The Encyclopedia of Indian Philosophies* United States: Princeton University Press, 2015.(Relevant Volumes and Sections).

Suggested Readings:

1. Sarma, Deepak. *Classical Indian philosophy: A reader*. Columbia University Press, 2011.
2. Mohanty, J.N., *Reason and Tradition in Indian Thought*, Clarendon Press, Oxford 1992, (Relevant sections).
3. Athalye, V.Y. & Bodas, M.R. (tr. & ed.), *Tarka Samgraha of Annambhatta*, BORI, Pune, 1963, (Relevant Sections).
4. Dravid, R.R., *The Problem of Universals in Indian Philosophy*, Motilal Banarsidass, Delhi, 1972.
5. Murti, T.R.V., *The Central Philosophy of Buddhism*, George Allen and Unwin, London, 1955.
6. Smart, Ninian, *Doctrine and Arguments in Indian Philosophy*, George Allen and Unwin London, 1964.
7. Misra, S (tr), *Vedanta Paribhasa*, Jaya Krishna Das Hari Das Gupta, Benares, 1937.
8. Banarjee Nikunja Vihari: *The Spirit of Indian Philosophy*, Avnold- Hei nemann Publishers (India) private Ltd. New Delhi.
9. Vaidya Jadavji Trivikramji Acharya ed. *Caraka Samhitā: Agniveśa* revised by Caraka and Drḍhabala, with *Āyurvedadīpikā* of Cakrapāṇidatta, Bombay: Nirnaya Sagar Press, 1941.
10. Ganeri, Jonardon. *Indian Philosophy: A Reader*. United Kingdom: Taylor & Francis, 2019

Course Code: PHI-552-C

Course Title: Perspectives in Western Metaphysics

Credits: 04

Course Type: Core

Course Objectives:

- To introduce basic issues and perspectives of metaphysics as discussed in Western philosophical traditions.
- To develop a systematic and critical understanding of the basic concepts and problems about the theories of reality of the world, Self, etc. in Western Metaphysics.

Course Outcomes:

- The students will be able to distinguish between different theories of self, reality, causation etc. in Western Metaphysics.
- The learners will develop the ability to clearly articulate and distinguish mainstream Western metaphysical standpoints with recent feminist interventions.

Unit-I:

Introduction to Metaphysics

- a. Problem of Being and Becoming: Parmenides, Heraclitus, Aristotle, Hegel
- b. Theories of Reality: Subjective Idealism (George Berkeley), Common-sense realism (G.E. Moore), Phenomenalism (A J Ayer)

Unit-II:

Self and Mind

- a. Conceptions of Self: Descartes, Hume, Kant and Dan Zahavi
- b. Mind-body Dualism: Descartes and Gilbert Ryle

Unit-III:

Substance and Categories

- a. Categories: Aristotle, Kant
- b. Problems of Substance: Leibniz and Spinoza
- c. Theories of Causation: Aristotle and Hume

Unit-IV:

Feminist Perspectives in Metaphysics

- a. Introduction to Feminist metaphysics
- b. Rethinking the self (Diana Meyers)
- c. Mind and Body (Susan R. Bordo)

Essential Readings:

1. Stumpf, Samuel Enoch. *Socrates to Sartre: A History of Philosophy*. United Kingdom: McGraw-Hill, 1999.

2. Zubiri, Xavier. *Fundamental Problems of Western Metaphysics*. United States: University Press of America, 2010.
3. Falckenberg, Richard. *History of Modern Philosophy*. Outlook Verlag, 2020.
4. Haslanger, Sally and Ásta, "Feminist Metaphysics", *The Stanford Encyclopedia of Philosophy* (Fall 2018 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2018/entries/feminism-metaphysics/>.
5. Anderson, Ellie, Cynthia Willett, and Diana Meyers, "Feminist Perspectives on the Self", *The Stanford Encyclopedia of Philosophy* (Fall 2021 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2021/entries/feminism-self/>.

