

Resolution No.: 06, 07- BOS PHILOSOPHY
Meeting held on 7th October, 2022 &
No. 06-Meeting held on 16th November
2022.



Bharatiya Vidya Bhavan's

**M. M. College of Arts, N.M. Institute of Science,
H.R.J. College of Commerce. (Bhavan's College)**



Autonomous

(Affiliated to University of Mumbai)

Syllabus for: T.Y.B.A

Program: B.A

Semester: V & VI

Program Code: BH.BA

Course Code: (BH.UAPHI)

**Choice Based Credit System (CBCS) with
effect from academic year 2023-24**



PROGRAM OUTCOMES

PO	A student completing Bachelor’s Degree in Arts program will be able to :
PO 1	Disciplinary Knowledge and Cognitive skills: Capable of demonstrating comprehensive knowledge and understanding of one or more other disciplines that form a part of an undergraduate programme of study. Students choosing a combination of three subjects develop social, political, historic, economic and literary consciousness and will be better able to appreciate different civilizations, culture At the end of the programme, they usually will have advanced reading, writing, speaking, interpretive and composition skills in both languages.
PO 2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; communicate with others using appropriate media; confidently share one’s views and express herself/ himself; demonstrate the ability to listen carefully; and present complex information in a clear and concise manner to different groups.
PO 3	Effective Citizenship: Demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO 4	Values and Ethical Awareness: Ability to embrace moral/ ethical values in conducting one’s life, possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
PO 5	Employability: On graduating, the students will be eligible for employment in tourism,media, hospitality, and other industries. Students also become employable in non-governmental organisations.. They will also be able to appear for competitive examinations conducted for public sector jobs.
PO 6	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life- long learning in the broadest context of socio- technological changes. Critical sensibility to lived experiences, with self-awareness and reflexivity of both and society.
PO 7	Information and Digital Literacy: Capability to use ICT in a variety of learning situations. Demonstrate ability to access, evaluate and use a variety of relevant information sources
PO 8	Research –related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesising and articulating; Ability to apply one’s learning to real life situations.



PROGRAM SPECIFIC OUTCOMES

PSO	Description	
	A student completing a Bachelor's Degree in B.A. program	Papers and Units
	in the subject of <u>PHILOSOPHY</u> will be able to:	
PSO 1	1. Develop a critical, analytic approach towards the everyday concerns of life.	FYBA Moral Philosophy, SYBA Social and Political Philosophy, TYBA Living Ethical Issues
PSO 2	2. Become aware of the fact that there are various approaches and they develop a sense of appreciation towards them.	Overall
PSO 3	3. Appreciate all the disciplines of knowledge and can question the fundamentals of them resulting in an interdisciplinary approach.	Overall
PSO 4	4. Detect fallacies in different arguments and think coherently.	Living Ethical Issues, Philosophy of Religion
PSO 5	5. Discuss theoretical bases of different systems with help of an understanding of various Indian, European, American Philosophical systems and their proponents.	Classical Indian Philosophy and Western Philosophy
PSO 6	6. Prepare themselves for various competitive exams including logic and Ethics from the civil service examination.	Moral Philosophy Semester I and II, Living Ethical Issues
	7. Efficiently discuss various living ethical issues.	Living Ethical Issues Semester V and VI
PSO 8	8. Manage different jobs in the field of human resource development, leadership as well as particular roles of corporate social responsibility.	Living ethical issues Semester VI Unit III
PSO 9	9. Philosophise issues of religious importance.	Philosophy of Religion



PROGRAM OUTLINE

YEAR	SE ME STE R	COURSE TYPE	COURSE CODE	COURSE TITLE	CREDI TS
FYBA	I	CORE COURSE	BH.UAPHI101	Moral Philosophy	3
FYBA	I	CORE COURSE	BH.UAPHI201	Moral Philosophy	3
SYBA	III	CORE COURSE	BH.UAPHI301	Social Philosophy	3
SYBA	III	CORE COURSE	BH.UAPHI302	Classical Indian Philosophy I	3
SYBA	IV	CORE COURSE	BH.UAPHI401	Political Philosophy	3
SYBA	IV	CORE COURSE	BH.UAPHI402	Western Philosophy I	3
TYBA	V	CORE COURSE	BH.UAPHI501	Classical Indian Philosophy II	4
TYBA	V	CORE COURSE	BH.UAPHI502	Philosophy of Religion	4
TYBA	V	CORE COURSE	BH.UAPHI503	Living Ethical Issues	3
TYBA	VI	CORE COURSE	BH.UAPHI601	Western Philosophy II	4
TYBA	VI	CORE COURSE	BH.UAPHI602	Philosophy of Religion	4
TYBA	VI	CORE COURSE	BH.UAPHI603	Living Ethical Issues	3



DETAILED SYLLABUS – SEMESTER V
PAPER 4
CLASSICAL INDIAN PHILOSOPHY II

Preamble

Paper 4 Classical Indian Philosophy II introduces students to the remaining schools of Indian Philosophy. In its second year, it presents a detailed study of Charvaka School, Buddhist School, Nyaya and Vaisheshika School. In its third year it continues the study with introduction to Jaina School, Samkhya School, Yoga School, Mimansa school and Vedanta School. The above mentioned schools are known for their philosophy of knowledge, language, ethics and Aesthetics. This paper helps students to think critically about various issues at the same time they learn to compare different views. It is studied worldwide and is taught in almost all the foreign universities and India has a legacy of academicians in the discipline of Indian Philosophy like Dr. Sarvapalli Radhakrishnan, K.C.Bhattacharya which continues to date. The paper marks the completion of the introduction and study of major topics from Classical Indian Philosophy and prepares students for further studies.

