

**Syllabus of Open Elective (OE) Courses**  
**Department of Philosophy, IUST**

| S. No. | Course Code | Course Title                         | Credits | L | T | P | S | Course Type |
|--------|-------------|--------------------------------------|---------|---|---|---|---|-------------|
| 1      | PHI-001     | Foundations of Philosophy            | 2       | 2 | 0 | 0 | 0 | OE          |
| 2      | PHI-002     | Introduction to Political Philosophy | 2       | 2 | 0 | 0 | 0 | OE          |
| 3      | PHI-003     | Introduction to Indian Philosophy    | 2       | 2 | 0 | 0 | 0 | OE          |
| 4      | PHI-004     | Introduction to Islamic Philosophy   | 2       | 2 | 0 | 0 | 0 | OE          |
| 5      | PHI-005     | Ethics in the Public Domain          | 2       | 1 | 1 | 0 | 0 | OE          |
| 6      | PHI-006     | Society and Public Sphere            | 2       | 1 | 0 | 1 | 0 | OE          |
| 7      | PHI-007     | Facets of Philosophy                 | 2       | 1 | 1 | 0 | 0 | OE          |
| 8      | PHI-008     | Logic and Critical Thinking          | 2       | 1 | 0 | 1 | 0 | OE          |
| 9      | PHI-009     | Introduction to Feminist Philosophy  | 2       | 1 | 1 | 0 | 0 | OE          |

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|-----------------------------|------------------------------------------------|---------------------------|
| <b>Course Code: PHI-001</b> | <b>Course Title: Foundations of Philosophy</b> |                           |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                         | <b>L-2, T-0, P-0, S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                      |                           |

**Course Objectives:**

- To introduce students to key philosophical concepts, traditions, and terminology, enabling them to engage thoughtfully with fundamental questions of human life and knowledge
- To equip learners with basic tools of philosophical reasoning and critical thinking for understanding, interpreting, and analyzing philosophical ideas in diverse contexts

**Course Outcomes:**

- Students will be able to identify and explain major philosophical concepts, schools of thought, and their relevance to contemporary issues and real-life situations
- Students will develop the ability to think critically, use philosophical vocabulary, and apply philosophical reasoning to analyze basic texts, questions, and ethical dilemmas

## UNIT I: Introduction to Philosophy

- a. **Meaning, Definitions and Scope of Philosophy**  
Understanding what philosophy is and what it seeks to do?
- b. **Origin and Development of Philosophy**  
A brief overview from ancient Greek to modern Western thought
- c. **Major Western Schools of Philosophy**  
Idealism, Rationalism, Empiricism, Scepticism, Marxism (with key thinkers and central ideas)
- d. **Relevance of Philosophy in Contemporary Times**  
The role of philosophy in science, technology, media, and society

## UNIT II: Branches of Philosophy

- a. **Metaphysics:** *What does it mean to be?*  
Concepts of being, reality, existence
- b. **Epistemology:** *How do you know that you know?*  
Concepts of knowledge, belief, truth, justification
- c. **Ethics:** *What should you do?*  
Concepts of right and wrong, duty, responsibility, moral action

### Suggested Readings:

1. Blackburn, Simon. *Think: A Compelling Introduction to Philosophy*. Oxford: Oxford University Press, 2001.
2. Law, Stephen. *The Philosophy Gym: 25 Short Adventures in Thinking*. London: Headline Book Publishing, 2003.
3. Loux, Michael J. *Metaphysics: A Contemporary Introduction*. 3rd ed. London: Routledge, 2006.
4. Nagel, Thomas. *What Does It All Mean? A Very Short Introduction to Philosophy*. Oxford: Oxford University Press, 1987.
5. Russell, Bertrand. *History of Western Philosophy*. London: George Allen & Unwin, 1946.
6. Scruton, Roger. *A Short History of Modern Philosophy: From Descartes to Wittgenstein*. 2nd ed. London: Routledge, 2001.
7. Stumpf, Samuel Enoch, and James Fieser. *Socrates to Sartre and Beyond: A History of Philosophy*. 8th ed. New York: McGraw-Hill Education, 2012.
8. Thilly, Frank. *A History of Philosophy*. New York: Henry Holt and Company, 1956.