Suggested Readings:

1. Russell, Bertrand. *The Problems of Philosophy*. Oxford University Press, 2006.
2. Copleston, F. A *History of Philosophy*. Image Books, New York, 1974.
3. Hospers, John. *An Introduction to Philosophical Analysis*. Prentice Hall, 1953.
4. Shields, Christopher. *Aristotle*, New York: Routledge, 2007.
5. Woolhouse, Roger. S. *Descartes, Spinoza, Leibniz: The Concept of Substances in Seventeenth-Century Metaphysics*. Routledge, 1993.
6. Kirk G.S and J.E. Raven. *The Pre – Socratic Philosophers: A Critical History with a Selection of Texts*. Cambridge University Press, Cambridge, 1957
7. Edwards, Paul. *The Encyclopaedia of Philosophy*. Macmillan Co. and the Free Press, New York, 1967
8. Hume, David. *A Treatise on Human Nature* (ed.) A. Selby Bigge, OUP, 1978.
9. Hume, David. *An Inquiry Concerning Human Understanding*. Hackett Publishing Company, 1993.
10. Meyers, Diana T. *Feminists rethink the self*. Routledge, 2018.
11. Bordo, Susan. *The flight to objectivity: Essays on Cartesianism and culture*. Suny Press, 1987.
12. Loux, Michael J. *Metaphysics: Contemporary Readings*. United Kingdom: Routledge, 2001.
13. Zahavi, Dan. *Subjectivity and Selfhood: Investigating the First-Person Perspective*. MIT Press, 2008.
14. Smith, Norman Kemp, and Norman Kemp Smith. *A commentary to Kant's "Critique of pure reason"*. Palgrave Macmillan UK, 2003.

Course Code: PHI-553-C

Course Title: Moral Philosophy (East & West)

Credits: 04

Course Type: Core

Course Objectives:

- To acquaint the students with major theoretical trends within Indian and Western Moral Philosophy.
- To expose students towards the imperative need of moral dimensions that presuppose collective human life across traditions and cultures and help them understand the subject matter critically and to apply it in both personal and professional life.

Course Outcomes:

- The learners will be able to understand the main ethical issues, concepts and principles and compare or evaluate different ethical theories within the East-West ethical discourse.
- The students will develop critical and analytical skills to negotiate ethical dilemmas in various context and be able to systematize and argumentatively defend/justify concepts of right and wrong behavior in society.

Unit-I

- a. Ethics and its subject matter (East and West)
- b. Nature of Ethical Theory (East and West)
- c. Normative Ethics, Meta-ethics, Applied Ethics and their inter-relationship.

Unit-II

- a. Aristotle's Virtue Ethics: Concept of Eudaimonia, Aristotle on Virtue, Excellence of Character, Human Function, and Akrasia
- b. Utilitarianism: Jeremy Bentham and John Stuart Mill, Principle of Utility
- c. Deontological ethics: Kant's Concept of Duty and Good will, Categorical Imperative and the Concept of Dignity

Unit-III

- a. Purusharthas: Kama, Artha, Dharma and Moksha
- b. Doctrine of Karma-yoga (Geeta Ethics)
- c. Ethical implications of Karma

Unit-IV

- a. Dharma, Sādhāraṇa Dharma, Varṇāshrama dharma
- b. Svadharma and Lokasaṃgraha
- c. Buddhism: Brahma-vihāra, Jainism: Tri-ratṇa

Essential Readings:

1. Barlingay, S.S. *A Modern Introduction to Indian Ethics*. Delhi: Penman Publishers, 1998
2. Bilimoria, Purusottama, Joseph Prabhu, and Renuka M. Sharma, eds. *Indian ethics: Classical traditions and contemporary challenges*. Vol. 1. Ashgate Publishing, Ltd., 2007.

3. Gibson, Kevin. *An Introduction to Ethics*. Marquette University: Pearson Education, Inc. 2014.
4. Norman, Richard. *The Moral Philosophers: An Introduction to Ethics* (Second Edition). Oxford: Oxford University Press, 1998. (reprint 2009).
5. Lillie, William. *An Introduction to Ethics*. India: Methuen, 2021.

