

## 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 (Autumn Semester, Year 1<sup>st</sup>, 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	<b>Two to be opted</b>
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**

**Course Title: Perspectives in Indian Epistemology**

**Credits: 04**

**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. Nakhnikian, 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 or 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. Radnitzky, Gerand and Anderson Gunnar, *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.