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|-----------------------------|-----------------------------------------------------------|------------------------|
| <b>Course Code: PHI-002</b> | <b>Course Title: Introduction to Political Philosophy</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                                    | <b>L-2 T-0 P-0 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                                 |                        |

### Course Objectives:

- To introduce students to key concepts of Political Philosophy and their relevance to real-life political experiences, civic life, and democratic citizenship
- To help students understand and critically engage with ideas such as liberty, equality, justice, and the state, and relate these to visions of collective life

### Course Outcomes:

- Students will be able to identify, explain, and critically assess core political concepts such as liberty, equality, democracy, and justice in philosophical and practical contexts
- Students will develop the ability to understand the functioning of the state and evaluate debates around social justice, rights, and principles of democratic life

### Unit I: Key Concepts

- a. Liberty
- b. Equality
- c. Fraternity

### UNIT II: Key Concepts

- a. State
- b. Democracy
- c. Justice

### Suggested Readings

1. Barker, Ernest. *Principles of Social and Political Theory*. Oxford: Clarendon Press, 1951.
2. Berlin, Isaiah. *Four Essays on Liberty*. Oxford: Oxford University Press, 1969.
3. Heywood, Andrew. *Key concepts in politics and international relations*. London: Bloomsbury Publishing, 2015.
4. Kymlicka, Will. *Contemporary Political Philosophy: An Introduction*. 2nd ed. Oxford: Oxford University Press, 2002.
5. Rawls, John. *A Theory of Justice*. Rev. ed. Cambridge, MA: Harvard University Press, 1999.
6. Swift, Adam. *Political Philosophy: A Beginner's Guide for Students and Politicians*. 3rd ed. Cambridge: Polity Press, 2013.
7. Wolff, Jonathan. *An Introduction to Political Philosophy*. Rev. 2nd ed. Oxford: Oxford University Press, 2006.

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|-----------------------------|--------------------------------------------------------|------------------------|
| <b>Course Code: PHI-003</b> | <b>Course Title: Introduction to Indian Philosophy</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                                 | <b>L-2 T-0 P-0 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                              |                        |

### Course Objectives

The course aims to introduce students to the fundamental concepts of Indian philosophical thought, including key religious and spiritual traditions. It provides an overview of the development of Indian philosophy from its classical foundations to its contemporary expressions.

### Course Outcomes

- To develop an understanding of the origin and evolution of Indian philosophy
- To gain familiarity with the major religious and philosophical traditions of India
- To understand the contributions of significant modern Indian thinkers and their philosophical visions.

### Unit I: Classical Foundations of Indian Philosophy

- a. Basic Features of Indian Philosophy
- b. Indian Philosophical Traditions: Jainism, Buddhism, Hinduism
- c. The Concept of Puruṣārthas: The Four Goals of Human Life – Dharma, Artha, Kāma, Mokṣa

### Unit II: Modern Indian Thought

- a. Sri Aurobindo
- b. Swami Vivekananda
- c. Mahatma Gandhi
- d. Dr. B. R. Ambedkar
- e. Rabindranath Tagore

### Suggested Readings

1. Chakrabarty, Bidyut, and K. Pandey, Rajendra. *Modern Indian Political Thought: Text and Context*. India, Routledge, 2024.
2. Chatterjee, Satischandra, and Dhirendramohan Datta. *An Introduction to Indian Philosophy*. 8th ed. Kolkata: University of Calcutta, 1984.
3. Hiriyanna, M. *Outlines of Indian Philosophy*. London: George Allen & Unwin, 1932.
4. Radhakrishnan, Sarvepalli. *Indian Philosophy*. Vol. 1. Oxford: Oxford University Press, 1923.
5. Sharma, Chandradhar. *A Critical Survey of Indian Philosophy*. Delhi: Motilal Banarsidass, 1960.
6. Tomar, Ankit, and Suratha Kumar Malik. *Reappraising Modern Indian Thought: Themes and Thinkers*. Singapore: Springer Nature Singapore, 2022.

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|-----------------------------|---------------------------------------------------------|------------------------|
| <b>Course Code: PHI-004</b> | <b>Course Title: Introduction to Islamic Philosophy</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                                  | <b>L-2 T-0 P-0 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                               |                        |

### **Course Objectives:**

This course aims to introduce students to the historical and intellectual development of Islamic philosophy. It covers the foundational theological and philosophical traditions, key thinkers, and the transmission of classical knowledge in the Islamic world. The course also explores the mutual influences between Islamic and Western philosophy.