Suggested Readings:

1. Browne, N.W. (trans). *The Nicomachean Ethics of Aristotle*. London: George Bell & Sons, 1905.
2. Sedgwick, Sally. *Kant's Groundwork of the Metaphysics of Morals: An Introduction*. New York: Cambridge University Press, 2008.
3. Mill, John Stuart. *On Liberty And Utilitarianism*. SSEL, 2021.
4. Sedgwick, Sally. *Kant's Groundwork of the Metaphysics of Morals: An Introduction*. New York: Cambridge University Press, 2008.
5. West, Henry. R. *An Introduction to Mill's Utilitarian Ethics*. Cambridge: Cambridge University Press, 2004.
6. Rajendra Prasad (ed.). *A Historical-Developmental Study of Classical Indian Philosophy of Morals*. New Delhi: CSC and Concept Publishing Co., 2009.
7. Hirianna, M. "The Indian Conception of Values." *Annals of the Bhandarkar Oriental Research Institute* 19, no. 1 (1938): 10-24.
8. Bilimoria, Purusottama, Joseph Prabhu, and Renuka M. Sharma, eds. *Indian ethics: Classical traditions and contemporary challenges*. Vol. 1. Ashgate Publishing, Ltd., 2007.
9. Maitra, Susil Kumar. *The Ethics of the Hindus*. University of Calcutta, 1956.
10. Moore, G. E. *Principia Ethica*. London: Cambridge University Press, 1903.
11. Hare, R.M. *The Language of Morals*. London: Clarendon Press, 1952.
12. Ross, W.D. *The Right and The Good*. Philip Stratton-Lake (ed). New York: Oxford University Press 1930, 2002.
13. Shields, Christopher. *Aristotle*, London: Routledge, 2007.
14. Feinberg, Joel Ed. *Moral Concepts*. Oxford University Press, 1975.
15. S. E. Bhelke et al. (eds.), *Studies in Indian Moral Philosophy: Problems, Concepts, and Perspectives*. India: Indian Philosophical Quarterly Publication, Department of Philosophy, University of Pune, 2002.

Course Code: PHI-554-C

Credits: 04

Course Title: Advanced Logic

Course Type: Core

Course Objectives:

- To acquaint students with advanced concepts, theories and methods of logic.
- To train students in skills of critical reasoning by introducing laws of thought, criteria for the validity of arguments and rules of inference.

Course Outcomes:

- The learner is expected to know and learn the fundamentals of logic as an art, science and skill to envision its application in different fields.
- The students will be able to identify and distinguish different methodologies of logic to make inferences in an error-free manner.

Unit-I

- a. Development of Symbolic Logic
- b. Symbolic Logic; Simple and Compound Statements
- c. Conjunction, Negation, Disjunction and Implication, Double negation.
- d. Argument Forms

Unit-II

- a. Common Argument Forms
- b. Rules of Inference (Valid argument forms)
- c. Rules of Replacement (Logically Equivalent forms)
- d. Statement and its Forms

Unit-III

- a. Predicate Logic
- b. Quantification and Rules of Quantification, Universal Quantification, Existential Quantification
- c. Symbolic Representation and Proving Validity
- d. Quantification, Square of Opposition of Propositions

Unit-IV

- a. Modal Logic
- b. Intuitionist logic
- c. Deviant Logic
- d. Fuzzy Logic

Essential Readings:

1. Hugues, G.E., and Cresswell, M.J., *An Introduction to Modal Logic*, Methune And Co LTD. 1972.
2. Jeffrey, R., (1991), *Formal Logic: Its Scope and Limits*, 3rd Edition, (McGraw Hill)
3. Copi, I.M., (2010), *Symbolic Logic* 5th Edition (PHI Learning Pvt. Ltd.)
4. Copi, I. M, Cohen. C, Jetli. P, Prabhakar. *Introduction to Logic*. 12th ed., New Delhi: Pearson Prentice Hall. 2005.
5. Moschovakis, Joan, "Intuitionistic Logic", *The Stanford Encyclopedia of Philosophy* (Summer 2024 Edition), Edward N. Zalta & Uri Nodelman (eds.), URL = <<https://plato.stanford.edu/archives/sum2024/entries/logic-intuitionistic/>>.