Programme: B.A				Semester: V	
Course: CLASSICAL INDIAN PHILOSOPHY II				Course Code: BH.UAPHI 501	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
4	0	0	4	(Marks - 40)	(Marks: 60)

Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in Third Year in the college.

Course Objectives:

1. To introduce students to the Orthodox Vedic Schools of Indian Philosophy
2. To acquaint students with the Indian Logic systems.

Course Outcomes:

After the successful completion of the course, the learner should be able to:

1. Ask philosophical questions and understand thinking present in classical Indian thought
2. Provide systematic and rational interpretation of philosophical issues addressed in classical Indian thought
3. Trace the development of philosophical ideas in different schools so as to evaluate their contribution to philosophical knowledge

INDEX

Unit	Description	Periods
1	Jaina Philosophy	15
2	Samkhya and Yoga	15
3	Purva Mimansa	15



4	Vedanta School	15
	Total	60

Detailed syllabus

Units	Detailed descriptions	Lecture Period /unit
1	Jaina School a) Classification of reality b) Syadavada, anekantavada c) Triratnas; Anuvrata and Mahavrata	(15) 5 5 5
2	Samkhya and Yoga School a) Purusha and prakriti: characteristics and proofs of existence b) Satkaryavada (theory of causation) and prakriti parinamavada (theory of creation) c) Eight fold path of Yoga (to achieve kaivalya)	(15) 5 5 5
3	Purva Mimamsa School a) Mimamsa: Six Pramanas, svatah-pramanyavada (theory of truth) b) seven principles of interpreting text c) Mimamsa Theory of Error	(15) 7 4 4
4	Vedanta School a) Shankara: Advaita Vedanta concept of Brahman, mayavada, vivartavada (theory of causation) b) Ramanuja – Visistadvaita concept of Brahman, critique of maya. c) Madhva's Dvaitavada, PanchaBheda	(15) 5 5 5

Text Book: Chatterjee, S., & Datta, D. (2016). *An introduction to Indian philosophy*. Motilal Banarsidass.

References:

- *Indian Philosophy, Vol – II* S Radhakrishnan (London: George Allen and Unwin Ltd., New York City: Humanities Press Inc. 1923)
- Jadunath Sinha, *A History of Indian Philosophy, Vol- I and II*, (Jatindranath Sen, Central Book Agency, Calcutta, 1952)
- Surendranath Dasgupta, *A History of Indian Philosophy, Vol –I and II* (Motilal Banarsidass Indological Publishers and Booksellers, Delhi, 1975)
- M. Hiriyanna, *Outlines of Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi, 1993)
- Basant Kumar Lal *Contemporary Indian Philosophy*, (Motilal Banarsidass Publishers, Delhi, 1973)
- T.M.P Mahadevan and G. V Saroja *Contemporary Indian Philosophy*, (Sterling Publishers Pvt. Ltd, Delhi, 1981)
- Pandit Rajmani Tigunait, *Seven systems of Indian Philosophy*, (The Himalaya International Institute of yoga Science and Philosophy, Honesdale, Pennsylvania)

Self-study topics : 1. Vallabha's Vedant 2. Nimbarka's Vedanta



DETAILED SYLLABUS – SEMESTER V

PAPER 5

PHILOSOPHY OF RELIGION

Preamble

Philosophy of Religion is a crucial area of study in Philosophy. It is known that religion impacts people's lives in various ways and the phenomenon is studied in different ways in various disciplines. Hence, it becomes important to philosophise the different concepts in religion. Philosophy of religion reflects on matters of religious importance. It involves all the major areas of philosophy.

Philosophy Paper 5 in its Semester V is titled Philosophy of Religion. This syllabus includes different themes of religious importance with reflections not only from western tradition but also from different Asian and indigenous perspectives. It is the uniqueness of the syllabus that it tries to incorporate alternate discussions in its purview.

Programme: B.A				Semester: V	
Course: PHILOSOPHY OF RELIGION				Course code: BH.UAPII 502	
Teaching Scheme			Evaluation Scheme (Theory)		
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
4	0	0	4	(Marks - 40)	(Marks: 60)
Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in Third Year in the college.					
Course Objectives:					
1. To introduce students to a reasoned, systematic and critical reflection about religious beliefs					
2. To develop in students the capacity for analytical and critical thinking about such matters.					
Course Outcomes:					
After the successful completion of the course, the learner should be able to:					
1. Discuss the important concepts in religion					
2. Think analytically and critically about concepts in religion					
INDEX					
Unit	Description				Periods
1	Introducing Philosophy of Religion				15
2	Faith, Belief and Experience I				15
3	Faith, Belief and Experience II				15
4	Traditional Arguments for the Existence of God and Criticisms				15
	Total				60



Detailed syllabus		
Units	Detailed descriptions	Lecture period /unit
1	Introducing Philosophy of Religion a)What is religion? What is Philosophy of religion? Does morality require religion? b)Notion of God, sacred divine	(15) 5 4 2
2	Faith, Belief and Experience I a)Blaise Pascal's Wager b)William James' Will to Believe' c)Kierkegaard's leap of faith d)Phenomenology of Religion	(15) 4 4 4 3
3	Faith, Belief and Experience II a) Nirvana, Mindfulness as meditation b) Bhakti tradition c) Sufi Mysticism d) Phenomenology of indigenous religious traditions	(15) 3 4 4 4
4	Traditional Arguments for the Existence of God and Criticisms a) Judeo-Christian Perspective: Ontological argument (Anselm) and its criticism (Kant), Cosmological argument (Aquinas) and its criticism (Hume).Teleological (William Paley) and Its criticism (Hume). b) Nyaya Arguments. c) Islamic Arguments	(15) 7 4 4

Text Book: 1. John H. Hick, Philosophy of Religion, Fourth Pear Education India publication.
2. Manson, Neil A. *This is Philosophy of Religion: An Introduction*. John Wiley & Sons, 2021.