### **Course Outcomes:**

- To develop a foundational understanding of key themes in Islamic philosophy
- To understand the distinction between theology (*Kalām*) and philosophy (*Falsafa*)
- To study the contributions of major Islamic philosophers
- To explore how Islamic philosophy interacted with Greek and Western thought

### **Unit I: Islamic Philosophy: Origin and Development**

- a. Kalam and Philosophy
- b. Major Muslim Theological Schools: Mutazilites, Asharites, Maturidians
- c. The Translation Movement and the Transmission of Greek Thought

### **Unit II: Later Development of Islamic Philosophy**

- a. Western Influences on Islamic Philosophy and Vice Versa
- b. Key Philosophers I: Al-Kindi, Al-Farabi, Ibn-Sina
- c. Key Philosophers II: Al-Ghazali, Ibn-Rushd (Averroes)

### **Suggested Readings**

1. Adamsson, Peter. *Philosophy in the Islamic World: A History of Philosophy Without Any Gaps*. Oxford: Oxford University Press, 2016.
2. Fakhry, Majid. *A History of Islamic Philosophy*. 3rd ed. New York: Columbia University Press, 2004.
3. Leaman, Oliver. *A Brief Introduction to Islamic Philosophy*. 2nd ed. Cambridge: Polity Press, 2009.
4. Sharif, M. M., ed. *A History of Muslim Philosophy*. 2 vols. Wiesbaden: Otto Harrassowitz, 1963.
5. Walzer, Richard. *Greek into Arabic: Essays on Islamic Philosophy*. Cambridge, MA: Harvard University Press, 1962.

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|-----------------------------|--------------------------------------------------|---------------------------|
| <b>Course Code: PHI-005</b> | <b>Course Title: Ethics in the Public Domain</b> |                           |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                           | <b>L-1, T-1, P-0, S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                        |                           |

### **Course Objectives:**

The students will be exposed to a multifaceted introduction of ethics and morality and its need and distinction within public life. Further, the course apart from exploring the moral life of traditional social institutions such as marriage, caste etc. will explore the moral needs and predicaments that contemporary societies face in wake of massified technocratization and digitalization of societies.

### **Course Outcomes:**

At the end of this course learners will be in a better position to understand their moral role with respect to the public domain and can make morally informed choices while navigating the problems, dilemmas and predicaments of public life. The students will be better prepared to shoulder the responsibilities of their public roles, going forward. Further a moral reading of social institutions and digital space will enable them to interrogate and evaluate these institutions to further the ideals of a good society.

### **Unit-I: The Public & Ethics Interface**

Why be moral? The fundamental questions of Ethics, The Ring of Gyges, The Trolley Problem, The public-private distinction, The dichotomy of Private & Public morality.

### **Unit-II Ethics and Public Spaces**

The public relevance of Consequentialism, Free speech/hate speech and public morality, 'Truth' and the online world, Post-truth society, Data points and privacy. The students will watch following documentary to understand the moral predicaments of digital/virtual space: *The Social Dilemma* by Jeff Orlowski-Yang

### **Suggested Readings:**

1. Ambedkar, B.R. "Castes in India." In *Dr. Babasaheb Ambedkar Writings and Speeches*, Vol. 1 (ed. Vasant Moon) pp. 03-22. Dr. Ambedkar Foundation, 2014.
2. Archard, David. "Privacy, the public interest and a prurient public." In *Media ethics*, pp. 82-96. Routledge, 2002.
3. Ess, Charles. *Digital Media Ethics*. Polity Press, 2013.
4. Finnis, John. *Fundamentals of Ethics*. Georgetown University Press, 1983.
5. Fortner, Robert S. *Ethics in the Digital Domain*. Rowman & Littlefield, 2020.

6. Ginbar, Yuval, *'Is there a 'Public Morality' that is Distinct from 'Private Morality'?', Why Not Torture Terrorists? Moral, Practical, and Legal Aspects of the "Ticking Bomb" Justification for Torture*, Oxford Monographs in International Law (Oxford, 2008; online edn, Oxford Academic, 1 Jan. 2009), <https://doi.org/10.1093/acprof:oso/9780199540914.003.0008>
7. Nagel, Thomas. "Personal rights and public space." *Philosophy & Public Affairs* (1995): 83-107.
8. Russell, Bertrand. *Marriage and Morals*. Routledge, 2017.
9. Sen, Amartya. *Inequality Reexamined*. Harvard university press, 1995.
10. Tittle, Peg. *What if...: Collected Thought Experiments in Philosophy*. Routledge, 2016.
11. Zamir, Eyal, and Barak Medina, "Private and Public Morality," *Law, Economics, and Morality* (New York, 2010; online edn, Oxford Academic, 1 May 2010), <https://doi.org/10.1093/acprof:oso/9780195372168.003.03>

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|-----------------------------|------------------------------------------------|------------------------|
| <b>Course Code: PHI-006</b> | <b>Course Title: Society and Public Sphere</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                         | <b>L-1 T-0 P-1 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>03</b>                                      |                        |

**Course Objectives:** To introduce the normative and theoretical aspects of the concept of public sphere. The conceptual schema of public sphere from western as well as non-western perspectives will be studied so that the students get a nuanced picture of contextual and conceptual distinctions between various perspectives of public sphere.