Suggested Readings:

1. Cohen, Morris R., & Nagel Ernest. *Introduction Logic & Scientific Method*, Allied Publishers, 1970.
2. Quine, W. V. O., , “Reference and Modality”, in *From a Logical Point of View*, Cambridge, Mass.: Harvard University Press. 1953.
3. Kripke, Saul, *Naming and Necessity*, Harvard University Press, 1980.
4. Cohen, Morris R. *A Preface to Logic*. Dover Publications, 1977.
5. Graham, (2017), *Logic: A Very Short Introduction*, (Oxford University Press)
6. Haack, Susan. *Deviant Logic, Fuzzy Logic: Beyond the Formalism*. United Kingdom: University of Chicago Press, 1996.

Course Code: PHI-555-E

Course Title: Philosophy Through Films

Credits: 02

Course Type: DCE

Course Objectives:

- To promote the exploration and application of philosophical insights, wisdom and perspectives in everyday life through an intersection with media, films, and the wider society.
- To enrich the capability of students to link and interconnect normative and abstract conceptualization with concrete issues and problems of everyday life.

Course Outcomes:

- The learners will be able to apply, appropriate and extend philosophical abstractions in relation to the everydayness of human life.
- The learners will be equipped with a new understanding to explore philosophy through unconventional mediums and platforms.

Unit-I

The learners will understand and decipher philosophical concepts through the medium of films:

- a. Alienation, Class Consciousness: *Modern Times* by Charlie Chaplin, *Two* by Satyajit Ray
- b. The problem of Evil, Morality – *God on Trial* by Andy De Emmony, *Two-Legged Horse* by Samira Makhmalbaf, *Are we Born Good or Evil?* BBC Documentary
- c. The problem of Belief and Knowledge: *12 Angry Men* by Sidney Lumet, *Ankhon Dekhi* by Rajat Kapoor, *Rashomon* by Akira Kurosawa

Unit-II

The learners will study the contents of these films with special reference to following concepts/themes:

- a. Tradition and modernity
- b. Consumerism
- c. Commodity fetishism

Essential Readings:

1. Falzon, Christopher. *Philosophy goes to the movies: An introduction to philosophy*. Routledge Publication, 2014
2. Shaw, Daniel. *Film and philosophy: Taking movies seriously*. Wallflower: London and New York, 2008
3. Morton, Adam. *Philosophy in Practice: An Introduction to the Main Questions*. Kiribati: Wiley, 1996.

Suggested Readings:

1. Gilmore, A Richard. *Doing philosophy at the movies*. New York: State University of New York Press. 2005.
2. Carroll, Noël, and Jinhee Choi, eds. *Philosophy of Film and Motion Pictures: an anthology*. John Wiley & Sons, 2009.
3. Durant, Will. *Philosophy and the Social Problem*. CreateSpace Independent Publishing Platform, 2015.
4. Leiss, William. *Limits to Satisfaction: An Essay on the Problem of Needs and Commodities*. Canada: McGill-Queen's University Press, 1988.
5. Paterson, Mark. *Consumption and everyday life*. United Kingdom: Routledge, 2006.
6. Russell, Paul. *The Limits of Free Will: Selected Essays*. United Kingdom: Oxford University Press, 2017.
7. Singh, Yogendra. *Modernization of Indian Tradition: A Systemic Study of Social Change*. India: Oriental Press, 1973.
8. Amir, Lydia, ed. *New frontiers in philosophical practice*. Cambridge Scholars Publishing, 2018.
9. Raghuramaraju, A.. *Modernity in Indian Social Theory*. India: OUP India, 2010.
10. Dallmayr, Fred R., G N Devy. *Between Tradition and Modernity: India's Search for Identity*. India: SAGE Publications, 1998.
11. Adorno, Theodor W., and Jay M. Bernstein. *The culture industry: Selected essays on mass culture*. Routledge, 2020.