References:

Unit I: Introducing Philosophy of Religion

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 4

----- Richard Creel, *Philosophy of Religion: The Basics* chapter 2

----- Gerard Hughes, *The Nature of God*

Unit II: Faith, Belief and Experience I

----- Stephen Davis, *God, Reason and Theistic Proofs* chapter 9 (Pascal and James)

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 3 (Pascal, James and Clifford)

----- Stuart Brown, *Philosophy of Religion: An Introduction with readings* chapter 7 (Clifford and James)

----- William Rowe, *Philosophy of Religion: An Introduction* chapter 6

----- William Wainwright (ed) *The Oxford Handbook of Philosophy of Religion* chapter 7 (Pascal and James)

Unit III:



----- Paul Oliver, *Mysticism: A Guide to the Perplexed*
----- T.C. Roy, *Heritage and Harmony: Mystics and the Bhakti Saints of Hinduism* ----- Karel Werner, *Love Divine: Studies in Bhakti and Devotional Mysticism*
----- Geoffrey Parrinder, *Mysticism in World's Religions*
----- G. William Barnard, *Exploring Unseen Worlds: William James and the Philosophy of Mysticism*
-----Cox, J. L. (2022). *A Phenomenology of Indigenous Religions: Theory and Practice*. Bloomsbury Publishing.
Unit IV: Traditional Arguments for the Existence of God and Criticisms
----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction chapter 2*
----- Chad Meister, *Introducing Philosophy of Religion chapters 4-6*
----- William Rowe, *Philosophy of Religion: An Introduction chapters 2-4*
-----anssens, J. (1990). [Review of *Proofs for Eternity, Creation and the Existence of God in Medieval Islamic and Jewish Philosophy*, by H. A. Davidson]. *Tijdschrift Voor Filosofie*, 52(4), 706–707. <http://www.jstor.org/stable/40886278>
-----Clooney, F. X. (1999). *The Interreligious Dimension of Reasoning about God's Existence*. *International Journal for Philosophy of Religion*, 46(1), 1–16. <http://www.jstor.org/stable/40022617>
-----Potter, K. H. (Ed.). (2015). *The Encyclopedia of Indian Philosophies, Volume 2: Indian Metaphysics and Epistemology: The Tradition of Nyaya-Vaisesika Up to Gangesa*. Princeton University Press.

Self-study topics :

1. Deism, Theism and Pantheism
2. Moral Justification for the existence of God
3. Discussion on Life after death



DETAILED SYLLABUS – SEMESTER V

PAPER 6

Preamble

Living ethical issues is a subject which deals with topics of applied ethics. It deals with treatment of moral problems, practices in personal and professional life. It also deals with ethical issues related to technology, law, government, environment and various other contemporary issues. Paper 6 of Semester V deals with a number of themes dealing with some living ethical issues. This area of ethics makes it evident that the ethical theories that we study are limited to its academic and theoretical importance but are practical and applicable to moral issues we face in day to day life. This paper discusses some bioethical issues. It discussed professional ethics with reference to medicine, journalism and advertising. It also deals with some contemporary issues like pornography, LGBTQ and sexual harrasment.

Programme: B.A				Semester: V	
Course: LIVING ETHICAL ISSUES				Course code: BH.UAPI 503	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory + Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
3	0	0	3	(Marks - 40)	(Marks: 60)
Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in Third Year in the college.					
Course Objectives:					
<ol style="list-style-type: none"> To reflect on real world ethical questions and the issues they raise, and to discuss those issues in an informed way. To demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts 					
Course Outcomes:					
After the successful completion of the course, the learner should be able to:					
<ol style="list-style-type: none"> Apply ethical theories to current ethical issues. Debate on questions on current ethical issues. Advise on policy matters on current issues globally. 					
INDEX					
Unit	Description				Periods
1	Bioethical Issues-I				15
2	Bioethical Issues-II				15
3	Professional Ethics				15
4	Contemporary Debates- I				15