**Course Outcomes:** The students will be in a position to define and contrast important theoretical lineages of public sphere. More importantly the theoretical familiarization with important thinkers of public sphere will help the students in the application of the studied models to various arms of the hyper-mediatized society such as social media, electronic media, print media etc.

### **Unit I: Inventing the Public Sphere**

- a. Public-private distinction
- b. public reason, public opinion, public interest
- c. public sphere and non-public opinion
- d. Religion and public sphere in Indian and Western context

- e. Media, mass society and refeudalization of public sphere
- f. Publicity, hyper-mediatization

## **Unit II: Society and Public Sphere**

The students shall undergo practical activities, and come up immediate examples, to understand the following aspects of public sphere:

- a. Notion of public vs non-public
- b. Hyper-mediatization of public sphere
- c. Refeudalization of public sphere

### **Suggested Reading:**

1. Butler, Judith, *The Power of Religion in the Public Sphere*. New York: Columbia University Press, 2011.
2. De Sousa Santos, Boaventura. "Public Sphere and Epistemologies of the South." *Africa Development* 37, no. 1 (2013): 43–67.
3. Dwivedi, Divya, and Viswanathan Sanil, eds. *The Public Sphere from Outside the West*. Bloomsbury Publishing, 2015.
4. Fisher, Elaine M. *Hindu Pluralism: Religion and the Public Sphere in Early Modern South India*. Oakland, CA: University of California Press, 2017.
5. Gripsrud, Jostein, et al. eds. *The Idea of the Public Sphere: A Reader*. Lanham, MD: Lexington Books, 2010. (relevant sections)
6. Harindranath, Ramaswami. "The Indian Public Sphere: Histories, Contradictions and Challenges." *Media International Australia* 152, no. 1 (2014): 168–75.
7. McKee, A. *The Public Sphere: An Introduction*. Cambridge: Cambridge University Press. (2004).
8. Pandian, M. S. S. "One Step Outside Modernity: Caste, Identity Politics and Public Sphere." *Economic and Political Weekly* 37, no. 18 (2002): 1735–41.

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|-----------------------------|-------------------------------------------|------------------------|
| <b>Course Code: PHI-007</b> | <b>Course Title: Facets of Philosophy</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                    | <b>L-1 T-0 P-1 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>03</b>                                 |                        |

### Course Objectives:

- To understand the meaning, purpose and essence of philosophy through the conceptual prisms of various philosophers
- To acquaint the students with multiple layers of doing and studying philosophy through the interdisciplinary/multidisciplinary medium of films, literature and thought experiments

### Course Outcomes:

- The students are able to comprehend philosophical issues through the significant lenses of philosophers, films, literature and epics
- A public engagement of philosophy helps the students to demystify philosophical thinking and make it relevant to concrete life situations

### Unit-I:

- a. Meaning, Nature and Problems of Philosophy (Russell, Deleuze)
- b. Philosophy for everyday life, Public Philosophy
- c. Philosophy and Literature, Narration and Argumentation

### Unit-II:

- a. Thought Experiments as a philosophical tool, Popper's Taxonomy
- b. The Imaginary language of film
- c. Epics and their philosophical significance

### Suggested Readings:

1. Badrinath, Chaturvedi. *The Mahabharata: An inquiry in the human condition*. Hyderabad: Orient Longman, 2007.
2. Bronstein, Daniel J. *Basic problems of Philosophy*. Prentice Hall, 1964.
3. Carroll, Noël, and Jinhee Choi, eds. *Philosophy of Film and Motion Pictures: an anthology*. John Wiley & Sons, 2009.

4. Deleuze, Gilles, and Félix Guattari. *What is Philosophy?* Columbia University Press, 1994.
5. Dissanayake, Wimal, and K. M. Gokul singh. *Routledge handbook of Indian cinemas*. Routledge, 2013.
6. Eileen, John and Dominic McIver Lopes, eds. *Philosophy of Literature: Contemporary and Classical Readings*. Oxford: Blackwell, 2004.
7. Frappier, Mélanie, Letitia Meynell, and James Robert Brown, eds. *Thought Experiments in Philosophy, Science, and the Arts*. Routledge, 2013.
8. Khatib, Lina, ed. *Storytelling in World Cinemas: Contexts*. Wallflower Press London & New York Press, 2013.
9. Kumar, Akshaya. "Re-Visioning Caste in Indian Cinema." *Soundings: An Interdisciplinary Journal* 104, no. 4 (2021): 362-391.
10. Russell, Bertrand. *The Problems of Philosophy*. OUP Oxford, 2001.