Course Code: PHI-556-E

Course Title: Yoga: Meaning and Practice

Credits: 02

Course Type: DCE

Course Objectives:

- To initiate a debate on the theory and practice of meditation and its role in attaining the knowledge of 'bare truth' within classical Indian philosophy.
- To acquaint the students with diverse theories and practices of Yoga and its relationship to intensive contemplation, and wellbeing.

Course Outcomes:

- The students will be familiar with some key doctrines in the classical Indian traditions that are foundational to diverse meditation practices.

- The students should be able to describe, evaluate, interrogate, and assimilate the practices of meditation and their importance from classical to contemporary times.

Unit-I

- Yoga: meaning, nature and scope,
- Types of Yoga: Raja Yoga, Hatha Yoga, Kundalini Yoga
- Ashtanga Marga (Eight Fold Path)
- Citta-Vrtti, and Bhumis

Unit-II

- Yoga in Vedas, Upanishads and Bhagavad-Gita.
- Concept of Yoga in Buddhism and Jainism
- Science of Yoga: Physical, Mental and Spiritual Practice
- Recent Advances in Yoga

Course Outcomes:

- The students will be familiar with some key doctrines in the classical Indian traditions that are foundational to diverse meditation practices
- The students should be able to describe, evaluate, interrogate, and assimilate the practices of meditation and their importance from classical to contemporary times.

Essential Readings:

- Dasgupta, S. *Yoga as philosophy and religion*. Routledge. 2013.
- Werner, K. *Yoga and Indian philosophy*. Delhi: Motilal Banarsidass. 1977.
- Potter, K.. *The Encyclopedia of Indian Philosophies*, United States: Princeton University Press, 2015.(Relevant Volumes and Sections).

Suggested Readings:

- Chaudhuri, H. (1972). The philosophy and yoga of Sri Aurobindo. *Philosophy east and west*, 22(1), 5-14.
- Dasgupta, S.N. (1992) A History of Indian Philosophy. Vol.I., MotilalBanarsidass, Delhi
- Raveh, Daniel. *Exploring the Yogasutra: philosophy and translation*. Bloomsbury Publishing, 2012.
- Hartranft, Chip. *The Yoga-Sutra of Patanjali: a new translation with commentary*. Shambhala Publications, 2003.
- Dasgupta, Surendranath. *Yoga Philosophy: In Relation to Other Systems of Indian Thought*. India: Motilal Banarsidass, 1996.
- Connolly, P. (2007). *A Student's Guide to the History and Philosophy of Yoga*.
- Taimni, I. K. (1961). *The science of yoga*. Quest Books.

8. Dasgupta, S. (2013). *Yoga as philosophy and religion*. Routledge.
9. Werner, K. (1977). *Yoga and Indian philosophy*. Delhi: MotilalBanarsidass.
10. Chapple, C. K. (Ed.). (2015). *Yoga in Jainism*. Routledge.
11. Levine, M. (2011). *The positive psychology of Buddhism and yoga: Paths to a mature happiness*. Routledge.
12. Newcombe, S. (2009). The development of modern yoga: A survey of the field. *Religion Compass*, 3(6), 986-1002.
13. Woods, James Haughton, *The Yoga system of Patanjali* (translated into English), MotilalBaarsidass, Delhi, 1966.

Course Code: PHI-557-E

Course Title: Applied Ethics

Credits: 02

Course Type: DCE

Course Objectives:

- To introduce the interdependence of ethical theory and practice in diverse fields of bio-medical research, vocations, corporate sector, education, etc.
- To explore the major issues and perspectives in different branches of applied ethics especially Bioethics, Corporate ethics, Media ethics etc.