Total		60
Detailed syllabus		
Units	Detailed descriptions	Lecture period /unit
1	Bioethical Issues- I a) Abortion: the abortion debate: is the fetus a person? Arguments from pro-choice (abortionists) versus pro-life (anti-abortionists) arguments. b) Euthanasia: the moral issue: conflict between duty to prolong life versus duty to relieve pain; forms of euthanasia: voluntary/non-voluntary and active/passive; moral and legal justification of euthanasia: pros and cons. c) Surrogate motherhood: empowerment or exploitation; redefining the notion of ‘mother’ – genetic, biological and social; advantages and critique of surrogate arrangements.	(15) 4 4 4
2	Bioethical Issues- II a) Ethical issues in experimentation on human subjects:the principles of respect for autonomy of persons, beneficence and justice. b) Moral status of animals: views of Peter Singer and Tom Reagan. c) Ethics of human cloning: what is human cloning?; issues that make human cloning attractive; ethical dangers involved in human cloning.	(15) 4 4 3
3	Professional Ethics a) Medical ethics: informed consent and confidentiality. b) Journalistic ethics: truthfulness and objectivity. c) Advertising ethics and Consumer ethics.	(15) 4 3 4
4	Contemporary Debates-I a) Pornography and censorship: arguments for and against pornography; is censorship of pornographic material justified? b) LGBTQ:Is State interference in individuals’ sexual preferences justified? c) Sexual harassment: what counts as sexual harassment?	(15) 4 4 3
Text Book: 1. Singer, P. (1986). <i>Applied ethics</i> . 2. Attfield, R. (2022). <i>Applied Ethics: An Introduction</i> . John Wiley & Sons.		
References: ----- Tom Beauchamp and LeRoy Walters (ed.) <i>Contemporary Issues in Bioethics 5th edn</i> . ----- R.G. Frey and C.H. Wellman (ed.) <i>A Companion to Applied Ethics</i> .		



----- *Deborah Bowman, John Spicer, Rehana Iqbal, Informed Consent*
----- *Tom Beauchamp and James Childress. Principles of Biomedical Ethics.*
----- *R.F. Smith. Ethics in Journalism 6th edn. (Blackwell, 2008)*
----- *Margaret Crouch, Thinking About Sexual Harassment: A Guide for the Perplexed*
----- *Vincent Barry (ed.) Applying Ethics 2nd edn.*
----- *Hugh LaFollette (ed.) Ethics in Practice: An Anthology.*
----- *David Linton. "Why is Pornography Offensive?"*
----- *Louis Pojman, Philosophy: The Quest for Truth (see section 'Philosophy in Action')*
----- *Tamara Roleff (ed.) Biomedical Ethics*
----- *Andrew Cohen and C H Wellman, Contemporary Debates in Applied Ethics*
----- *Jon Nuttal, Moral Questions: An Introduction to Ethics*
----- *Manuel Velasquez and Cynthia Rostankowski (ed.) Ethics: Theory and Practice*
----- *Nussbaum, M. & Sunstein, C. (ed.) Clones and Clones. Part III.*
----- *Andrea Dworkin, Pornography: Men Possessing Women*
----- *Catherine Mackinnon "Sexuality, Pornography, and Method: 'Pleasure Under Patriarchy'", Ethics 99: 314-346 (1989)*

Self-study topics :

1. Freedom of thought and expression – J S Mill
2. The case against animal rights
3. Media ethics: fake news
4. Feminist critique of pornography
5. Privacy and censorship
6. Ethics of organ donation
7. Patient doctor relationship
8. Legal ethics (Indian context)



Modality of Assessment

Theory Examination Pattern:

A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1		20
	i) Internal Class Test with Objective type questions ii) Answer in one word questions iii) An open book test iv) Short Notes. The options were approved to be opted from as alternatives every year. The above can be based on any Unit decided by the department.	
2	Assignment	20
	TOTAL	40

SEMESTER V	Paper 4: Classical Indian Philosophy II	Paper 5:Philosophy of Religion	Paper 6: Living Ethical Issues
Assessed for	Text Study, Contemporary Debates	Research Paper	Case Study/Contextualisation

Assignment types can include:

- Research Paper on a topic assigned to/selected by the student
- Case study/Role play/ Skit.
- Discussion of Philosophical ideas non-academically and reporting the discussion
- Summary writing (summary of primary texts)
- Field visit and a report
- Interpretation of a text/image/movie/short film/Play etc.
- Story writing with reference to Moral concepts and theories
- Video making
- PPT Presentation
- Philosophy through Art
- Question Making
- Teaching Assignment
- Essay writing
- Discussion of a Living Ethical Issue with reference to the theories
- Discussion on Moral issues
- A blog post



Research paper:

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Textual Reference	4	4	3	2	1
Coherence of thought	4	4	3	2	1
Creativity	3	3	2	1	1
Presentation of thoughts	3	3	2	1	1
Critical thinking	3	3	2	1	1
Bibliography	03	3	2	1	1
Total	20	20	14	08	06

Summary writing/text study

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Text reading/reference	5	5	4	2.5	1.5
Simplification	5	5	4	2.5	2
Elucidation	5	5	4	2.5	1.5
Expression of views	5	5	4	2.5	2
Total	20	20	16	10	07

Case study/Role play/ Skit. Discussion of Philosophical ideas non-academically and reporting the discussion

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Report/narration	05	04	03	02	01
Contextualisation	05	04	03	02	01



Analogical reasoning	04	03	02	01	0.5
Theorisation	03	02	01.5	1	0.5
References	03	02	01.5	1	0.5
Total	20	15	11	07	3.5

B) External Examination- 60%- 60 Marks Semester End

Theory Examination: 60 marks

1. Duration - These examinations shall be of 2 hours duration.
2. Paper Pattern: There shall be **5** questions. The first 4 questions have two internal choices each of 10 marks. Question no.5 will have 4 internal choices i.e one from each unit from which students can answer any 2. All questions shall be compulsory with internal choice within some questions.