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|-----------------------------|--------------------------------------------------|------------------------|
| <b>Course Code: PHI-008</b> | <b>Course Title: Logic and Critical Thinking</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                           | <b>L-2 T-0 P-0 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                        |                        |

#### **Course Objectives:**

- To introduce students to the foundational concepts of logic and critical thinking, focusing on the structure of arguments, types of reasoning, and the detection of fallacies
- To develop students' ability to analyze propositions, use logical connectives, construct truth tables, and distinguish between deductive and inductive arguments in both formal and informal contexts
- To equip students with critical thinking tools to evaluate information critically, especially in relation to misinformation, political rhetoric, and social justice issues in contemporary society

#### **Course Outcomes:**

- Students will be able to identify and classify different types of propositions, arguments, and logical structures, demonstrating understanding of deductive and inductive reasoning
- Students will construct and analyze logical statements using truth tables and connectives, and detect common logical fallacies in everyday discourse and academic contexts
- Students will critically evaluate claims related to fake news, propaganda, and social issues, and apply logical reasoning to support ethical and socially responsible conclusions

## Unit I

- a. Introduction to Logic and its Scope
- b. Propositions and Their Types
- c. Arguments: Deductive and Inductive
- d. Logical Connectives (AND, OR, NOT, IF...THEN) and Truth Tables
- e. Detecting and Avoiding Fallacious Reasoning (Common Fallacies)

## Unit II

- a. Introduction to Critical Thinking
- b. Fake News and Misinformation
- c. Political Rhetoric and Propaganda
- d. Critical Thinking for Social Justice

## Suggested Readings

1. Browne, M. Neil, and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. 12th ed. Boston: Pearson, 2015.
2. Copi, Irving M., and Carl Cohen. *Introduction to Logic*. 14th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2011.
3. Salmon, Merrilee H. *Introduction to Logic and Critical Thinking*. 6th ed. Boston: Cengage Learning, 2012.
4. Vaughn, Lewis. *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims*. 6th ed. New York: Oxford University Press, 2018.

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|-----------------------------|----------------------------------------------------------|------------------------|
| <b>Course Code: PHI-009</b> | <b>Course Title: Introduction to Feminist Philosophy</b> |                        |
| <b>Credits: 02</b>          | <b>Course Type: OE</b>                                   | <b>L-1 T-1 P-0 S-0</b> |
| <b>Weekly Contact Hours</b> | <b>02</b>                                                |                        |

### Course Objectives:

- To acquaint the students with feminist perspectives with reference to core concepts, main movements, and areas of feminist thought
- To introduce various feminist perspectives and frameworks to students

### Course Outcomes:

- At the end of this course the students will understand major concepts and trends within feminist thought
- The course will help them forge an alternative/feminist understanding of the male dominated lifeworld, so that they can critically assess and evaluate gender relations, gender norms and related practices in society

### Unit-I:

What is Feminism? Major waves of feminism (First to Fourth wave), Feminism and traditional societies, Evolution of Indian feminism, Islamic feminism

### Unit-II

Intersectionality, Sexism and Misogyny, Gender Identity, Abortion and Reproductive Rights, Introduction to various perspectives/schools of Feminism thought (Liberal, Existential, Indigenous)

### Suggested Readings:

1. Chaudhuri, Maitrayee. *Feminism in India*, London: Zed Books, 2004.
2. Hooks, Bell. *Feminist Theory: From Margin to Center*. United Kingdom: Pluto Press, 2000.
3. Humm, Maggie. *The Dictionary of Feminist Theory*. Edinburgh: Edinburgh University Press, 2003.
4. Loewen Walker, Rachel. "Call it misogyny." *Feminist theory* 25, no. 1 (2024): 64-82.
5. Singh, Maina Chawla. "Feminism in India." *Asian Journal of Women's Studies* 10, no. 2 (2004): 136.
6. Sirri, Lana. *Islamic Feminism: Discourses on Gender and Sexuality in Contemporary Islam*. United Kingdom: Taylor & Francis, 2020.
7. Thomson, Judith Jarvis. "A Defence of Abortion." *Philosophy & Public Affairs* 1(1), 1971: 47-66.
8. Tong, Rosemarie. *Feminist Thought. A Comprehensive Introduction*, Rutledge, Oxon 1992.
9. UN Women. "Intersectional Feminism: What It Means and Why It Matters Right Now." *UN Women*, 1 (2020). <https://www.unwomen.org/en/news-stories/explainer/2020/6/explainer-intersectional-feminism>.