Course Outcomes:

- The students will be able to understand and evaluate the applications of ethical theory in diverse aspects of personal and professional life.
- The exposure visits will help the students to gauge the theory-praxis gap in applied ethics and prepare appropriate philosophical responses to deal with such challenges.
- The students can utilize this knowledge and serve as consultants to government agencies, hospitals, law firms, bio-medical research agencies, business corporations, and engineering firms.

Unit-I

- a. Nature and scope of applied ethics, interrelation between ethics and applied ethics.
- b. The moral side of life: Euthanasia and Abortion
- c. Bio-ethics as a discipline, Genetic engineering and genetic screening

Unit-II Applications of Ethics

- a. Professional ethics, corporate responsibility, Business ethics
- b. Ethics and education, moral aspects in research and publication
- c. Media ethics, whistleblowing
- d. As part of this course, students will have exposure visits to biomedical and genetics labs at various Departments and Centres of IUST and AIIMS Awantipora with an aim is to understand the ethical challenges researchers, scientists and experts face on ground.

Essential Readings:

1. Beauchamp, Tom. L. "The Nature of Applied Ethics." In *A Companion to Applied Ethics* Malden, MA: Blackwell Publishing Ltd. (2003).
2. De George, R. T. *Business ethics*. Pearson Education India.
3. Frey R G., & Wellman C. H. (eds.), *A Companion to Applied Ethics*. Blackwell Publishing. 2003.
4. Kieran, M. (2002). *Media ethics*. Routledge. (2011).
5. LaFollette Hugh (ed.), *Ethics in Practice: An Anthology*. Blackwell Publishing, 2003.
6. Singer, Peter. "Practical ethics." In *The animal ethics reader*, pp. 62-71. Routledge, 2016.

Suggested Readings:

1. Steven Luper & Curtis Brown, *The Moral Life (Second Edition)*. Harcourt Brace College Publishers, 1992.
2. Gibson, Kevin. *An Introduction to Ethics*. Marquette University: Pearson Education, Inc. 2014.
3. Holland, Stephen. *Bioethics: a philosophical introduction*. John Wiley & Sons, 2016.
4. May, L., & Delston, J. B. *Applied Ethics*. Prentice-Hall Inc. (1994).
5. Singer, Peter, ed. *Applied ethics*. Oxford University Press, 1986.
6. Singer, Peter. "Applied ethics in a hostile environment." *Theoria* 57, no. 1-2 (1991): 111-114.
7. Scalet, Steven, and John Arthur. *Morality and moral controversies: Readings in moral, social and political philosophy*. Routledge, 2016.
8. Chadwick, Ruth. *Encyclopedia of applied ethics*. Academic Press, 2012.
9. Goldin Owen & Kilroe Patricia, (eds.) *Human Life and the Natural World: Readings in the History of Western Philosophy*. Broadview Press, Canada, 1997.
10. Rowan, John & Samuel Zinaich, JR. *Ethics for the Professions*. Wadsworth: Thomson Learning, 2003.

Course Code: PHI-558-E

Course Title: Vāda in Indian Knowledge Systems

Credits: 02

Course Type: DCE

Course Objectives:

- To aim at a conceptual understanding of the dialogical structure of Indian philosophy.
- To explore the various forms and frameworks of Vāda, so that the learners get a comprehensive grasp of its technical and methodological fundamentals in IKS.

Course Outcomes:

- The learners will have a conceptual and methodological understanding of the dialogical framework of Indian philosophy and IKS.
- The learners will be able to employ the dialogical methodologies of IKS in research and advanced studies of philosophy, and seek its application to wider Social Science and Humanities disciplines.