Paper Pattern:

Question	Options	Marks	Questions Based on
<i>Q.1)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 1</i>
<i>Q.2)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 2</i>
<i>Q.3)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 3</i>
<i>Q.4)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 4</i>
<i>Q.5)</i>	<i>Any 2 out of 4</i>	<i>20</i>	<i>UNIT 1,2,3,4</i>
	TOTAL	60	

• Rubrics for evaluation for End Semester Examination

UNIT	Knowledge based	Understanding	Analysis and critical thinking	total marks/unit
1	07	02	01	10
2	05	02	03	10
3	05	03	02	10
4	05	03	02	10
Any 2 out of 4	10	06	04	20

Overall Examination & Marks Distribution Pattern
Semester V

Course		501			502	
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	Internal	External	Total	Internal	External	Total
Theory	40	60	100	40	60	100
	Internal	External	Total	Internal	External	Total

Course		503	
	Internal	External	Total
Theory	40	60	100
	Internal	External	Total

Grand Total: 300

**DETAILED SYLLABUS – SEMESTER VI****PAPER 4****WESTERN PHILOSOPHY II****Preamble**

Western Philosophy II introduces students to modern philosophy as well as some contemporary trends in philosophy. In its second year it presented a detailed study of Ancient Greek Philosophy and Medieval Philosophy. In its third year students will study Modern Philosophers and their epistemological and metaphysical concerns. It also acquaints students with contemporary western philosophy. This paper is a foundation to studies of various disciplines in social sciences. Modern Philosophers turned to the subject and Renaissance has reflected in the thinking pattern of the philosophers of that time. Renaissance and Reformations were two great reform movements that took place in the 15th and 16th century and it is interesting to trace the development of thought of that era. Philosophers like Locke, Descartes and Kant had a huge impact on areas of human sciences. Contemporary Philosophy of existentialism and hermeneutics changed how we understand the human person. Analytic philosophy introduces a scientific, positivistic and logical way of doing philosophy. This paper prepares students to higher studies in western philosophy in particular and social and human sciences in general.

Programme: B.A				Semester: VI	
Course: : WESTERN PHILOSOPHY II				Course Code: BH.UAPII 601	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
4	0	0	4	(Marks - 40)	(Marks: 60)
Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in Third Year in the college.					
Course Objectives: <ol style="list-style-type: none"> 1. Students will possess a familiarity with important philosophers from the modern period of philosophy in the west 2. Students will gain familiarity with a few philosophers and movements in 20th century western philosophy 3. Students will be able to summarise with clarity some of the arguments, problems and questions central to metaphysics and epistemology in modern philosophy 					
Course Outcomes: After the successful completion of the course, the learner should be able to: <ol style="list-style-type: none"> 1. Discuss Philosophical problems raised by Ancient Greek Philosophers. 2. Read, analyse and critically evaluate the texts of Ancient and Medieval Philosophers. 3. Comment on with different methods used by the philosophers. 4. Pursue research in metaphysics, epistemology, ethics and other branches of Philosophy. 					
INDEX					



Unit	Description	Periods
1	Rationalism	15
2	Empiricism	15
3	Critical Philosophy: Emmanuel Kant	15
4	Later Philosophical Traditions	15
	Total	60

Detailed syllabus

Units	Detailed descriptions	Lecture /unit	Period
1	<p>Rationalism</p> <p>a) Rene Descartes: (i) Method of doubt (ii) nature of ‘self’ and not-self in terms of substance (substance dualism).</p> <p>b) Baruch Spinoza: (i) concept of substance monism.</p> <p>c) G.W. Leibniz: (i) basic constituent of reality (monads)</p>	5 5 5	
2	<p>Empiricism</p> <p>a) John Locke: (i) Rejection of innate ideas (ii) Classification of Ideas (iii) representative theory of perception</p> <p>b) George Berkeley: (i) critique of Locke’s representative theory (ii) esse est percipi (to be is to perceive)</p> <p>c) David Hume: (i) Theory of knowledge (ii) rejection of self as substance and (iii) theory of causation.</p>	5 5 5	
3	<p>Critical Philosophy: Immanuel Kant</p> <p>a) Copernican revolution</p> <p>b) distinctions (i) Analytic-Synthetic propositions (ii) apriori-aposteriori propositions</p> <p>c) reconciliation of rationalism and empiricism: (i) role of the faculty of sensibility and (ii) role of the faculty of understanding.</p>	7 4 4	
4	<p>Later Philosophical Traditions</p> <p>a) Logical positivism</p> <p>b) Analytic Philosophy: Ideal language and Ordinary Language</p> <p>c) Pragmatism: Truth, Practice and Pluralistic ontology</p> <p>d) Phenomenology (intentionality) and Hermeneutics (interpretation)</p>	3 3 3 6	

Text Book: 1.Gilje, N., & Skirbekk, G. (2017). *A history of Western thought: from Ancient Greece to the twentieth century*. Routledge.



2. Cottingham, J. G. (Ed.). (2021). *Western philosophy: An anthology*. John Wiley & Sons.

References:

General: On the history of Western Philosophy

- Richard Schacht, *Classical Modern Philosophers*
- John Shand, *Philosophy and Philosophers*
- S. E. Stumpf, *Socrates to Sartre: A History of Philosophy*
- Frederick Copleston, *A History of Philosophy, vol. 4, 5 and 6*
- W.T. Jones, *A History of Western Philosophy, vol. 3 and 4*
- F.W. Garforth: *The Scope of Philosophy*
- W.K. Wright, *A History of Modern Philosophy*

Unit wise reading/reference list:

Unit I: Rationalism

- Rene Descartes
- Kurt Brandhorst, *Descartes' Meditations on First Philosophy*
 - Gary Hatfield, *The Routledge Guidebook to Descartes' Meditations, chapters 3-5*
 - Benedict Spinoza
 - Charles Jarrett, *Spinoza: A Guide for the Perplexed, chapter 4 and 5*
 - Beth Lord, *Spinoza's Ethics, pp.15-48*
- G.W. Leibniz
- Nicholas Jolley, *Leibniz chapters 2 and 3*
 - Franklin Perkins, *Leibniz – A Guide for the Perplexed, chapters 2 and 3*

Unit II: Empiricism

- John Locke
- D J O'Connor, *John Locke, chapters 1 and 2*
- George Berkeley
- G.J. Warnock, *Berkeley, chapter 5*
 - T. M. Bettcher, *Berkeley: A Guide for the Perplexed, pp.3-28*
- David Hume
- Harold Noonan, *Routledge Guidebook to Hume on Knowledge*

Unit III: Critical Philosophy: Immanuel Kant

- Justus Hartnack, *Kant's Theory of Knowledge see chapter 1 (Introduction), chapter 2 (Transcendental aesthetic) and chapter 3 (transcendental analytic)*
- T K Seung, *Kant: A Guide for the Perplexed, chapter 1*
- Sebastian Gardner, *Kant and the Critique of Pure Reason, chapter 4 (Transcendental aesthetic), chapter 5 (Transcendental idealism), chapter 6 (transcendental analytic)*

Unit IV: Later Philosophical Traditions

- A.J. Ayer, *Language, Truth and Logic, chapter 1*
- A.J. Ayer (ed.) *Logical Positivism*
- Milton Munitz, *Contemporary Analytic Philosophy*
- The Philosophy of William James, chapter 2 & 3*
- Michael Bacon, *Pragmatism: An Introduction, chapter 1*
- Robert Talisse & Scott Aikin, *Pragmatism: A Guide for the Perplexed, chapter 2 & 3*
- Sami Pihlstrom (ed.) *The Continuum Companion to Pragmatism, chapter 5*
- Logical Positivism*
- Jasper, D. (2004). *A Short Introduction to Hermeneutics*. United Kingdom: Presbyterian Publishing Corporation.
- Moran, D. (2002). *Introduction to phenomenology*. Routledge.



Self-study topics :1. Bradley’s idealism 2.Critique of Traditional Metaphysics

DETAILED SYLLABUS – SEMESTER VI

PAPER 5

Preamble

Philosophy of Religion is a crucial area of study in Philosophy. It is known that religion impacts people’s lives in various ways and the phenomenon is studied in different ways in various disciplines. Hence, it becomes important to philosophise the different concepts in religion. Philosophy of religion reflects on matters of religious importance. It involves all the major areas of philosophy.

Philosophy Paper 5 in its Semester VI is titled Philosophy of Religion. This syllabus includes different themes of religious importance with reflections not only from western tradition but also from different Asian and indigenous perspectives. It is the uniqueness of the syllabus that it tries to incorporate alternate discussions in its purview. It intrigues us into thinking about the problem of religious language, evil. It also discusses critiques of religion. The papers end on a special theme with some reflections on religion’s role in social transformation.

Programme:. B.A				Semester: VI	
Course: PHILOSOPHY OF RELIGION				Course code: BH.UAPII 602	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
4	0	0	4	(Marks - 40)	(Marks: 60)
Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in the Third Year in the college.					
Course Objectives:					
1. To introduce students to a reasoned, systematic and critical reflection about religious beliefs 2. To develop in students the capacity for analytical and critical thinking about such matters.					
Course Outcomes:					
After the successful completion of the course, the learner should be able to:					
1. to discuss the important concepts in religion 2. to able to think analytically and critically about concepts in religion					
INDEX					



Unit	Description	Periods
1	Religious Language	15
2	The Problem of Evil	15
3	Critique of Religion	15
4	Social Transformation Through Religion	15
	Total	60

Detailed syllabus

Units	Detailed descriptions	Lecture period /unit
1	Religious Language	
	a) Analogical function of religious language (Thomas Aquinas' view).	5
	b) Symbolic function of religious language (Paul Tillich's view)	5
	c) Negative descriptions and the limits language (Sankara and Jnaneshwar)	5
2	The Problem of Evil	
	a)The problem of evil defined: Epicurus and David Hume	4
	b) Leibniz's response: best of all possible worlds Alvin Plantinga's response: evil is a result of freewill.	4
	c) Indian analysis of the problem of evil.	4
3	Critique of Religion	
	a) Frederick Nietzsche's critique: religion as resentment	4
	b) Karl Marx's critique: religion the opium of the masses	4
	c) Sigmund Freud's critique: religion is an illusion.	4
	d) Krishnamurthy on Religion	3
4	Social Transformation Through Religion	
	a) Sikh Notion of brotherhood	5
	b) Ambedkar: Navayana Buddhism	5
	c) Feminist engagements (Uma Chakravarty)	5

Text Book: 1. John H. Hick, *Philosophy of Religion*, Fourth Pear Education India publication.
2. Manson, Neil A. *This is Philosophy of Religion: An Introduction*. John Wiley & Sons, 2021.

References:

Unit 1: Religious Language

- Brian Davies, *An Introduction to Philosophy of Religion*, chapter 2
- David Stewart, *Exploring the Philosophy of Religion*, chapter 4
- Ronald Santoni (ed) *Religious Language and the Problem of Religious knowledge* -----



Michael Scott, *Religious Language* (Part I)

----- John Hick, *Introduction to Philosophy of Religion*

----- Arvind Sharma, *The Philosophy of Religion: A Buddhist Perspective*.