Unit-I

- a. The nature of Vāda, concept of sabha, ethics of debate

- b. Manuals of Vāda, Vāda in Dharma and Darshana, contemporary forms of vada (samvāda)
- c. Vadasashtra: Nyaya on Vāda, Caraka's and Asanga's theory of Vāda, Theory of Vāda in *Mahabharata*

Unit-II

- a. Mantra-kāla: Upanishadic debates, Debates and discussions in *Ramayana* and *Mahabharata*
- b. Tarka-kāla: Aniviksiki, Buddha, Mahavira and Sankara's traditions of debate
- c. Vistāra-kāla: Challenges to Sankara's advaita

Essential Readings:

1. Mandal, Abhijit, and Ramesh Pattni. "Hindus and Dialogue: Implications of using Dialogic Structure in Expressing Philosophy." *Journal of Dialogue Studies* 10 (2022).
2. Raghuramaraju, A. "Debate as a Methodology of Knowledge Production in Pre-Modern India." *Indian Journal of History of Science* 51 (2016): 97-104.
3. Tripathi, Radhavallabh. *Vāda in Theory and Practice: Studies in Debates, Dialogues and Discussions in Indian Intellectual Discourses*. DK Printworld (P) Ltd, 2021.

Suggested Readings:

1. Raghuramaraju, Adluru. *Debates in Indian philosophy: classical, colonial, and contemporary*. Oxford University Press, 2007.
2. Wayman, Alex. "The Rules of Debate According to Asaṅga." *Journal of the American Oriental Society* (1958): 29-40.
3. Bouthillette, Karl-Stéphan. *Dialogue and doxography in Indian philosophy: Points of view in Buddhist, Jaina, and Advaita Vedānta Traditions*. Routledge, 2020.
4. Chauhan, Seema K. "In Dialogue with the Mahābhārata." *Nidān: International Journal for Indian Studies* 9, no. 1 (2024): 142-144.
5. Lloyd, Keith. "Learning from India's Nyāya rhetoric: Debating analogically through Vāda's fruitful dialogue." *Rhetoric Society Quarterly* 43, no. 3 (2013): 285-299.
6. Serebriany, Sergei. "The concept of "Indian philosophy" as a product of intercultural dialogue (Wilhelm Halbfass's India and Europe re visited)." *Politeja-Pismo Wydziału Studiów Międzynarodowych i Politycznych Uniwersytetu Jagiellońskiego* 13, no. 40 (2016): 227-252.
7. Kuznetsova, Irina, Jonardon Ganeri, and Chakravarthi Ram-Prasad, eds. *Hindu and Buddhist ideas in dialogue: Self and no-self*. Routledge, 2016.
8. Dussel, Enrique. "A new age in the history of philosophy: The world dialogue between philosophical traditions." *Philosophy & Social Criticism* 35, no. 5 (2009): 499-516.
9. Raveh, Daniel. "Knowledge as a Way of Living: In Dialogue with Daya Krishna." *Philosophy East and West* 58, no. 4 (2008): 431-437.
10. Baindur, Meera. "Dialogue as Debate: Interfaith Conversations Based on the Concept of Vāda." *The Ecumenical Review* 71, no. 5 (2019): 706-718.
11. Matilal, Bimal Krishna. *Logic, Language and Reality: Indian Philosophies and Contemporary Issues*. Vol. 2. Motilal Banarsidass, 2008.
12. Todeschini, Alberto. "Twenty-Two Ways to Lose a Debate: A Gricean Look at the Nyāyasūtra's Points of Defeat." *Journal of Indian philosophy* 38 (2010): 49-74.
13. Banerjee, Krishna Mohan. *Dialogues on the Hindu Philosophy, Comprising the Nyaya, the Sankhya, the Vedant: To which is Added a Discussion of the Authority of the Vedas*. Christian Literature Society for India, 1903.
14. Gokhale, Pradipa, ed. *The Logic of Debate*. No. 126. Sri Satguru Publications, 1993.

15. Sen, Amartya. *The argumentative Indian: Writings on Indian history, culture and identity*. Penguin Books India, 2012.
16. Freschi, Elisa, Elise Coquereau, and Muzaffar Ali. "Rethinking classical dialectical traditions: Daya Krishna on counterposition and dialogue." *Culture and Dialogue* 5, no. 2 (2017): 173-209.
17. Black, Brian. *In dialogue with the Mahābhārata*. Routledge, 2020.
18. Krishna, Daya. *Samvāda, a Dialogue Between Two Philosophical Traditions*. India: Indian Council of Philosophical Research, 1991.