Unit 2: Problem of Evil

----- Michael Peterson, *God and Evil- An Introduction*, chapter 6 (Augustine and Leibniz)

----- Linda Zagzebski, *Philosophy of Religion: A Historical Introduction* chapter 7 ----- Chad Meister, *Introducing Philosophy of Religion* chapter 7 (Augustine, Leibniz and Plantinga)

----- Richard Creel, *Philosophy of Religion: The Basics* chapter 12

Unit 3: Critique of Religion

----- Kelly James Clark, *Readings in the Philosophy of Religion* chapter 14 and 15 ----- John Raines (ed) *Marx on Religion* Part 4

----- Charles Elder “The Freudian Critique of Religion” *Journal of Religion* Vol. 75 (1995)

----- Comstock, R. (1976). The Marxist critique of religion: a persisting ambiguity. *Journal of the American Academy of Religion*, 44(2), 327-342.

----- Kneupper, Theodore L. (2012). J. Krishnamurti's Critique of Religion. *Journal of Indian Philosophy and Religion* 17:3-37.

Unit 4: Social Transformation Through Religion

----- Reza, M. M. (2021). The Role of Sikh Liberalism in Promoting Communal Harmony in Today's World. *Philosophy and Progress*, 189-209.

----- Ambedkar, B. R. (2011). *The Buddha and his dhamma: A critical edition*. Oxford University Press.

----- Chakravarti, U. (1993). Conceptualising Brahmanical patriarchy in early India: Gender, caste, class and state. *Economic and political weekly*, 579-585.

Self-study topics:

1. Augustine's response: evil is not real Augustine's response: evil is not real.
2. Rowe's Evidentialist argument
3. Hick, "Evil and Soulmaking"



DETAILED SYLLABUS – SEMESTER VI

PAPER 6

Preamble

Living ethical issues is a subject that deals with topics of applied ethics. It deals with the treatment of moral problems, and practices in personal and professional life. It also deals with ethical issues related to technology, law, government, environment and various other contemporary issues. Paper 6 of Semester VI deals with a number of themes dealing with some living ethical issues. This area of ethics makes it evident that the ethical theories that we study are limited to their academic and theoretical importance but are practical and applicable to moral issues we face in day-to-day life. This paper discusses environmental ethics. It also explores different religious attitudes towards the environment culminating in a different approach to environmental ethics. A unit on corporate ethics makes the subject relevant for students embarking on a journey in professional career giving them a unique perspective and training them for ethical problems concerning business.

Programme: B.A				Semester: VI	
Course: LIVING ETHICAL ISSUES				Course code: BH.UAPII 603	
Teaching Scheme				Evaluation Scheme (Theory)	
Lecture (Periods per week)	Practical (Periods per week per batch)	Tutorial (Periods per week per batch)	Credits (Theory +Practical)	Continuous Internal Assessment (CIA)	End Semester Examination (ESE)
03	0	0	03	(Marks - 40)	(Marks: 60)
Pre-requisites: Student must have opted for Second Year Philosophy and enrolled in Third Year in the college.					
Course Objectives: <ol style="list-style-type: none"> To reflect on real world ethical questions and the issues they raise, and to discuss those issues in an informed way. To demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts 					
Course Outcomes: After the successful completion of the course, the learner should be able to: <ol style="list-style-type: none"> Apply ethical theories to current ethical issues. To raise questions on current ethical issues. 					
INDEX					
Unit	Description				Periods



1	Environmental Ethics	12
2	Religious Perspective Towards Environment	11
3	Corporate Ethics	11
4	Contemporary Debates-2	11
	Total	45

Detailed syllabus		
Units	Detailed descriptions	Lecture period /unit
1	Environmental Ethics a) Land ethics with special reference to Aldo Leopold. b) Shallow and deep ecology models of sustainable development: Arne Naess. c) The claims of ecofeminism: is it an environmental ethic? (Carren Warren, Vandana Shiva)	(15) 4 4 4
2	Religious perspectives towards environment a) Vedic Perspective: reverence and sanctity of nature? b) Judeo-Christian/Islamic Perspective: dominion or stewardship? c) Buddhist/Jaina Perspective	(15) 4 3 4
3	Corporate Ethics a) Business ethics: (Are corporate moral agents?) b) Do business corporate houses have social responsibility: arguments for and against CSR. c) Affirmative action: arguments for and against affirmative action.	(15) 4 4 3
4	Contemporary Debates- 2 a) Hunger and poverty: (Thomas Pogge: World poverty, Amartya Sen) Peter Singer (The ethics of assistance) b) The case against assisting the poor: Garrett Hardin. c) Do we have obligations to future (human and non-human) generations?	(15) 4 4 3

Text Book: 1.Frey, R. G., & Wellman, C. H. (Eds.). (2008). *A companion to applied ethics*. John Wiley & Sons.

2.Attfield, R. (2022). *Applied Ethics: An Introduction*. John Wiley & Sons.

References:

- R.G. Frey and C.H. Wellman (ed.) *A Companion to Applied Ethics*.
- Tom Beauchamp and James Childress. *Principles of Biomedical Ethics*.
- Dale Jamieson (ed.) *A Companion to Environmental Philosophy*
- Michael Zimmerman (ed.) *Environmental Philosophy*
- Peter Singer, *Practical Ethics*



----- *O.P. Dwivedi (ed.) World Religions and the Environment*
----- *Christopher K. Chappell and Mary E. Tucker (ed.) Hinduism and Ecology* ----- *Christopher Framarin "Hinduism and Environmental Ethics: An Analysis and Defense of Basic Assumption" in Asian Philosophy Vol. 22 No. 1 (2012)*
----- *Louis Pojman (ed.) Environmental Ethics: Readings in Theory and Application.* ----- *R.F. Smith. Ethics in Journalism 6th edn. (Blackwell, 2008)*
----- *Nicholas Bunnin (ed.) The Blackwell Companion to Philosophy, see "Business Ethics"*
----- *Vincent Barry (ed.) Applying Ethics 2nd edn.*
----- *Hugh LaFollette (ed.) Ethics in Practice: An Anthology.*
----- *Louis Pojman, Philosophy: The Quest for Truth (see section 'Philosophy in Action')*
----- *Andrew Cohen and C H Wellman, Contemporary Debates in Applied Ethics* ----- *Jon Nuttal, Moral Questions: An Introduction to Ethics*
----- *Manuel Velasquez and Cynthia Rostankowski (ed.) Ethics: Theory and Practice* -----
Andrew Kernohan, Environmental Ethics: An Interactive Introduction

Self-study topics : 1. Social ecology 2. Ethics of nuclear war 3. Affirmative action (reservations) in the Indian context 4. Does Nature have intrinsic value? 5. Ethical issues concerning climate change (global warming) 6. CSR – Any case study (Indian context) 7. Significance and impact of environmental movements/activism 8. Green technologies for sustainable development.



Modality of Assessment

Theory Examination Pattern:

A) Internal Assessment- 40%- 40 Marks

Sr No	Evaluation type	Marks
1		20
	i) Internal Class Test with Objective type questions ii) Answer in one word questions iii) An open book test iv) Short Notes. The options were approved to be opted from as alternatives every year. The above can be based on any Unit decided by the department.	
2	Assignment	20
	TOTAL	40

SEMESTER VI	Paper 4: Western Philosophy II	Paper 5:Philosophy of Religion	Paper 6: Living Ethical Issues
Assessed for	Text Study, Contemporary Debates	Research Paper	Case Study/Contextualisation

Assignment types can include:

- Research Paper on a topic assigned to/selected by the student
- Case study/Role play/ Skit.
- Discussion of Philosophical ideas non-academically and reporting the discussion
- Summary writing (summary of primary texts)
- Field visit and a report
- Interpretation of a text/image/movie/short film/Play etc.
- Story writing with reference to Moral concepts and theories
- Video making
- PPT Presentation
- Philosophy through Art
- Question Making
- Teaching Assignment
- Essay writing
- Discussion of a Living Ethical Issue with reference to the theories
- Discussion on Moral issues
- A blog post



Research paper:

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Textual Reference	4	4	3	2	1
Coherence of thought	4	4	3	2	1
Creativity	3	3	2	1	1
Presentation of thoughts	3	3	2	1	1
Critical thinking	3	3	2	1	1
Bibliography	03	3	2	1	1
Total	20	20	14	08	06

Summary writing/text study

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Text reading/reference	5	5	4	2.5	1.5
Simplification	5	5	4	2.5	2
Elucidation	5	5	4	2.5	1.5
Expression of views	5	5	4	2.5	2
Total	20	20	16	10	07

Case study/Role play/ Skit. Discussion of Philosophical ideas non-academically and reporting the discussion

Parameters	Max Marks	80 – 100% Excellent	60-80% Good	30 – 60% Satisfactory	0 – 30% Poor
Report/narration	05	04	03	02	01
Contextualisation	05	04	03	02	01
Analogical	04	03	02	01	0.5



reasoning					
Theorisation	03	02	01.5	1	0.5
References	03	02	01.5	1	0.5
Total	20	15	11	07	3.5

C) External Examination- 60%- 60 Marks Semester End

Theory Examination: 60 marks

1. Duration - These examinations shall be of 2 hours duration.

D) Paper Pattern: There shall be 5 questions. The first 4 questions have two internal choices each of 10 marks. Question no.5 will have 4 internal choices i.e one from each unit from which students can answer any 2. All questions shall be compulsory with internal choice within some questions.

Paper Pattern:

Question	Options	Marks	Questions Based on
<i>Q.1)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 1</i>
<i>Q.2)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 2</i>
<i>Q.3)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 3</i>
<i>Q.4)</i>	<i>Any 1 out of 2</i>	<i>10</i>	<i>UNIT 4</i>
<i>Q.5)</i>	<i>Any 2 out of 4</i>	<i>20</i>	<i>UNIT 1,2,3,4</i>
	TOTAL	60	

• Rubrics for evaluation for End Semester Examination

UNIT	Knowledge based	Understanding	Analysis and critical thinking	total marks/unit
1	07	02	01	10
2	05	02	03	10
3	05	03	02	10
4	05	03	02	10
Any 2 out of 4	10	06	04	20

**Overall Examination & Marks Distribution Pattern
Semester VI**

Course		501			502	
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	Internal	External	Total	Internal	External	Total
Theory	40	60	100	40	60	100
	Internal	External	Total	Internal	External	Total

Course		503	
	Internal	External	Total
Theory	40	60	100
	Internal	External	Total

Grand Total: 300
